

WASHINGTON STATE DEPARTMENT OF LICENSING

Washington Home Inspector Board

*Meeting Packet
December 8, 2016
SeaTac, Washington*



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STATE OF WASHINGTON
DEPARTMENT OF LICENSING
PO Box 9021 Olympia, Washington 98507-9021
**HOME INSPECTOR ADVISORY LICENSING BOARD REGULAR
MEETING AGENDA**

DATE: December 8, 2016

TIME: 9:00 AM – 12:00 PM

PLACE: Double Tree by Hilton Seattle Airport
Cascade Room
18740 International Boulevard
Seattle, WA 98188

CONTACT PERSON: Ryan Grimes
(360)664-6623
Rgrimes@dol.wa.gov

ORDER OF AGENDA: OPEN SESSION(S)

1. Call To Order Darrel Marsolais, Chair/Board Member
 - a. Attendance
 - b. Approval of Agenda
 - c. Approval of Minutes – September 8, 2016 Regular Board Meeting
2. Public Comment (30 Minutes)
3. Curriculum Process Update
4. Subcommittee Forming
5. Form Changes
6. Other Business
7. Action Items
8. Adjourn

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STATE OF WASHINGTON
DEPARTMENT OF LICENSING
PO Box 9021 Olympia, Washington 98507-9021
HOME INSPECTOR ADVISORY LICENSING BOARD
REGULAR MEETING MINUTES

September 8, 2016
Port of Chelan County – CTC
285 Technology Center Way Suite 102
Wenatchee, WA 98801

Attendance

Board Members: Darrell Marsolais, Chair; Hugh Kelso, Vice Chair; Charles Buell, Member; Pat Knight, Member; Kevin Ratliff, Member; Don Hester, Member.

Staff: Ryan Grimes, Program Manager Home Inspector & Real Estate Programs; Bill Dutra, Investigations & Audit Programs Manager, Real Estate Programs; Lona Price, Professional License Manager Home Inspector Program; Collin Pippin-Timco, Education Manager, Real Estate Programs.

Call to Order

Chair Marsolais called the meeting to order at 9:00 a.m.

Approval of agenda

Mr. Kelso moved to approve the agenda. Mr. Knight seconded. The motion passed unanimously.

Approval of June 2, 2016 meeting minutes

Minutes for September 8, 2016 meeting were reviewed. The following changes to the minutes were made:

- Under the section *Update on housekeeping for current rules*, a number of the proposed rules were referenced incorrectly. This has been amended to reflect the Washington State Register (WSR) filing number, which would have accompanied the proposed rules.
- Mr. Ratliff's term was corrected to read "July 15, 2019."

Mr. Knight moved to approve the minutes as amended. Mr. Buell seconded. The motion passed unanimously.

Introduction of new board members and support staff

Mr. Kevin Ratliff and Mr. Don Hester were introduced as new board members.

Mr. Ryan Grimes was introduced as the Acting Home Inspector Program Manager.

Public comment

No public comment was given.

Current and Future Proposed rule changes

Mr. Pippin-Timco reported that program staff have created a spread sheet for tracking all past, present, and future rule making efforts.

Mr. Pippin-Timco reported that a number of draft rules have been forwarded for legal review to ensure compliance with the Revised Code of Washington (RCW).

Form Changes

Ms. Price reported that the changes the board had requested to the Examination Application and First License Application had been made, and an updated version of the applications had been posted to the program website.

The board requested the following additional changes be made to the applications:

- Additional signature lines.
- New box for Inspection Report Completed yes/no.
- Add a check box to the signature line acknowledging you meet the criteria of a supervising Inspector.

Report on Results for field Survey

Mr. Pippin-Timco reported on results from the Fundamentals of Home Inspection curriculum field survey. Results noted satisfaction with the curriculum, but also noted a misalignment between the national test and the curriculum.

Board members encouraged Mr. Pippin-Timco to investigate subject-level examination data to confirm the misalignment.

Update on Web Changes

Mr. Pippin-Timco noted that changes had been made to the program website. The changes were made in an effort to simplify and streamline website content and pages.

Board members requested the following additional changes:

- Under *How to renew your license*, bold language regarding “birthday.”
- Populate the *Frequently asked questions* page with frequently asked questions.
- Create a stand-alone page for the home inspector course catalog.

Update on Ethics 308-408C-020(9)

Mr. Dutra reported that the information reviewed thus far regarding advertising concerns for home inspectors involves third party vendors, usually located out of state, who are collecting advertising fees for brochures which are then given to other entities free of charge. The

marketing materials are available to the public via real estate offices or any other entity working with the third party vendor.

Mr. Dutra noted that that documents and information received by the department from the board members regarding concerns with licensee conduct will be treated as a complaint and will become a public document.

The board requested that further conversation regarding advertising concerns for home inspectors be moved to Rules and Standards Subcommittee for review.

Update on current information for Board Member Manual

Ms. Price presented updated information to be included in board member manuals, to include board and staff contact information, state per diem map, etc.

Report on industry concerns regarding requirements of RCW 64.06 Real Property Transfer Disclosure Statement

Mr. Dutra discussed concerns within the real property transfer disclosure document (Form 17) regarding the language “whole house inspection.” Mr. Dutra reported that it was not within the department’s authority or jurisdiction modify the language within Form 17.

Committee & Board Work Plan

Board Work

Mr. Grimes reminded board members that four (4) board members constitute a quorum, and to be conscious of situations that may unintentionally initiate a public meeting, i.e., replying “all” to department emails that include all board members.

What board Work that needs staff present

Mr. Grimes reminded board members that subcommittee meetings, as well as review of guidance documents and legal matters, should include staff representatives. Staff representatives are not required during work groups, task forces, or independent research.

Committee make up

Mr. Grimes proposed changes to the current subcommittees, specifically the Rules and Standards Subcommittee. Mr. Grimes noted that each subcommittee seemed capable of drafting rules, and asked members to consider updating the subcommittees’ roles/charters.

Chair Marsolais noted that he would consult with the past board members about the role of the Changing Business Practices Subcommittee, as well as other subcommittees.

Mr. Pippin-Timco presented options for reorganizing the subcommittees, including adding an executive subcommittee made up of board officers. Mr. Pippin-Timco recommended that board members review the existing board bylaws, and make updates as needed to subcommittee roles/charters, as well as the duties and delineation of board officers.

Committee appointments

This action was tabled until the December 2016 meeting to allow for board review of subcommittee roles/charters.

Energy Audits / Possible Legislation Abandoned

Mr. Dutra noted that the department was not aware of any new proposed legislation to make require home inspectors to do energy audits. Past legislation regarding such this requirement was abandoned. Mr. Grimes and Mr. Dutra noted that they will discuss with management communications regarding this information.

Other Business

Selling Reports

Chair Marsolais noted that there had been questions from licensees regarding selling of reports to parties not named in the pre-inspection agreement. Mr. Dutra noted that the department would review the situation once a complaint was received.

2017 Board Meeting Locations

The board's meeting 2017 public schedule was discussed, and has been approved as follows:

Date	City	Location
March 09, 2017	Lynnwood, WA	TBD
June 8, 2017	Wenatchee, WA	TBD
September 7, 2017	Vancouver, WA	TBD
December 14, 2017	SeaTac, WA	TBD

Miscellaneous

Ms. Price and Chair Marsolais noted that the following requests had been received by the program from licensees/general public:

- Request for more information on the meeting minutes.
- Request for meeting minutes posted in a timely manner.
- Request for more detail on agenda.
- Request for agenda to be posted two weeks prior to meeting.
- Request to be notified 30 days before the board meeting.

- Ms. Price and Mr. Pippin-Timco noted that the program makes every effort to be as transparent as possible with meeting notifications and minutes. However, where possible, efforts would be made towards further transparency.

Action Items

- Review subcommittee roles/charters.
- Mr. Grimes and Mr. Dutra to review Energy Audit/SOP.
- Mr. Grimes and Mr. Pippin-Timco to update website education page.
- Mr. Pippin-Timco to obtain exam subject matter and school pass rate data.
- Ms. Price to draft changes to Examination Application Field Training page.
- Mr. Pippin-Timco to forward rule tracking document to board.
- Mr. Pippin to forward bylaw recommendations to board.

Adjourn

Chair Marsolais moved to adjourn the meeting at 11:52 a.m. Mr. Knight seconded. The motion passed unanimously.

Next Home Inspector Board Meeting

December 8, 2016 Board Meeting Location

Double Tree by Hilton Seattle Airport

Cascade Room

18740 International Boulevard

Seattle, WA 98188

Phone number 206-246-8600

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STATE OF WASHINGTON
DEPARTMENT OF LICENSING
PO Box 9020 Olympia, Washington 98507-9020

December 8, 2016

TO: Washington State Home Inspector Licensing Advisory Board

THROUGH: Ryan Grimes, Program Manager, Home Inspector Program

FROM: Colin Pippin-Timco, Education Manager, Real Estate Programs

SUBJECT: Curriculum Field Survey Results, Alignment Review, and Recommendation

Background & Purpose

Over the past several months, the Home Inspector Program (program) staff have worked diligently to develop, document, and implement a Curriculum Continuous Improvement Process. An element of this process is to conduct a periodic needs assessment to provide critical information supporting the continued need for the curriculum under review, as well as to provide data on new industry trends and necessary topic/issue coverage in the various content area.

Further, in the curricular review of an existing curriculum, the needs assessment process allows for the collection and analysis of data that provides insight into:

- The appropriateness of the objectives, i.e., Do the curricula cover the "right" content knowledge and skill acquisition?
- Gaps in subject coverage, i.e., What is the need for the addition of new content and/or the deletion of obsolete or outdated subject coverage?
- Course outcomes, i.e., Are course outcomes meeting industry needs? Do courses produce competent licensees with a basic understanding of the industry, along with strong ethics?
- The quality of the course providers. While course provider approvals are an entirely separate process, the curricular review process could provide insightful data for the Course Provider Approval process.

The needs assessment for a curricular review of an existing curriculum includes the following steps, in no particular order:

- Ensure Alignment to RCW, WAC and Other Legislative Mandates
- Assess Course Outcomes
- Assess Compliance Data (Annual Trend Analysis)
- Identify New Key Issues/Trends and Out-of-Date Content/Topics
- Ensure Alignment with Testing Provider Role Delineations/Job Analyses

Program staff have completed work supporting the steps *Identify New Key Issues/Trends and Out-of-Date Content/Topics* and *Ensure Alignment with Testing Provider Role Delineations/Job Analyses*. This memo provides a summary of their findings, as well as recommendations for next steps.

Findings For: Identify New Key Issues/Trends and Out-of-Date Content/Topics

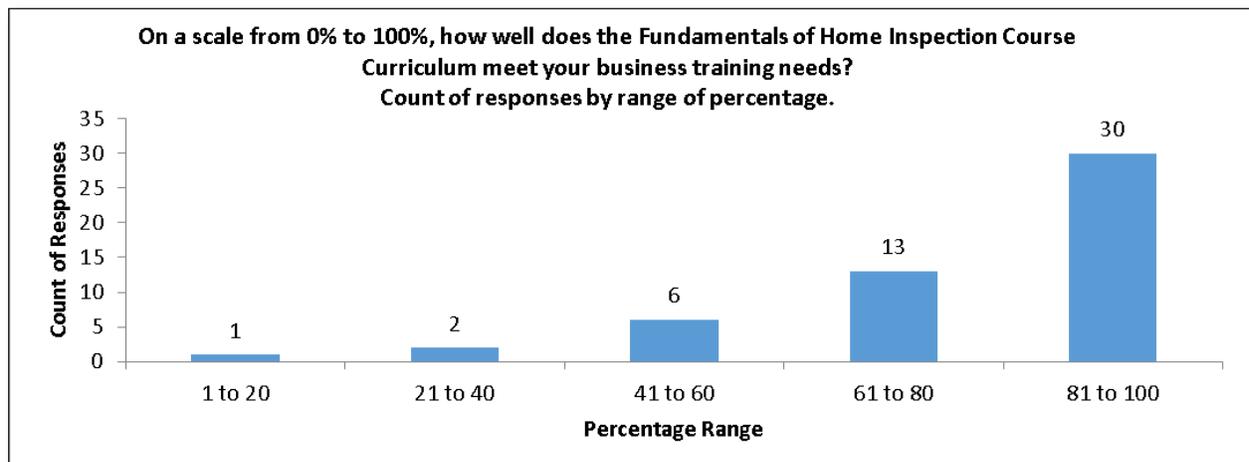
Introduction

Program staff have devoted the bulk of their work on this step to the deployment of a field survey. To conduct the field survey for the existing curriculum, program staff sent a survey with the current home inspector curriculum course objectives to education providers and home inspectors via email.¹

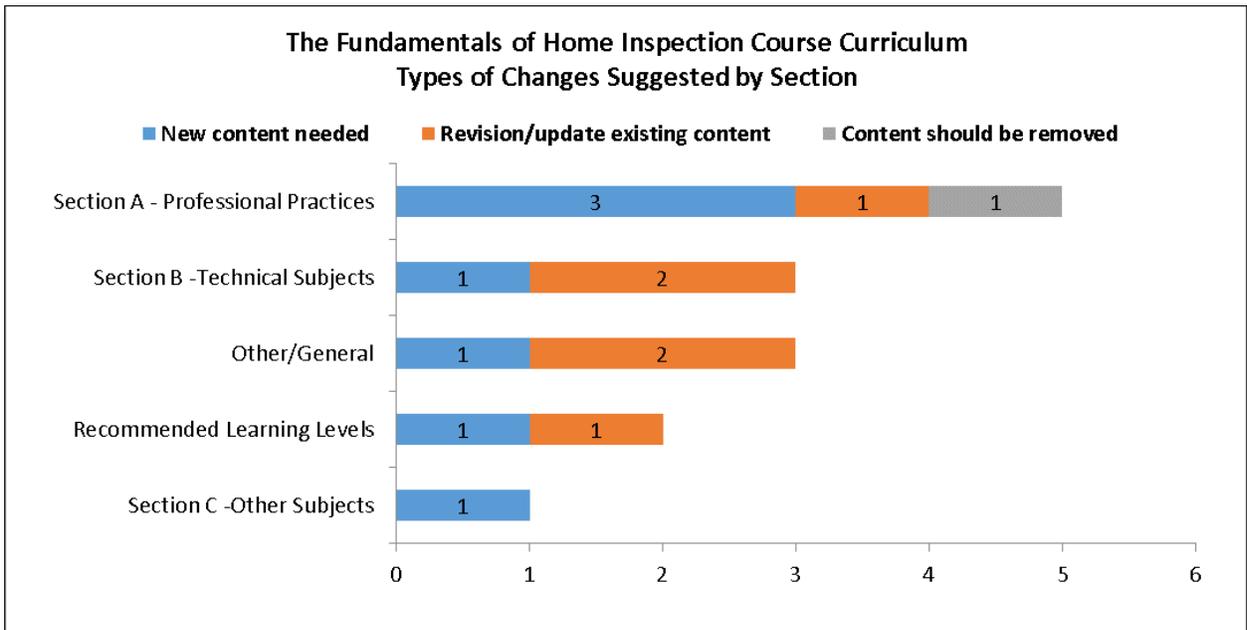
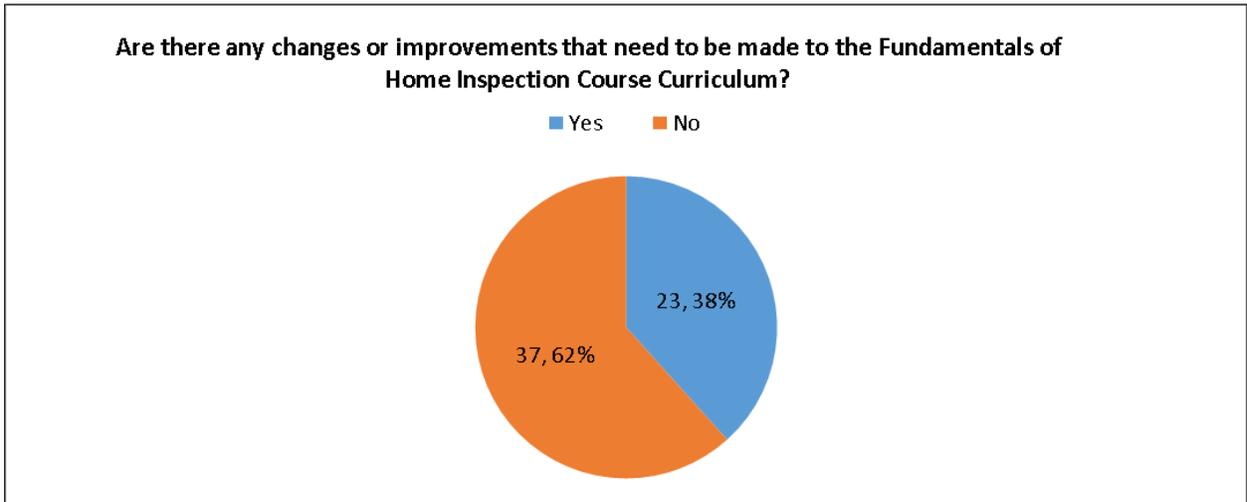
In the field survey, program staff requested feedback on what is and is not working in the curriculum, as well as what is missing.

The tables below show high-level results for the survey:

Fundamentals of Home Inspections High-Level Results



¹An estimated 1200 survey invitations were sent, and a total of 84 individuals responded for an estimated response rate of 7%.



Data-Level Comments

The following comments have been retrieved directly from survey participants:

“The fundamentals are fine but the practical hands-on is desperately missing within this curriculum.”

“Include newer items being installed today - Heat Pump water heaters, etc.”

“The training/education should focus on what is needed to be an effective inspector, not how to run an inspection business.”

“I actually think more time is required to do these topics justice. The program I took was like trying to drink from a fire hose...”

“More practical inspection training. Hands on simulated or actual inspecting and reporting.”

“Future Fundamentals of Home Inspection courses should be longer and require more training in all of the contents covered.”

Analysis

Though there appears to be a reticence to change or update the curricula based upon the high-level needed improvements and meeting business needs survey questions, individual responses paint a different picture. Many of the responses regarding changing or adding content highlight a need to bring the content of the courses in closer alignment with the actual roles and responsibilities of home inspectors.

Findings For: Ensure Alignment with Testing Provider Role Delineations/Job Analyses

Introduction

As noted in a previous memo, role delineations/job analyses serve as the underpinnings for the questions that appear on the program’s prelicensing exams. Because the program contract with an independent entity to develop and conduct prelicensing exams, ensuring alignment between the role delineation/job analysis for the exam and mandated curriculum is an important step in the curricular review and curriculum development processes, ensuring the curricula are developed with the same standards and objectives as the exam so that results and subsequent professional competency may be linked to a licensee’s education.

The sections below further examine alignment and make recommendations for updating the curricula.

Current Alignment T-Chart

WA Home Inspector Curriculum	NHIE Role Delineation
<p>2.0 Business Practices Upon completion of this section, the student should:</p> <ol style="list-style-type: none"> 1. Understand the amount of basic education required under Washington State Law for an inspector to be capable of doing a competent inspection. 2. Understand what equipment is needed for an inspector to be capable of doing a competent inspection. 3. Understand the dangers related to conducting a home inspection. 4. Understand basic business marketing principles. 5. Understand the basic administrative and record keeping requirements to run a business. 	<p>Professional Practices 2.0 Business Practices Domain III: Business Operations (12%) Task 1: Identify the elements of the written inspection contract (e.g., scope, limitations, terms of services) to establish the rights and responsibilities of the inspector and client. (6%) Knowledge of:</p> <ul style="list-style-type: none"> • Purpose of a contract • Elements of a contract (e.g., names of parties, scope of inspection, terms of service, exclusions and limitations, address, date and times of inspection, limits of liability, dispute resolution, and understanding State specific elements) • Timing of delivery and signing contract <p>Task 2: Identify responsibilities to the client in order to maintain the quality, integrity, reputation, and objectivity of the inspection process while protecting the client's interests. (6%) Knowledge of:</p> <ul style="list-style-type: none"> • Fundamental legal concepts (e.g., fiduciary responsibility, contractual responsibility, liability, negligence, due diligence, consumer fraud, knowledge of licensing requirements) • Identify conflicts of interest to the client (e.g., inspector interest in the property, third-party stakeholders with financial interest in the outcome of the inspection) • Understand the types and purpose of financial protection (e.g., general liability, professional E&O, bonding, and warranties)
<p>3.0 Roofing Upon completion of this section, the student should:</p> <ol style="list-style-type: none"> 1. Know the two types of roofs and which roofing systems are appropriate for them. 2. Be able to recognize the various types of roof covers and know when they're appropriate and properly installed and flashed. 3. Be able to recognize when roofing appurtenances are appropriate for various types of roof covers and are properly installed. 4. Be able to recognize various types of flashing and coping systems and know when they're appropriate and properly installed. 5. Be able to recognize various types of guttering systems and know when they are appropriate and properly installed. 	<p>Domain I: Building Science (64%) Task 2: Identify and inspect building exterior components using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that can affect people or the performance of the building. (6%)</p> <p>Roof Coverings</p> <ol style="list-style-type: none"> i. Common roof-covering types, materials, applications, installation methods, and construction techniques ii. Typical roof covering repair methods and materials iii. Typical defects (e.g., improper installation, cracking, curling, deterioration, damage) iv. Characteristics of different roofing materials v. Sheathing and underlayment requirements for different types of roof coverings vi. Maintenance concerns and procedures vii. Safety issues, applicable standards, and appropriate terminology <p>Roof Drainage Systems</p> <ol style="list-style-type: none"> i. Common drainage system types, materials, applications, installation methods, and construction techniques (e.g., slope, gutters, roof drains, scuppers) ii. Typical modifications, repairs, upgrades, and retrofits methods and materials iii. Typical defects (e.g., ponding, improper slopes, clogging/leaking, disposal of roof water runoff) iv. Maintenance concerns and procedures v. Safety issues, applicable standards, and appropriate terminology <p>Flashings</p> <ol style="list-style-type: none"> i. Common types, materials, purpose, applications, installation methods, and construction techniques ii. Typical defects (e.g., separation, corrosion, improper installation, missing flashing) iii. Maintenance concerns and procedures iv. Safety issues, applicable standards, and appropriate terminology <p>Skylights and Other Roof Penetrations</p> <ol style="list-style-type: none"> i. Common skylight and other roof penetration types, materials, applications, installation methods, and construction techniques ii. Typical defects (e.g., cracked glazing, improper installation, deterioration, failure, faulty flashing) iii. Maintenance concerns and procedures iv. Safety issues, applicable standards, and appropriate terminology

Task 3: Identify and inspect structural system elements using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the structural stability of the building. (7%)

Roof and Ceiling Structures

- i. Common roof and ceiling structure types, materials, applications, installation methods, and construction techniques
- ii. Typical roof structure modifications, repairs, up-grades and retrofits, methods and materials
- iii. Acceptable truss and ceiling structural-member modifications, repairs, upgrades, and retrofits methods and materials
- iv. Roof and ceiling structure conditions and defects (e.g., moisture stains, fungal/ mold growth, sagging rafters, modified/damaged trusses, decayed or damaged structural members)
- v. Limitations of framing materials (e.g., span)
- vi. Applied forces and how they affect roof/ceiling structures(e.g., wind, seismic, loads)
- vii. Safety issues, applicable standards, and appropriate terminology
- viii. Seismic and wind-resistant construction and hardware
- ix. Maintenance concerns and procedures

Pass Rates & Subject Matter Results

Pass Rates

HI Exam Results January 1, 2015-October 10, 2016		
	State	National
Pass	413	384
Fail	103	264
Total	516	648
Pass Rate	80%	59%

Subject Area Results (National Exam)

HI National Exam Subject Area Results January 1, 2015-September 30, 2016			
Section	Building Science	Analysis & Reporting	Business Operations
Number of Questions	112	42	21
Average Correct	76	29	15
Percentage Correct	68%	69%	71%

Analysis

Currently, the program’s preclicensing curricula for home inspectors are/was created independently of the testing provider’s role delineations/job analyses. Because of this, it may come as no surprise that potential licensees and licensees note that exam content appears different from content in their course, or is brand new altogether. This may also be easily seen in the subject area results on the national portion of the exam.

The program’s ability to show a clear link between education and test performance, and therein establish measures and expectations for the program, education providers, and potential licensees is also hindered by this lack of alignment. The program would like to begin a continuous improvement process for its mandated curricula, as well as giving feedback to education providers, but without a direct route to subject areas and distinct concepts to focus on, this feedback is difficult at best.

Recommendation

It is recommended that the program fully align its current home inspector prelicensing curricula to the existing content outline for the home inspector role delineation/job analysis (2015).

Attachments: National Home Inspector Examination Policies, Procedures, and Content Outline

RG:cp-t



EBPHI

Examination Board of
Professional Home
Inspectors

National Home Inspector Examination[®]

Overview

- Policies
- Procedures
- Content Outline

www.HomeInspectionExam.org



Examination Board of Professional Home Inspectors®, Inc.

The Examination Board of Professional Home Inspectors (EBPHI) is an independent, not-for-profit corporation founded in 1999. EBPHI's mission is "to establish the standard of competence for home inspectors and to enhance consumer confidence in home inspection professionals." The National Home Inspector Examination (NHIE) addresses this mission by encouraging regulatory bodies in state and local governments, as well as professional membership organizations, to adopt the National Home Inspector Examination for competency assessment.

Administration of the NHIE ensures that home inspection professionals meet basic knowledge and practice requirements for the purposes of regulation. Successful completion of the examination fulfills the needs of the public, the government, and of home inspectors.

For information about home inspection laws and regulations, see EBPHI's website at www.homeinspectionexam.org.

Policies and Procedures

Registration Information

Tennessee and Oklahoma:

The states of Tennessee and Oklahoma have contracted with PSI, Inc. to administer the National Home Inspector Examination.

Illinois, South Dakota, and Washington:

The states of Illinois, South Dakota, and Washington have elected to add state-specific questions to the National Home Inspector Examination. The Home Inspector Examination in Illinois, South Dakota, and Washington is administered by Applied Measurement Professionals (AMP).

Florida:

The state of Florida has elected to add state-specific questions to the National Home Inspector Examination. The Home Inspector Examination in Florida is administered by Pearson VUE.

Texas:

The state of Texas has contracted with PearsonVUE to administer the National Home Inspector Examination.

All Other States:

EBPHI contracts with PSI, Inc. to administer the National Home Inspector Examination at more than 220 proctored test centers throughout North America.

Payment Information

- Payment is required at the time of online or phone registrations.
- No payments are accepted at test centers.
- Examination fees are nonrefundable, nontransferable, and subject to change.

Examination Fee

- In all states except Texas, Oklahoma, Washington, Illinois, and South Dakota, the cost of the National Home Inspector Examination is \$225.
- For the states excepted above, visit the websites referenced in the "Registration Information" section.

To Change or Cancel a Reservation Without Penalty

- To change or cancel a reservation without a monetary penalty, notify PSI's Customer Care Center no less than four business days before the scheduled examination.
- Cancellations received less than four business days before the scheduled examination will be charged the full examination fee.
- If you are absent for a scheduled examination and have not rescheduled or cancelled according to policy, the full examination fee for the missed examination session is due. You will not be permitted to take subsequent examinations until all fees owed to PSI, Inc. for previous examinations have been paid.
- If you are taking the exam through a different test administrator, contact them (See "Registration Information" section) for their policies and procedures.

Permitted Absence from a Scheduled Examination

If you are unable to attend the examination on the day you are scheduled to test, you may be excused for the following reasons:

- Illness of either yourself or an immediate family member
- Death in your immediate family
- Disabling traffic accident
- Court appearance or jury duty
- Military duty

Re-examination Procedures

- To make an appointment for re-examination, follow the online or telephone procedures outlined previously for making an examination appointment.
- You may retake the Nation Home Inspector Examination as many times as you wish (unless otherwise regulated by your state). However, you must wait 30 days between retakes. Each examination requires a separate fee.

Special Examination Arrangements and Services

- EBPHI certifies that its test administrators comply with the provisions of the Americans with Disabilities Act (42 USC Section 12101, et. seq.) and Title VII of the Civil Rights Act, as amended (42 U.S.C. 2000e, et. seq.) in accommodating individuals who, because of a disability, need special arrangements to enable them to take the examination. If you need special arrangements for testing because of a disabling condition, you may ask for special testing services. All examination sites provide access for individuals with movement disabilities.
- Any individual requesting special testing arrangements due to impaired sensory, manual, or verbal skills or other disability must submit a request to the appropriate test administrator. This request must include your name, address, social security number, test date desired, test location, time of examination, and a description of the special requirements. This request must also include supporting documentation from a physician or other qualified professional reflecting a diagnosis of the condition and an explanation of the need for test aids or modifications.
- Test administrators will provide auxiliary aids and services except where it may fundamentally alter the examination or results or result in an undue burden. Due to the unique nature of each request for special arrangements and the types of variables involved with testing (testing frequencies as permitted by each state and individual test

center capabilities), an individual requesting special services should do so at least 158 business days in advance of his or her desired test date.

- Test administrators will determine the time and place of specially arranged examinations and confirm these arrangements with the individuals directly. All special examination arrangements are subject to Examination Board of Professional Home Inspectors' policies.

Reporting Time

Specific reporting times will be given when you make your examination reservation. It is suggested that you report for testing at least 15 minutes before your examination appointment. Allow additional time to find the test center.

Tardiness

Individuals who arrive late for their scheduled examination forfeit their reservation. Persons excluded from testing because of lateness will be considered absent and will owe the test administrator the full examination fee.

At the Testing Center

- When you arrive at the test center, report to the test center manager. Present your confirmation number, identification, and any other required documents. The manager will request information from you and take your picture. This photograph will be printed on your score report.
- The test center manager will assign you a seat and assist you with your computerized testing unit. You will have an opportunity to go through a tutorial to become familiar with the system. The time you spend on the tutorial will not reduce the time allotted for taking your examination. When you feel comfortable, you may begin your examination.
- You are given four hours to complete the National Home Inspector Examination. The timing of the examination begins the moment you look at the first question on your examination. After four hours have elapsed, the testing unit will automatically turn off. Alert the test center manager when you have completed your test by raising your hand.
- If you encounter any problem during the exam, please notify the test center manager immediately. If your problem is not addressed to your satisfaction, contact EBPHI by email at info@homeinspectionexam.org or call (847) 298-7750.

Examination Comments

- Should you wish to comment on any question on the exam, be sure to flag it and then follow the instructions at the end of the test. Comments are accepted only for specific, individual questions; a failing score on the NHIE is not considered grounds for comment.
- Comments on questions on the National Home Inspector Examination are reviewed by the Examination Board of Professional Home Inspectors with advice from its test development contractor. Should a question require modification or elimination such that failing scores might be changed, affected candidates will be rescored. In no case will resolution of candidate comments result in modification of individual candidate scores. Comment determinations that do not affect passing scores will not be applied, but may affect future versions of the exam.

Test Center Regulations

To ensure that all individuals are tested under equally favorable conditions, the following regulations and procedures are observed at each test center:

- No personal belongings such as briefcases, large bags, study materials, extra books or papers, electronic pagers or cell phones are permitted in the testing room. Any items brought into the testing room will be collected and returned after the test is completed. Test administrators are not responsible for lost or misplaced items.
- No one is permitted to eat, drink, or smoke during the examination.
- Under no circumstances will you be permitted to work beyond the time allotted for the examination. Time limits are generous, with ample time to answer all questions and to check all work.
- You may not leave the room during an examination without permission from the test center manager. If you need to leave the examination for any reason, no extra time will be allowed for the examination.
- Examinees using notes, books or other aids, taking part in an act of impersonation, or removing test materials or notes from the testing room will be summarily dismissed from the examination and reported to the Examination Board of Professional Home Inspectors.
- The use of calculators is not permitted.
- Test center personnel are not familiar with the questions on the NHIE and have been instructed not to attempt to assist with the tested material.

Cancellations and Delays

Test administrations are delayed or cancelled only in emergencies. If severe weather or a natural disaster makes the test center inaccessible or unsafe, the test administration may be cancelled. Listen to your local radio stations for announcements and information regarding severe weather conditions that may result in test delays and/or cancellations.

How the Test Is Scored

- Official scoring of your examination will take place immediately. You will leave the test center with your official scoresheet in hand.
- The National Home Inspector Examination is “scale scored” from 200-800, with 500 as the passing score. Your pass/fail status is determined by whether you answered enough questions correctly to meet or to exceed the passing score of the examination. This passing score is established by the methodology suggested in accepted standards for public protection examinations.

Using Your Score Report

- If you took this examination to qualify for licensing or other regulation in your state, contact the regulating agency to determine how to submit your passing score report. You will find links to various regulatory bodies at www.homeinspectionexam.org.
- At PSI, Inc. test centers, you will receive two originals of your score report. If you are taking the exam through a different test administrator, contact them for information.

Content Outline

PERFORMANCE DOMAIN I: BUILDING SCIENCE (64%)

TASK 1: Identify and inspect site conditions using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that can affect the building or people. (4%).

a. Vegetation, Grading, Drainage, and Retaining Walls

- i. Common retaining wall types, materials, applications, installation methods, construction techniques, and clearance requirements
- ii. Common grading and drainage system types, materials, applications, installation methods, and construction techniques
- iii. Typical defects (e.g., negative grade, site drainage problems)
- iv. Typical vegetation and landscape conditions, maintenance practices, and how they affect the building
- v. Maintenance concerns and procedures
- vi. Safety issues, applicable standards, and appropriate terminology

TASK 2: Identify and inspect building exterior components using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that can affect people or the performance of the building. (6%)

a. Wall Cladding, Flashing, Trim, Eaves, Soffits, and Fascia

- i. Common types (e.g., stucco, composite siding, aluminum and vinyl cladding, SIPs, EIFS, step flashing)
- ii. Typical defects (e.g., cracking, improper installation, water infiltration, decay)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, and appropriate terminology

b. Exterior Doors and Windows

- i. Common door and window types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., delaminating, decayed wood, thermal seal failure, flashings, cracked glass)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, appropriate terminology, and glazing requirements (e.g., egress requirements, safety glazing, release for security bars)

c. Roof Coverings

- i. Common roof-covering types, materials, applications, installation methods, and construction techniques requirements
- ii. Typical roof covering repair methods and materials
- iii. Typical defects (e.g., improper installation, cracking, curling, deterioration, damage)
- iv. Characteristics of different roofing materials

b. Driveways, Patios, and Walkways

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., root damage, trip hazards)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, and appropriate terminology

c. Decks, Balconies, Stoops, Stairs, Steps, Porches, & Applicable Railings

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Attachment methods (e.g., lag screws, bolts, web joists, tgi joists, cantilevered flooring)
- iii. Deck load to grade transfer theory (e.g., deck to joist to girder to post to grade)
- iv. Typical defects (e.g., flashing, railings, decayed wood, results of deferred maintenance)
- v. Maintenance/design concerns and procedures
- vi. Safety issues, applicable standards, and appropriate terminology

- v. Sheathing and underlayment requirements for different types of roof coverings
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

d. Roof Drainage Systems

- i. Common drainage system types, materials, applications, installation methods, and construction techniques (e.g., slope, gutters, roof drains, scuppers)
- ii. Typical modifications, repairs, upgrades, and retrofits methods and materials
- iii. Typical defects (e.g., ponding, improper slopes, clogging/leaking, disposal of roof water runoff)
- iv. Maintenance concerns and procedures
- v. Safety issues, applicable standards, & appropriate terminology

e. Flashings

- i. Common types, materials purpose, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., separation, corrosion, improper installation, missing flashing)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, & appropriate terminology

f. Skylights and Other Roof Penetrations

- i. Common skylight and other roof penetration types, materials, applications, installation methods, & construction techniques
- ii. Typical defects (e.g., cracked glazing, improper installation, deterioration, failure, faulty flashing)
- iii. Maintenance concerns and procedures safety issues, applicable standards, and appropriate terminology

TASK 3: Identify and inspect structural system elements using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the structural stability of the building. (7%)

a. Foundation

- i. Common foundation types, materials, applications, installation methods, and construction techniques
- ii. Typical foundation system modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., cracks, settlement, decomposition, failed damp-proofing) and their common causes and effects.
- iv. Soil types & conditions and how they affect foundation types
- v. Applied forces and how they affect foundation systems (e.g., wind, seismic, loads)
- vi. Safety issues, applicable standards, & appropriate terminology
- vii. Water management (e.g., grading, foundation drains, sumps)

b. Floor Structure

- i. Common floor system types (e.g., trusses, joists, concrete slabs), materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., improper cuts and notches in structural members, decayed or damaged structural members, effects of long-term loading and/or bearing & environmental exposure)
- iv. Limitations of framing materials (e.g., span)
- v. Applied forces and how they affect floor systems (e.g., wind, seismic, loads)
- vi. Safety issues, applicable standards, & appropriate terminology

TASK 4: Identify and inspect electrical system elements using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues or affect people. (7%)

a. Electrical Service: Service Entrance, Service Lateral, Service Conductors, Service Equipment, and Service Grounding

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., water and rust in panel equipment, height, deteriorated conductor sheathing)
- iv. Electrical service capacity
- v. Service grounding and bonding
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

b. Interior Components of Service Panels and Sub-Panels

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials

c. Walls and Vertical Support Structures

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., decayed or damaged structural members, earth to wood contact, structural deformation)
- iv. Seismic and wind-resistant construction methods and hardware
- v. Fire blocking and fire walls
- vi. Safety issues, applicable standards, & appropriate terminology

d. Roof and Ceiling Structures

- i. Common roof and ceiling structure types, materials, applications, installation methods, and construction techniques
- ii. Typical roof structure modifications, repairs, upgrades and retrofits, methods and materials
- iii. Acceptable truss and ceiling structural-member modifications, repairs, upgrades, and retrofits methods and materials
- iv. Roof and ceiling structure conditions and defects (e.g., moisture stains, fungal/ mold growth, sagging rafters, modified/damaged trusses, decayed or damaged structural members)
- v. Limitations of framing materials (e.g., span)
- vi. Applied forces and how they affect roof/ceiling structures (e.g., wind, seismic, loads)
- vii. Safety issues, applicable standards, and appropriate terminology
- viii. Seismic and wind-resistant construction and hardware
- ix. Maintenance concerns and procedures

- iii. Typical defects (e.g., un-bonded sub-panels, double-tapping, over-fusing)
- iv. Main disconnects
- v. Panel bonding and sub-panel neutral isolation
- vi. Panel wiring
- vii. Over-current protection devices
- viii. Function of circuit breakers and fuses
- ix. Maintenance concerns and procedures
- x. Inspection safety procedures
- xi. Safety issues, applicable standards, & appropriate terminology

c. Wiring Systems

- i. Common types, materials, applications, & installation methods
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., open splices, exposed non-metallic cable)
- iv. Problems with aluminum wire
- v. Obsolete electrical wiring system (e.g., knob & tube wiring)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

TASK 4 continued.**d. Devices, Equipment, & Fixtures (e.g., switches, receptacles, lights)**

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., reverse polarity, open grounds, faulty GFCIs)

- iv. Equipment bonding
- v. Wiring, operation, location of typical devices and equipment (e.g., receptacles and lights, appliances, GFCI protection, arc fault protection)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

TASK 5: Identify and inspect cooling systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building. (5%)**a. Cooling**

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., vacuum line insulation missing, condensation and/or rust on components, not cooling properly, un-level condenser, frost/ice formation on components, restriction of air flow at the condensing unit, location of condensing unit)
- iii. Theory of refrigerant cycle (latent and sensible heat)
- iv. Theory of heat transfer
- v. Theory of equipment sizing
- vi. Methods of testing the systems

- vii. Condensate control and disposal
- viii. Maintenance concerns and procedures
- ix. Safety issues, applicable standards, & appropriate terminology

b. Distribution Systems

- i. Common distribution system types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (damaged ducts, incorrect configuration/installation, insufficient air flow, condensation at supply registers, blower operation, and improper air temperature at register)
- iii. Methods of testing the system
- iv. Maintenance concerns and procedures (e.g., filter, condensation pump and lines)
- v. Safety issues, applicable standards, & appropriate terminology

TASK 6: Identify and inspect heating systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building. (6%)**a. Heating**

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., cracked heat exchanger, humidifier, dirty fan, improper fuel line installation/material)
- iii. Theory of heat transfer and how it takes place in different heating system types
- iv. Heating system types (e.g., forced draft, gravity, boiler, hydronic, heat pump, solid fuel)
- v. Theory of equipment sizing
- vi. Methods of testing the systems
- vii. Performance parameters
- viii. Condensate control and disposal
- ix. By-products of combustion (e.g., H₂O, CO₂, CO, NO₂), their generation, & how & when they become a safety hazard
- x. Maintenance concerns and procedures
- xi. Safety issues, applicable standards, and appropriate terminology

b. Distribution Systems

- i. Common distribution system types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., damaged ducts, incorrect configuration/installation, insufficient airflow, blower operation, and improper air temperature at register)
- iii. Methods of testing the system
- iv. Maintenance concerns and procedures (e.g., filter, humidifier)
- v. Safety issues, applicable standards, & appropriate terminology

c. Flue and Venting Systems

- i. Common venting system types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., separated flue, back drafting, clearance to combustible materials, proper slope, combustion make-up air vent sizing and configuration)
- iii. Theory of venting and exhaust flues
- iv. Equipment sizing
- v. Safety issues, applicable standards, & appropriate terminology

TASK 7: Identify and inspect insulation, moisture management systems, and attic/interior/crawl space ventilation systems in conditioned and unconditioned spaces using applicable standards for material selection and installation procedures to assess immediate condition and long-term safety and maintenance issues that may affect people or the performance of the building. (6%)

a. Thermal Insulation

- i. Common thermal insulation types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., lack of insulation, uneven insulation, damaged insulation, flame spread concerns, improper clearances and alignment)
- iii. Theory of heat transfer and energy conservation
- v. Performance parameters (e.g., R-value)
- v. Maintenance concerns and procedures
- vi. Safety issues, applicable standards, & appropriate terminology

b. Moisture Management

- i. Common vapor retarder types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., inadequate ventilation, evidence of condensation)
- iii. Theory of moisture generation and movement
- iv. Performance parameters
- v. Vapor pressure and its effects

TASK 8: Identify and inspect plumbing systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building. (6%)

a. Water Supply Distribution System

- i. Common water distribution types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades, and retrofits methods and materials
- iii. Typical defects (e.g., cross-connection, back flow)
- iv. Common water pressure/functional flow problems and how they affect the water distribution system (e.g., softeners, private well equipment, hard water build-up, old galvanized piping, pressure reducer valves, expansion tanks)
- v. Pipe defect/deterioration issues (e.g., PVC, galvanized, brass, polybutylene, PEX)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology (e.g., understanding of term “functional flow”)

b. Fixtures and Faucets

- i. Common fixture and faucet types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades, and retrofits methods and materials
- iii. Typical defects (e.g., cross-connection/back-flow, fixture attachment)
- iv. Maintenance concerns and procedures
- v. Safety issues, applicable standards, & appropriate terminology

- vi. Theory of relative humidity
- vii. Effects of moisture on building components, occupants, and indoor air quality
- viii. Moisture control systems
- ix. Appearance or indications of excessive moisture and likely locations for condensation
- x. Maintenance concerns and procedures
- xi. Safety issues, applicable standards, & appropriate terminology

c. Ventilation Systems of Attics, Crawl Spaces, and Roof Assemblies

- i. Common types, materials, applications, installation methods and construction techniques
- ii. Typical ventilation defects and how they affect buildings and people
- iii. Theory of air movement in building assemblies (e.g., conditioned vs. unconditioned, draft stopping)
- iv. Theory of relative humidity
- v. Interdependence of mechanical systems and ventilation systems
- vi. Appliance vent systems requirements (e.g., clothes dryers, range hoods, bathroom exhausts)
- vii. Screening, sizing, and location requirements for vent openings
- viii. Maintenance concerns and procedures
- xi. Safety issues, applicable standards, & appropriate terminology

c. Drain, Waste, and Vent Systems

- i. Common types, materials, applications, installation methods, and construction techniques (e.g., supports/spacing)
- ii. Typical modifications, repairs, upgrades, & retrofits methods and materials (e.g., joining dissimilar piping materials)
- iii. Theory and usage of traps and vents
- iv. Identification of public or private disposal (when possible)
- v. Typical defects (e.g., faulty installation, deterioration, leakage, defective venting or drain slope)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology (e.g., understanding of term “functional drainage”)

d. Water Heating Systems

- i. Common types, materials, applications, installation methods, and construction techniques (e.g., conventional, instant, tankless, indirectly heated, atmospheric/gravity/induced draft)
- ii. Typical water heater defects (e.g., improper vent/flue materials and configuration, condition, unsafe locations, connections, compatible to fuel type, temperature and pressure relief system problems)
- iii. Accessory items (e.g., drain pans, seismic restraints, expansion tanks, recirculation systems)
- iv. Connections to and controls for energy source
- v. Combustion, make-up, and dilution air requirements
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

TASK 8 continued.***e. Fuel Storage and Fuel Distribution Systems***

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., piping supports/spacing, shut-off requirements, unprotected fuel lines, leaking fuel fittings)
- iii. Defects in above-ground oil/gas storage tanks
- iv. Fuel leak indications, repairs, and remediation methods
- v. Basic components of gas appliance valves & their functions
- vi. Tank restraints and supports
- vii. Underground storage tank indicators and reporting requirements
- viii. Maintenance concerns and procedures

TASK 9: Identify and inspect interior components using applicable standards for material selection, installation procedures, and maintenance to assess immediate and long-term safety issues as they may affect people or the performance of the building. (5%)

a. Walls, Ceilings, Floors, Doors, and Windows, and other Interior System Components

- i. Types of defects in interior surfaces not caused by defects in other systems (e.g., attachment defects, damage)
- ii. Typical defects in interior surfaces caused by defects in other systems (e.g., structural movement, moisture stains)
- iii. Common wall, ceiling, floor, door, and window type, materials, applications, installation methods and construction techniques
- iv. Egress requirements (e.g., window security bar release, basement windows, opening size, sill height, and ladders)
- v. Applicable fire/safety and occupancy separation requirements (e.g., fire barriers, fire walls, fire rated doors, & penetrations)
- vi. Operation of windows or doors
- vii. Fire and life safety equipment (e.g., smoke/CO detectors inoperative or missing)
- viii. Maintenance concerns and procedures
- ix. Safety issues, applicable standards, and appropriate terminology of common wall, ceiling, floor, door, and window types, materials, applications, installation methods, and construction techniques

TASK 10: Identify and inspect fireplace and chimney systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building. (6%)

a. Fireplaces, Solid-Fuel Burning Appliances, Chimneys, & Vents

- i. Common manufactured fireplaces (e.g., vented, direct vent, non-vented) & solid-fuel burning appliance types, materials, applications, installation methods, & construction techniques
- ii. Common manufactured fireplaces and solid-fuel burning appliance chimney, vent connector, and vent types, materials, applications, installation methods and construction techniques of direct-vent and non-vented fireplaces

f. Safety issues, applicable standards, appropriate terminology, drainage sumps, sump pumps, sewage ejection pumps, related valves and piping

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., inoperative sump pumps, improperly installed/designed equipment and systems, alarms, lid seals)
- iii. Sump pump location significance
- iv. Pump discharge location significance
- v. Maintenance concerns and procedures
- vi. Safety issues, applicable standards, & appropriate terminology

b. Steps, Stairways, Landings, and Railings

- i. Common step, stairway, landing, and railing types, materials, applications, installation methods, & construction techniques
- ii. Maintenance concerns and procedures
- iii. Typical defects (e.g., loose/damage elements, improper rise/run, inadequate/omitted handrails)
- iv. Safety issues, applicable standards, & appropriate terminology

c. Installed Countertops and Cabinets

- i. Common cabinet and counter top types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., unsecured cabinets and countertops, damaged components)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, & appropriate terminology

d. Garage Vehicle Doors and Operators

- i. Common garage vehicle doors and door operator types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., damaged components, safety considerations, spring retention, opener adjustment)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, & appropriate terminology

- iii. Common masonry fireplace types, masonry flues, materials, applications, installation methods, & construction techniques
- iv. Chimney terminations (e.g., spark arrestors, chimney cap)
- v. Chimney foundation, height and clearance requirements
- vi. Theory of heat transfer
- vii. Effects of moisture and excessive heat on fireplaces
- viii. Fuel types and combustion characteristics, air supply, and combustion air requirements
- ix. Typical defects (e.g., hearth defects, clearance requirements, firebox damage, damper problems, smoke chamber and flue issues, shared flue considerations)
- x. Operation of equipment, components, and accessories
- xi. Maintenance concerns and procedures
- xii. Safety issues, fire safety fundamentals, applicable standards, and appropriate terminology

TASK 11: Identify and inspect common permanently installed kitchen appliances for proper condition and operation. (3%)

a. Installation

b. Operating using normal controls

TASK 12: Identify and inspect pool and spa systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues. (2%)

a. Types of construction

- i. Perimeter coping and water level finish
- ii. Shell interior finish (e.g., plaster, vinyl, pebble/synthetic)
- iii. Entrapment prevention (e.g., dual drains, anti-vortex lid)
- iv. Permanently installed handrails and ladders

b. Mechanical systems

- i. Pump, motors, blowers, skimmer, filter, drains, gauges
 - ii. Piping and valves
-

TASK 13: Identify and inspect lawn irrigation systems using applicable standards for material selection and installation procedures and to assess immediate and long-term safety and maintenance issues that may affect the performance of the system and building. (1%)

a. Common material types, applications, installation methods, and construction techniques

- i. Typical modifications, repairs, upgrades and retrofits, methods and materials
- ii. Timers and controls (e.g., timing device, manual valves)

c. Typical defects (e.g., appliance not anchored/leveled, rusting racks, leaking unit, missing air gap)

d. Maintenance concerns and procedures

e. Safety issues, applicable standards, manufacturer's specifications, and appropriate terminology

iii. Cleaning systems (e.g., in-floor heads, pool sweeps)

iv. Heating (e.g., gas, electric, solar)

c. Electrical systems

i. Lighting and GFCI protection

ii. Timers and controls

iii. External bonding (e.g., pump motors, blowers, heater shell)

d. Typical defects (e.g., inoperative equipment, piping leaks, damage/deterioration of components)

e. Maintenance concerns and procedures

f. Safety issues (e.g., child-safe barriers or components), applicable standards, and appropriate terminology

iii. Typical defects (e.g., leaks, poor adjustment, inoperative components, cross-connection/back flow, proximity and possible effects on building)

iv. Common water pressure/flow problems and how they affect the water distribution system

v. Visible and accessible pipe deterioration issues (e.g., PVC, galvanized, brass)

vi. Maintenance concerns and procedures

vii. Safety issues, applicable standards, and appropriate terminology

PERFORMANCE DOMAIN II: ANALYSIS AND REPORTING (24%)

TASK 1: In the inspection report, identify building systems and components by their distinguishing characteristics (e.g., purpose, type, size, location) to inform the client what was inspected. (6%)

- a. Minimum information required in an inspection report (e.g., property data, construction materials, installation techniques and procedures, locations of main system shutoffs)*
- b. Describing the type of systems & the location of system components*
- c. Correct technical terms to describe systems and components of the building*

TASK 2: Describe inspection methods and limitations in the inspection report to inform the client what was inspected and what was not inspected and the reason why it was not inspected. (6%)

- a. Minimum and critical information required in an inspection report (e.g., weather conditions, inspection safety limitations, components not accessible)*
- b. Common methods used to inspect particular components (e.g., roofs, attics, sub-floor crawl spaces, mechanical components)*

TASK 3: Describe systems and components inspected that are not functioning properly or are defective. (7%)

- a. Common expected service life of building & mechanical components*
- b. Common indicators of potential failure (e.g., rust & corrosion, unusual noise, excessive vibration, and/or lack of routine maintenance)*
- c. Common safety hazards*
- d. Common test instruments and their proper use for qualitative analysis (e.g., moisture meters, CO meters, probes)*

TASK 4: List recommendations to correct deficiencies or items needing further evaluation. (5%)

- a. Correct professional or tradesperson required to effect repairs or perform further evaluations*
- b. Common remedies for correction*
- c. Relationships between components in the building*
- d. When to immediately inform building occupants of a life-threatening safety hazard (e.g., gas leak, carbon monoxide accumulation)*

PERFORMANCE DOMAIN III: BUSINESS OPERATIONS (12%)

TASK 1: Identify the elements of the written inspection contract (e.g., scope, limitations, terms of services) to establish the rights and responsibilities of the inspector and client. (6%)

- a. Purpose of a contract*
- b. Elements of a contract (e.g., names of parties, scope of inspection, terms of service, exclusions and limitations, address, date and times of inspection, limits of liability, dispute resolution, and understanding State specific elements)*
- c. Timing of delivery and signing contract*

TASK 2: Identify responsibilities to the client in order to maintain the quality, integrity, reputation, and objectivity of the inspection process while protecting the client's interests. (6%)

- a. Fundamental legal concepts (e.g., fiduciary responsibility, contractual responsibility, liability, negligence, due diligence, consumer fraud, knowledge of licensing requirements)*
- b. Identify conflicts of interest to the client (e.g., inspector interest in the property, third-party stakeholders with financial interest in the outcome of the inspection)*
- c. Boundaries of personal expertise and professional scope of practice (e.g., don't exceed your area of expertise)*
- d. Understand the types and purpose of financial protection (e.g., general liability, professional E&O, bonding, and warranties)*



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**WASHINGTON STATE DEPARTMENT OF LICENSING
REAL ESTATE PROGRAMS
EDUCATION UNIT**

FUNDAMENTALS OF HOME INSPECTION COURSE CURRICULUM

Updated: November 2016

Developed by Cathy Fromme, Ed.D, in conjunction with the Washington State Department of Licensing, Real Estate Education Unit.

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TABLE OF CONTENTS

Table of Contents	1
Attribution.....	2
Introduction.....	3
Recommended Learning Levels	4
Recommended Hourly Breakdown.....	6
REQUIRED TOPIC AREAS AND EDUCATIONAL OBJECTIVES	7
Topic Area I: Building Science.....	8
Educational Objective 1: Site Conditions	8
Educational Objective 2: Exterior Components	8
Educational Objective 3: Structural System	10
Educational Objective 4: Electrical System.....	11
Educational Objective 5: Cooling Systems.....	12
Educational Objective 6: Heating Systems.....	13
Educational Objective 7: Insulation, Moisture Management, and Ventilation Systems	14
Educational Objective 8: Plumbing Systems.....	15
Educational Objective 9: Interior Components.....	16
Educational Objective 10: Fireplace and Chimney Systems	17
Educational Objective 11: Permanently Installed Kitchen Appliances	18
Educational Objective 12: Pool and Spa Systems	18
Educational Objective 13: Lawn Irrigation Systems	19
Educational Objective 14: Alternative Construction Methods	20
Educational Objective 15: Environmental Conditions and Hazardous Materials	20
Topic Area II: Analysis and Reporting.....	22
Educational Objective 1: Building Systems and Components	22
Educational Objective 2: Inspection Methods and Limitations.....	22
Educational Objective 3: Defective and Nonfunctioning Systems and Components.....	22
Educational Objective 4: Recommendations for Correction	23
Topic Area III: Business Operations.....	24
Educational Objective 1: Elements of the Written Inspection Contract	24
Educational Objective 2: Responsibilities to the Client	24

ATTRIBUTION

The Washington State Department of Licensing (Department) and the Washington State Home Inspector Advisory Licensing Board (Board) would like to thank the Examination Board of Professional Home Inspectors (EBPHI) for providing the template and other reference materials for the development of this curriculum. EBPHI's *National Home Inspector Examination*® *Professional Home Inspector Role Delineation Study (February 2014)* as well as *National Home Inspector Examination*® *Overview: Policies, Procedures, Content, and Outline* both served as the foundation for this edition of this edition of the Department and Board's curriculum. As such, the content outline for the National Home Inspector Examination® has been fully adopted in this edition of the curriculum, with minor changes to account for Washington State laws and rules, as well and regionally-specific and home inspection-related topics and issues.

INTRODUCTION

During the 2008 legislative session, the Washington State Legislature passed ESSB 6006. The new law was codified as Chapter 18.280 RCW: Home Inspectors and required individuals performing home inspections to register and receive a license through the Washington State Department of Licensing (DOL). Further, the law required inexperienced individuals seeking a home inspector's license to complete a 120-clock hour course in home inspection fundamentals.

In December 2008, the Washington State Home Inspector Advisory Licensing Board (Board), under the guidance of DOL, developed the Washington State Fundamentals of Home Inspection prelicensing curriculum. Soon after, course providers adopted the curriculum and began educating prospective home inspectors for licensure.

Throughout 2016, the DOL and the Board engaged in a dialogue regarding the need to update the 2008 curriculum to meet evolving industry needs, course participant needs, requirements of new legislation and rule making, and further promote the competency of licensees.

As a result of this ongoing dialogue and a strong stakeholder response in favor of updating the curriculum, DOL and the Board utilized the following data points to guide the eventual content determinations for this final this 2017 edition of the curriculum:

- An alignment review of RCW, WAC and other legislative mandates
- An assessment of course outcomes based on licensing examination pass-rates and subject-level results from January 2015-September 2016
- An assessment of home inspector compliance data
- An identification of new key issues/trends and out-of-date content/topics based on stakeholder input via survey process conducted September 2016
- An assessment of alignment with testing provider role delineations/job analyses, specifically the 2015 National Home Inspector's Examination Content Outline

This 2017 edition of the Washington State Fundamentals of Home Inspection Curriculum was recommended for adoption by the Board on [XXXX], 2017, and was adopted by the Director of the Department on [XXXX], 2017.

RECOMMENDED LEARNING LEVELS

Recommended Learning Levels

Washington State Fundamentals of Home Inspection..... B1/B2

Not all subjects are as important as others. Not all subjects require the same level of learning.

In developing the recommendations for this edition of the Washington State Fundamentals of Home Inspection Curriculum, the Washington State Department of Licensing (DOL) and Washington State Home Inspector Advisory Licensing Board (Board) also analyzed the recommended topics with respect to desirable learning levels.

Learning levels, known as “Bloom’s Taxonomy,” are described in the designations below. These designations are used to identify the learning level recommended for a particular set of topics. A higher designation assumes that students have also achieved lower designated learning levels.

The learning objectives of the Washington State Fundamentals of Home Inspection Curriculum are intended to make a person minimally competent to enter the home inspection profession. The course focuses on the following topics areas:

- Building Sciences
- Analysis and Reporting
- Business Operations

Given the difficulty to attain deep learning levels with only 120 clock hours of classroom instruction and still cover all required topic areas, topics in this curriculum should be taught at the B-1 knowledge and B2 comprehension levels. Additionally, while it is not required to teach subjects in the sequence shown in this curriculum, every education provider must ensure that the courses taught meet the basic learning objectives required to ensure that inspectors are minimally competent.

B-1 Knowledge

Knowledge is defined as the remembering of learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the remembering of the appropriate information.

Examples: Know definitions of common terms, basic concepts, methods and procedures and principles.

B-2 Comprehension

Comprehension is defined as the ability to grasp the meaning of material. These learning levels go one step beyond the simple remembering of material and represent the lowest level of understanding.

Examples: Understand and interpret facts and principles.

B-3 Application

Application is defined as the ability to use learned material in new situations.

Examples: Apply laws and theories to practical situations. Demonstrate correct usage of a method or procedure.

B-4 Analysis

Analysis refers to the ability to study or determine the nature and relationship of the parts.

Examples: Distinguish between fact and inference and evaluate the relevancy of data.

B-5 Synthesis

Synthesis refers to the ability to put parts together to form a new whole. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

Examples: Propose a plan for an experiment, integrate learning from the different areas into a plan for solving a complex problem.

B-6 Evaluation

Evaluation refers to the ability to determine the significance or worth of something by careful study.

Examples: Form a valid opinion through weighing of evidence.

RECOMMENDED HOURLY BREAKDOWN

Required Classroom Clock Hours

Washington State Fundamentals of Home Inspection.....Total: 120 Clock Hours

Recommended Hourly Breakdown

Topic Area I: Building Science	78.5
Educational Objective 1: Site Conditions	5
Educational Objective 2: Exterior Components	7
Educational Objective 3: Structural System	8.5
Educational Objective 4: Electrical System.....	8.5
Educational Objective 5: Cooling Systems.....	6
Educational Objective 6: Heating Systems.....	7
Educational Objective 7: Insulation, Moisture Management, and Ventilation Systems	7
Educational Objective 8: Plumbing Systems	7
Educational Objective 9: Interior Components.....	6
Educational Objective 10: Fireplace and Chimney Systems	7
Educational Objective 11: Permanently Installed Kitchen Appliances	4
Educational Objective 12: Pool and Spa Systems	2.5
Educational Objective 13: Lawn Irrigation Systems	1
Educational Objective 14: Alternative Construction Methods	1
Educational Objective 15: Environmental Conditions and Hazardous Materials	1
Topic Area II: Analysis and Reporting	28.5
Educational Objective 1: Building Systems and Components	7
Educational Objective 2: Inspection Methods and Limitations.....	7
Educational Objective 3: Defective and Nonfunctioning Systems and Components.....	8.5
Educational Objective 4: Recommendations for Correction	6
Topic Area III: Business Operations	13
Educational Objective 1: Elements of the Written Inspection Contract	7
Educational Objective 2: Responsibilities to the Client	6

Though course providers may choose to employ any hourly breakdown that meets the required (120) clock hours for Washington State Fundamentals of Home Inspection, the following hourly breakdown is recommended. The breakdown was developed using topic-coverage ratios for the examination questions in the National Home Inspector Examination ®.

REQUIRED TOPIC AREAS AND EDUCATIONAL OBJECTIVES

TOPIC AREA I: BUILDING SCIENCE

Upon completion of this unit, the learner will know and be able to:

Educational Objective 1: Site Conditions

Identify and inspect site conditions using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that can affect the building or people.

Specifically, the learner will know and be able to identify:

a. Vegetation, Grading, Drainage, and Retaining Walls

- i. Common retaining wall types, materials, applications, installation methods, construction techniques, and clearance requirements
- ii. Common grading and drainage system types, materials, applications, installation methods, and construction techniques
- iii. Typical defects (e.g., negative grade, site drainage problems)
- iv. Typical vegetation and landscape conditions, maintenance practices, and how they affect the building
- v. Maintenance concerns and procedures
- vi. Safety issues, applicable standards, and appropriate terminology

b. Driveways, Patios, and Walkways

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., root damage, trip hazards)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, and appropriate terminology

c. Decks, Balconies, Stoops, Stairs, Steps, Porches, & Applicable Railings

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Attachment methods (e.g., lag screws, bolts, web joists, tgi joists, cantilevered flooring)
- iii. Deck load to grade transfer theory (e.g., deck to joist to girder to post to grade)
- iv. Typical defects (e.g., flashing, railings, decayed wood, results of deferred)
- v. Maintenance/design concerns and procedures
- vi. Safety issues, applicable standards, and appropriate terminology

Educational Objective 2: Exterior Components

Identify and inspect building exterior components using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that can affect people or the performance of the building.

Specifically, the learner will know and be able to identify:

a. Wall Cladding, Flashing, Trim, Eaves, Soffits, and Fascia

- i. Common types (e.g., stucco, composite siding, aluminum and vinyl cladding, SIPs, EIFS, step flashing)
- ii. Typical defects (e.g., cracking, improper installation, water infiltration, decay)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, and appropriate terminology

b. Exterior Doors and Windows

- i. Common door and window types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., delaminating, decayed wood, thermal seal failure, flashings, cracked glass)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, appropriate terminology, and glazing requirements (e.g., egress requirements, safety glazing, release for security bars)

c. Roof Coverings

- i. Common roof-covering types, materials, applications, installation methods, and construction techniques requirements
- ii. Typical roof covering repair methods and materials
- iii. Typical defects (e.g., improper installation, cracking, curling, deterioration, damage)
- iv. Characteristics of different roofing materials
- v. Sheathing and underlayment requirements for different types of roof coverings
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

d. Roof Drainage Systems

- i. Common drainage system types, materials, applications, installation methods, and construction techniques (e.g., slope, gutters, roof drains, scuppers)
- ii. Typical modifications, repairs, upgrades, and retrofits methods and materials
- iii. Typical defects (e.g., ponding, improper slopes, clogging/leaking, disposal of roof water runoff)
- iv. Maintenance concerns and procedures
- v. Safety issues, applicable standards, & appropriate terminology

e. Flashings

- i. Common types, materials purpose, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., separation, corrosion, improper installation, missing flashing)
- iii. Maintenance concerns and procedures
- iv. Safety issues, applicable standards, & appropriate terminology

f. Skylights and Other Roof Penetrations

- i. Common skylight and other roof penetration types, materials, applications, installation

- methods, & construction techniques
- ii. Typical defects (e.g., cracked glazing, improper installation, deterioration, failure, faulty flashing)
- iii. Maintenance concerns and procedures safety issues, applicable standards, and appropriate terminology

Educational Objective 3: Structural System

Identify and inspect structural system elements using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the structural stability of the building.

Specifically, the learner will know and be able to identify:

a. Foundation

- i. Common foundation types, materials, applications, installation methods, and construction techniques
- ii. Typical foundation system modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., cracks, settlement, decomposition, failed damp-proofing) and their common causes and effects.
- iv. Soil types & conditions and how they affect foundation types
- v. Applied forces and how they affect foundation systems (e.g., wind, seismic, loads)
- vi. Safety issues, applicable standards, & appropriate terminology
- vii. Water management (e.g., grading, foundation drains, sumps)

b. Floor Structure

- i. Common floor system types (e.g., trusses, joists, concrete slabs), materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., improper cuts and notches in structural members, decayed or damaged structural members, effects of long-term loading and/or bearing & environmental exposure)
- iv. Limitations of framing materials (e.g., span)
- v. Applied forces and how they affect floor systems (e.g., wind, seismic, loads)
- vi. Safety issues, applicable standards, & appropriate terminology

c. Walls and Vertical Support Structures

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., decayed or damaged structural members, earth to wood contact, structural deformation)
- iv. Seismic and wind-resistant construction methods and hardware
- v. Fire blocking and fire walls
- vi. Safety issues, applicable standards, & appropriate terminology

d. Roof and Ceiling Structures

- i. Common roof and ceiling structure types, materials, applications, installation methods, and construction techniques
- ii. Typical roof structure modifications, repairs, upgrades and retrofits, methods and materials
- iii. Acceptable truss and ceiling structural-member modifications, repairs, upgrades, and retrofits methods and materials
- iv. Roof and ceiling structure conditions and defects (e.g., moisture stains, fungal/ mold growth, sagging rafters, modified/damaged trusses, decayed or damaged structural members)
- v. Limitations of framing materials (e.g., span)
- vi. Applied forces and how they affect roof/ceiling structures (e.g., wind, seismic, loads)
- vii. Safety issues, applicable standards, and appropriate terminology
- viii. Seismic and wind-resistant construction and hardware
- ix. Maintenance concerns and procedures

Educational Objective 4: Electrical System

Identify and inspect electrical system elements using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues or affect people.

Specifically, the learner will know and be able to identify:

a. Electrical Service: Service Entrance, Service Lateral, Service Conductors, Service Equipment, and Service Grounding

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., water and rust in panel equipment, height, deteriorated conductor sheathing)
- iv. Electrical service capacity
- v. Service grounding and bonding
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

b. Interior Components of Service Panels and Sub-Panels

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., un-bonded sub-panels, double-tapping, over-fusing)
- iv. Main disconnects
- v. Panel bonding and sub-panel neutral isolation
- vi. Panel wiring
- ii. Over-current protection devices
- iii. Function of circuit breakers and fuses
- iv. Maintenance concerns and procedures
- v. Inspection safety procedures

- vi. Safety issues, applicable standards, & appropriate terminology

c. Wiring Systems

- i. Common types, materials, applications, & installation methods
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., open splices, exposed non-metallic cable)
- iv. Problems with aluminum wire
- v. Obsolete electrical wiring system (e.g., knob & tube wiring)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

b. Devices, Equipment, & Fixtures (e.g., switches, receptacles, lights)

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades and retrofits, methods and materials
- iii. Typical defects (e.g., reverse polarity, open grounds, faulty GFCIs)
- iv. Equipment bonding
- v. Wiring, operation, location of typical devices and equipment (e.g., receptacles and lights, appliances, GFCI protection, arc fault protection)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable

Educational Objective 5: Cooling Systems

Identify and inspect cooling systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building.

Specifically, the learner will know and be able to identify:

a. Cooling

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., vacuum line insulation missing, condensation and/or rust on components, not cooling properly, un-level condenser, frost/ice formation on location of condensing unit)
- iii. Theory of refrigerant cycle (latent and sensible heat)
- iv. Theory of heat transfer
- v. Theory of equipment sizing
- vi. Methods of testing the systems
- vii. Condensate control and disposal
- viii. Maintenance concerns and procedures
- ix. Safety issues, applicable standards, & appropriate terminology

b. Distribution Systems

- i. Common distribution system types, materials, applications, installation methods, and construction techniques registers,

- ii. Typical defects (damaged ducts, incorrect configuration/installation, insufficient air flow, condensation at supply registers, blower operation, and improper air temperature at register)
- iii. Methods of testing the system
- iv. Maintenance concerns and procedures (e.g. filter, humidifier)
- v. Safety issues, applicable standards, & appropriate terminology

Educational Objective 6: Heating Systems

Identify and inspect heating systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building.

Specifically, the learner will know and be able to identify:

a. Heating

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., cracked heat exchanger, humidifier, dirty fan, improper fuel line installation/material)
- iii. Theory of heat transfer and how it takes place in different heating system types
- iv. Heating system types (e.g., forced draft, gravity, boiler, hydronic, heat pump, solid fuel)
- v. Theory of equipment sizing
- vi. Methods of testing the systems
- vii. Performance parameters
- viii. Condensate control and disposal
- ix. By-products of combustion (e.g., H₂O, CO₂, CO, NO₂), their generation, & how & when they become a safety hazard
- x. Maintenance concerns and procedures
- xi. Safety issues, applicable standards, and appropriate terminology

b. Distribution Systems

- i. Common distribution system types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., damaged ducts, incorrect configuration/ installation, insufficient airflow, blower operation, and improper air temperature at register)
- iii. Methods of testing the system
- iv. Maintenance concerns and procedures (e.g., filter, humidifier)
- v. Safety issues, applicable standards, & appropriate terminology

b. Flue and Venting Systems

- i. Common venting system types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., separated flue, back drafting, clearance to combustible materials, proper slope, combustion make-up air vent sizing and configuration)
- iii. Theory of venting and exhaust flues
- iv. Equipment sizing

- v. Safety issues, applicable standards, & appropriate terminology

Educational Objective 7: Insulation, Moisture Management, and Ventilation Systems

Identify and inspect insulation, moisture management systems, and attic/interior/crawl space ventilation systems in conditioned and unconditioned spaces using applicable standards for material selection and installation procedures to assess immediate condition and long-term safety and maintenance issues that may affect people or the performance of the building.

Specifically, the learner will know and be able to identify:

a. Thermal Insulation

- i. Common thermal insulation types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., lack of insulation, uneven insulation, damaged insulation, flame spread concerns, improper clearances and alignment)
- iii. Theory of heat transfer and energy conservation
- iv. Performance parameters (e.g., R-value)
- v. Maintenance concerns and procedures
- vi. Safety issues, applicable standards, & appropriate terminology

b. Moisture Management

- i. Common vapor retarder types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., inadequate ventilation, evidence of condensation)
- iii. Theory of moisture generation and movement
- iv. Performance parameters
- v. Vapor pressure and its effects
- vi. Theory of relative humidity
- vii. Effects of moisture on building components, occupants, and indoor air quality
- viii. Moisture control systems
- ix. Appearance or indications of excessive moisture and likely locations for condensation
- x. Maintenance concerns and procedures
- xi. Safety issues, applicable standards, & appropriate terminology

c. Ventilation Systems of Attics, Crawl Spaces, and Roof Assemblies

- i. Common types, materials, applications, installation methods and construction techniques
- ii. Typical ventilation defects and how they affect buildings and people
- iii. Theory of air movement in building assemblies (e.g., conditioned vs. unconditioned, draft stopping)
- iv. Theory of relative humidity
- v. Interdependence of mechanical systems and ventilation systems
- vi. Appliance vent systems requirements (e.g., clothes dryers, range hoods, bathroom exhausts)
- vii. Screening, sizing, and location requirements for vent openings

- viii. Maintenance concerns and procedures
- ix. Safety issues, applicable standards, & appropriate terminology

Educational Objective 8: Plumbing Systems

Identify and inspect plumbing systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building.

Specifically, the learner will know and be able to identify:

a. Water Supply Distribution System

- i. Common water distribution types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades, and retrofits methods and materials
- iii. Typical defects (e.g., cross-connection, back flow)
- iv. Common water pressure/functional flow problems and how they affect the water distribution system (e.g., softeners, private well equipment, hard water build-up, old galvanized piping, pressure reducer valves, expansion tanks)
- v. Pipe defect/deterioration issues (e.g., PVC, galvanized, brass, polybutylene, PEX)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology (e.g., understanding of term “functional flow”)

b. Fixtures and Faucets

- i. Common fixture and faucet types, materials, applications, installation methods, and construction techniques
- ii. Typical modifications, repairs, upgrades, and retrofits methods and materials
- iii. Typical defects (e.g., cross-connection/back-flow, fixture attachment)
- iv. Maintenance concerns and procedures
- v. Safety issues, applicable standards, & appropriate terminology

c. Drain, Waste, and Vent Systems

- i. Common types, materials, applications, installation methods, and construction techniques (e.g., supports/spacing)
- ii. Typical modifications, repairs, upgrades, & retrofits methods and materials (e.g., joining dissimilar piping materials)
- iii. Theory and usage of traps and vents
- iv. Identification of public or private disposal (when possible)
- v. Typical defects (e.g., faulty installation, deterioration, leakage, defective venting or drain slope)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology (e.g., understanding of term “functional drainage”)

d. Water Heating Systems

- i. Common types, materials, applications, installation methods, and construction techniques (e.g., conventional, instant, tankless, indirectly heated, atmospheric/gravity/induced draft)
- ii. Typical water heater defects (e.g., improper vent/flue materials and configuration, condition, unsafe locations, connections, compatible to fuel type, temperature and pressure relief system problems)
- iii. Accessory items (e.g., drain pans, seismic restraints, expansion tanks, recirculation systems)
- iv. Connections to and controls for energy source
- v. Combustion, make-up, and dilution air requirements
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

e. Fuel Storage and Fuel Distribution Systems

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., piping supports/spacing, shut-off requirements, unprotected fuel lines, leaking fuel fittings)
- iii. Defects in above-ground oil/gas storage tanks
- iv. Fuel leak indications, repairs, and remediation methods
- v. Basic components of gas appliance valves & their functions
- vi. Tank restraints and supports
- vii. Underground storage tank indicators and reporting requirements
- viii. Maintenance concerns and procedures

f. Safety issues, applicable standards, appropriate terminology, drainage sumps, sump pumps, sewage ejection pumps, related valves and piping

- i. Common types, materials, applications, installation methods, and construction techniques
- ii. Typical defects (e.g., inoperative sump pumps, improperly installed/designed equipment and systems, alarms, lid seals)
- iii. Sump pump location significance
- iv. Pump discharge location significance
- v. Maintenance concerns and procedures
- vi. Safety issues, applicable standards, & appropriate

Educational Objective 9: Interior Components

Identify and inspect interior components using applicable standards for material selection, installation procedures, and maintenance to assess immediate and long-term safety issues as they may affect people or the performance of the building.

Specifically, the learner will know and be able to identify:

a. Walls, Ceilings, Floors, Doors, and Windows, and other Interior System Components

- i. Types of defects in interior surfaces not caused by defects in other systems (e.g., attachment defects, damage)
- ii. Typical defects in interior surfaces caused by defects in other systems (e.g., structural

- movement, moisture stains)
 - iii. Common wall, ceiling, floor, door, and window type, materials, applications, installation methods and construction techniques
 - iv. Egress requirements (e.g., window security bar release, basement windows, opening size, sill height, and ladders)
 - v. Applicable fire/safety and occupancy separation requirements (e.g., fire barriers, fire walls, fire rated doors & penetrations)
 - ii. Operation of windows or doors
 - iii. Fire and life safety equipment (e.g., smoke/CO detectors inoperative or missing)
 - iv. Maintenance concerns and procedures
 - v. Safety issues, applicable standards, and appropriate terminology of common wall, ceiling, floor, door, and window types, materials, applications, installation methods, and construction techniques
- b. Steps, Stairways, Landings, and Railings**
- i. Common step, stairway, landing, and railing types, materials, applications, installation methods, & construction techniques
 - ii. Maintenance concerns and procedures
 - iii. Typical defects (e.g., loose/damage elements, improper rise/run, inadequate/omitted handrails)
 - iv. Safety issues, applicable standards, & appropriate terminology
- c. Installed Countertops and Cabinets**
- i. Common cabinet and counter top types, materials, applications, installation methods, and construction techniques
 - ii. Typical defects (e.g., unsecured cabinets and countertops, damaged components)
 - iii. Maintenance concerns and procedures
 - iv. Safety issues, applicable standards, & appropriate terminology
- d. Garage Vehicle Doors and Operators**
- v. Common garage vehicle doors and door operator types, materials, applications, installation methods, and construction techniques
 - vi. Typical defects (e.g., damaged components, safety considerations, spring retention, opener adjustment)
 - vii. Maintenance concerns and procedures
 - viii. Safety issues, applicable standards, & appropriate terminology

Educational Objective 10: Fireplace and Chimney Systems

Identify and inspect fireplace and chimney systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues that may affect people or the performance of the building.

Specifically, the learner will know and be able to identify:

a. Fireplaces, Solid-Fuel Burning Appliances, Chimneys, & Vents

- i. Common manufactured fireplaces (e.g., vented, direct vent, non-vented) & solid-fuel burning appliance types, materials, applications, installation methods, & construction techniques
- ii. Common manufactured fireplaces and solid-fuel burning appliance chimney, vent connector, and vent types, materials, applications, installation methods and construction techniques of direct-vent and non-vented fireplaces
- iii. Common masonry fireplace types, masonry flues, materials, applications, installation methods, & construction techniques
- iv. Chimney terminations (e.g., spark arrestors, chimney cap)
- v. Chimney foundation, height and clearance requirements
- vi. Theory of heat transfer
- vii. Effects of moisture and excessive heat on fireplaces
- ii. Fuel types and combustion characteristics, air supply, and combustion air requirements
- iii. Typical defects (e.g., hearth defects, clearance requirements, firebox damage, damper problems, smoke chamber and flue issues, shared flue considerations)
- iv. Operation of equipment, components, and accessories
- v. Maintenance concerns and procedures
- vi. Safety issues, fire safety fundamentals, applicable standards, and appropriate terminology

Educational Objective 11: Permanently Installed Kitchen Appliances

Identify and inspect common permanently installed kitchen appliances for proper condition and operation.

Specifically, the learner will know and be able to identify:

- a. Installation**
- b. Operating using normal controls**
- c. Typical defects (e.g., appliance not anchored/leveled, rusting racks, leaking unit, missing air gap)**
- d. Maintenance concerns and procedures**
- e. Safety issues, applicable standards, manufacturer's specifications, and appropriate terminology**

Educational Objective 12: Pool and Spa Systems

Identify and inspect pool and spa systems using applicable standards for material selection and installation procedures to assess immediate and long-term safety and maintenance issues.

Specifically, the learner will know and be able to identify:

a. Types of construction

- i. Perimeter coping and water level finish
- ii. Shell interior finish (e.g., plaster, vinyl, pebble/synthetic)
- iii. Entrapment prevention (e.g., dual drains, anti-vortex lid)
- iv. Permanently installed handrails and ladders

b. Mechanical systems

- i. Pump, motors, blowers, skimmer, filter, drains, gauges
- ii. Piping and valves
- iii. Cleaning systems (e.g., in-floor heads, pool sweeps)
- iv. Heating (e.g., gas, electric, solar)

c. Electrical systems

- i. Lighting and GFCI protection
- ii. Timers and controls
- iii. External bonding (e.g., pump motors, blowers, heater shell)

d. Typical defects (e.g., inoperative equipment, piping leaks, damage/deterioration of components)

e. Maintenance concerns and procedures

f. Safety issues (e.g., child-safe barriers or components), applicable standards, and appropriate terminology

Educational Objective 13: Lawn Irrigation Systems

Identify and inspect lawn irrigation systems using applicable standards for material selection and installation procedures and to assess immediate and long-term safety and maintenance issues that may affect the performance of the system and building.

Specifically, the learner will know and be able to identify:

a. Common material types, applications, installation methods, and construction techniques

- i. Typical modifications, repairs, upgrades and retrofits, methods and materials
- ii. Timers and controls (e.g., timing device, manual valves)
- iii. Typical defects (e.g., leaks, poor adjustment, inoperative components, cross-connection/back flow, proximity and possible effects on building)
- iv. Common water pressure/flow problems and how they affect the water distribution system
- v. Visible and accessible pipe deterioration issues (e.g., PVC, galvanized, brass)
- vi. Maintenance concerns and procedures
- vii. Safety issues, applicable standards, and appropriate terminology

Educational Objective 14: Alternative Construction Methods

Identify and inspect alternative construction methods.

Specifically, the learner will know and be able to identify:

- a. **The differences between conventionally built homes and modular and manufactured homes and understand inspection issues commonly encountered with modular and manufactured homes.**
- b. **Insulated concrete form (ICF) systems are and how to recognize and inspect them.**
- c. **Inspection issues unique to milled log versus hand-scribed log homes.**
- d. **Structural insulated panel systems (SIPS) and their unique inspection issues.**
- e. **Other types of uncommon construction techniques.**
- f. **And explain deficiencies of these structures and components to the client using language the client can understand.**
- g. **How to properly describe these structures and components and report their deficiencies in the written report.**

Educational Objective 15: Environmental Conditions and Hazardous Materials

Identify and inspect for environmental conditions and hazardous materials.

Specifically, the learner will know and be able to identify:

- a. **What radon gas is, what the “hot” spots are in Washington State and how and when to report the presence of radon gas.**
- b. **Rules that apply to abandoned underground oil storage tanks (UST) under Washington State Law.**
- c. **What mold is and what factors contribute to the formation and spread of mold in residential construction.**
- d. **What asbestos is, the potential health implications of its presence in homes, what materials commonly contain asbestos fiber and what constitutes friable asbestos.**
- e. **What lead is and what materials in a home commonly contain lead.**

- f. Hazards associated with exposure to other environmental conditions or hazardous materials, including but not limited to urea formaldehyde, electro-magnetic fields microwaves, etc.**
- g. Intelligently answer the client's questions about these issues or refer the client to an appropriate professional when the answers aren't known.**

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TOPIC AREA II: ANALYSIS AND REPORTING

Upon completion of this unit, the learner will know and be able to:

Educational Objective 1: Building Systems and Components

In the inspection report, identify building systems and components by their distinguishing characteristics (e.g., purpose, type, size, location) to inform the client what was inspected.

Specifically, the learner will know and be able to identify:

- a. Minimum information required in an inspection report (e.g., property data, construction materials, installation techniques and procedures, locations of main system shutoffs)**
- b. Describing the type of systems & the location of system components**
- c. Correct technical terms to describe systems and components of the building**

Educational Objective 2: Inspection Methods and Limitations

In the inspection report, describe inspection methods and limitations in the inspection report to inform the client what was inspected and what was not inspected and the reason why it was not inspected.

Specifically, the learner will know and be able to identify:

- a. Minimum and critical information required in an inspection report (e.g., weather conditions, inspection safety limitations, components not accessible)**
- b. Common methods used to inspect particular components (e.g., roofs, attics, sub-floor crawl spaces, mechanical components)**

Educational Objective 3: Defective and Nonfunctioning Systems and Components

In the inspection report, Describe systems and components inspected that are not functioning properly or are defective.

Specifically, the learner will know and be able to identify:

- a. Common expected service life of building & mechanical components**

- b. Common indicators of potential failure (e.g., rust & corrosion, unusual noise, excessive vibration, and/or lack of routine maintenance)**
- c. Common safety hazards**
- d. Common test instruments and their proper use for qualitative analysis (e.g., moisture meters, CO meters, probes)**

Educational Objective 4: Recommendations for Correction

List recommendations to correct deficiencies or items needing further evaluation.

Specifically, the learner will know and be able to identify:

- a. Correct professional or tradesperson required to effect repairs or perform further evaluations**
- b. Common remedies for correction**
- c. Relationships between components in the building**
- e. When to immediately inform building occupants of a life threatening safety hazard (e.g., gas leak, carbon monoxide accumulation)**

TOPIC AREA III: BUSINESS OPERATIONS

Upon completion of this unit, the learner will know and be able to:

Educational Objective 1: Elements of the Written Inspection Contract

Identify the elements of the written inspection contract (e.g., scope, limitations, terms of services) to establish the rights and responsibilities of the inspector and client.

Specifically, the learner will know and be able to identify:

- a. **Purpose of a contract**
- b. **Elements of a contract (e.g., names of parties, scope of inspection, terms of service, exclusions and limitations, address, date and times of inspection, limits of liability, dispute resolution, and understanding State specific elements)**
- c. **How home inspections relate to the real estate transaction.**
- d. **Timing of delivery and signing contract**

Educational Objective 2: Responsibilities to the Client

Identify responsibilities to the client in order to maintain the quality, integrity, reputation, and objectivity of the inspection process while protecting the client's interests.

Specifically, the learner will know and be able to identify:

- a. **Legal concepts**
 - i. Fundamental legal concepts (e.g. fiduciary responsibility, contractual responsibility, liability, negligence, due diligence, and consumer fraud)
 - ii. Licensing requirements (Chapter 18.280 RCW; Chapter 308-408, 408A, and 408B WAC)
 - iii. The Washington State Standards of Practice (SOP) for home inspections (Chapter 308-408C WAC)
 - iv. Washington State Code of Ethics (COE) for home inspectors (Section 308-408C-020 WAC)
 - v. Limitations of a visual inspection versus a technically exhaustive inspection.
 - vi. Boundaries of personal expertise and professional scope of practice (e.g., don't exceed your area of expertise)
 - vii. Identify conflicts of interest to the client (e.g., inspector interest in the property, third-party stakeholders with financial interest in the outcome of the inspection)

b. Building Codes

- i. The difference between a municipal building inspector and a home inspector and understand the core competencies unique to each as well as their common core competencies.
- ii. Where and how to determine which codes are being used in one's areas of operation.
- iii. How to look up code requirements in code publications.
- iv. Which code violations are most commonly encountered by home inspectors.
- v. And explain possible code violations found to the client using language the client can understand.
- vi. How and when to refer the client to the Authority Having Jurisdiction (AHJ) to resolve potential code issues.
- vii. How to deal with customer complaints most effectively.

c. Business Operations

- i. General customer service skills and interpersonal communication skills unique to home inspectors.
- ii. Types and purpose of financial protection (e.g., general liability, professional E&O, bonding, and warranties).
- iii. Business records that must be maintained under state law.



STATE OF WASHINGTON
DEPARTMENT OF LICENSING
PO Box 9020 Olympia, Washington 98507-9020
HOME INSPECTOR ADVISORY LICENSING BOARD BY-LAWS

ARTICLE I. DUTIES OF OFFICERS AND BOARD MEMBERS

Section 1.01 Chair

The Chair shall call meetings of the Board and shall preside at all meetings of the full Board. The Chair shall delegate assignments and duties to other Board members, manage all matters of the Board, and perform such other duties as are incident to the office or are required by the Board or by law.

Section 1.02 Vice Chair

In the absence or unavailability of the Chair, the Vice Chair shall perform all of the duties of the Chair, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall assist the Chair as the Chair deems necessary and shall have such powers and perform such other duties as from time to time may be prescribed by the Chair or the Board.

Section 1.03 Member-At-Large

The Member-At-Large shall carry out duties as requested by the Chair and sit on the Executive Committee. In the absence or unavailability of both the Chair and Vice Chair, the Member-At-Large shall perform all of the duties of the Chair, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair.

Section 1.04 Board members

Board members shall fulfill duties and responsibilities as provided by law and delegated by the Chair and shall comply with the attached "State of Washington Home Inspector Advisory Licensing Board Member Code Of Conduct" and other Conflicts of Interest provisions provided by law.

Section 1.05 Subcommittee Chairs

Subcommittee Chairs shall report activities, recommendations or decisions of their respective subcommittees to the full Board and shall inform the Chair when items need to be placed on the agenda.

Section 1.06 Board member ethics

The Ethics and Public Service Act governs the activities and applies to all Board members. Each Board member is responsible for becoming familiar with the Ethics of Public Service Act, RCW Chapter 43.52, which shall govern the prescribed conduct expected of Board members.

Section 1.07 Board members advisors on Department policy

Board members serve as advisors on policy matters to the Department, which is responsible for administering policy. The Board may study existing policy and make recommendations for changes or implementation.

The Board does not have authority to enforce policy or create rules, but their analysis and recommendations may play an important role in furthering the effectiveness of the Department program and operation of State of Washington government.

Section 1.08 Board members consulting

In the event that any Board member receives compensation from the Board by way of consulting or advising the Board or standing subcommittees such compensation will be determined by and approved by the full Board in advance.

ARTICLE II. SUBCOMMITTEES

Section 2.01 Standing Subcommittees

The Board shall have three (3) standing subcommittees:

- (1) Executive
- (2) Changing Business Practices
- (3) Education

Section 2.02 Executive Subcommittee.

- (1) The Executive Subcommittee shall consist of the Chair, Vice Chair, and one (1) Member-At-Large.
- (2) The Executive Committee shall be responsible for the management of affairs that are delegated to it as a result of Department or Board direction, consensus or motion, including transacting necessary business in the intervals between Board meetings.
- (3) The Board Chair shall serve as the Chair of the Executive Committee.
- (4) The Executive Committee shall meet at regularly scheduled intervals.
- (5) The Executive Committee shall assure that the Board annually conducts a Board review and evaluation.

Section 2.03 Changing Business Practices Subcommittee

- (1) The Changing Business Practices Subcommittee shall consist of at least three (3) Board members.
- (2) The Changing Business Practices Subcommittee shall be responsible identifying and researching evolving home inspector industry trends.
- (3) The Changing Business Practices Subcommittee shall provide recommendations to the full Board regarding the communication of evolving home inspector industry trends.
- (4) The Changing Business Practices Subcommittee shall provide recommendations to the full Board regarding the development of policy affecting evolving home inspector industry trends.
- (5) The Changing Business Practices Subcommittee shall meet as needed.

Section 2.04 Education Subcommittee

- (1) The Education Subcommittee shall consist of at least three (3) Board members.
- (2) The Education Subcommittee shall be responsible for initiating and managing the quadrennial review and update of the Department's mandated home inspector pre-licensing curriculum.
- (3) The Education Subcommittee shall be responsible for the review of courses based on the Department's mandated home inspector pre-licensing curriculum.
- (4) The Education Subcommittee shall provide recommendations to the full Board regarding the development of policy affecting home inspector pre-licensing and continuing education.
- (5) The Education Subcommittee shall meet as needed.

Section 2.05 Scope, authority and mission

The scope of authority and mission of each of the Board's standing subcommittees shall be memorialized in a subcommittee charter.

Each charter shall be recommended for approval to the Board by the Chair of the respective committee.

Section 2.06 Standing subcommittee members and officers

Each standing subcommittee shall have a Subcommittee Chair and a Subcommittee Vice Chair. The Board Chair shall nominate a slate of Chair and Vice Chair candidates for approval by the Board. The Board shall vote on the appointment of standing subcommittee members. All members not appointed to a standing subcommittee shall be an ad hoc, ex-officio member of that standing subcommittee.

Section 2.07 Voting

Standing subcommittees can make a recommendation to the Board upon the concurrence of a simple majority of the standing subcommittee.

Section 2.08 Advisors and consultants to subcommittees

Each subcommittee may consult with or be advised by non-Board members, as determined appropriate by the Subcommittee Chair.

In the event that any consultant or advisor receives compensation from the Board by way of consulting or advising a standing subcommittee such compensation will be determined by and approved by the full Board in advance.

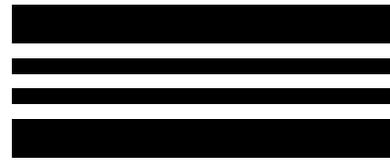
Section 2.09 Ad hoc subcommittees

The Board Chair may, as circumstances warrant, authorize the creation of an ad hoc subcommittee for a discrete and specific purpose of interest to the Board and shall appoint all members and officers of such ad hoc committee(s). The Board shall approve the charge of any ad hoc subcommittee. Such ad hoc subcommittees may be created for a definite time period or until their specific function has been completed, but shall not exist longer than one (1) year from the date of authorization unless specifically authorized by its charge.

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Home Inspector Examination Application



You can use this form to apply to take the home inspector license exam. Send this completed form to:

**Home Inspectors
Department of Licensing
PO Box 9021
Olympia, WA 98507-9021**



Once approved, you will be notified with additional information explaining the examination process.

Please include the following documents:

- Home Inspector Examination Application
- Copy of the Certificate of Completion of a Washington State approved Fundamentals of Home Inspection course
- Completed Home Inspection Field Training log

Applicant information

TYPE OR PRINT Legal name <i>(Last, First, Middle initial)</i>		Date of birth	
Mailing address <i>(Number, street, and suite or room number)</i>			
City		State	ZIP code
(Area code) Daytime telephone number	(Area code) Fax number	Email address	
<p>Answer all of the following</p> <p>1. With the exception of motor vehicle violations, have you ever been convicted of a felony, or gross misdemeanor by this state, any other state, the federal government, or any other jurisdiction within the past ten years? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If Yes, you will be subjected to an investigation, and may be denied a license.</i></p> <p>2. Is there a criminal complaint or accusation, or other information presently pending against you, or are you under indictment in this state, any other state, by the federal government, or by any other jurisdiction? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3. Has any application for a professional or occupational license or permit made by you ever been denied, or has a license or permit issued to you ever been suspended, revoked, censured, or fined, in this state or any other jurisdiction? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4. Have you ever had a civil court order, verdict, or judgment entered against you in any court of competent jurisdiction in which the subject matter involved business related activity? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>5. Are you currently required to register as a sex offender in this state or any other state? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If Yes, list state and county _____</i></p> <p>If you answered "Yes" to any of these questions, attach a letter of explanation. Include the charge, date of conviction, civil judgment or order, county jurisdiction, state, and disposition of charges.</p>			

