Construction Law for Design Professionals, Construction Managers, and Other Industry Professionals Guide

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The syllabus for this course is designed for a three-credit course introducingconstruction law to engineers, architects, contractors, construction managers and other industry professionals. The reading assignments are from *Construction Law for Design Professionals, Construction Managers, and Contractors* (Cengage Learning, 2015), by Justin Sweet, Marc M. Schneier, & Blake Wentz. The syllabus tracks the full coverage of the textbook and assumes a term extending over 14 weeks. **As the title indicates, this course is for construction industry professionals, not for law students.** The intent is to offer relatively limited, introductory treatment of a broad range of legal topics for students in engineering, architecture, construction management, or similar programs, either at the undergraduate or graduate level. The syllabus front loads the reading assignments on the assumption that students can absorb the background material on the legal system and fundamentals of contract and tort law with limited classroom or lecture time so that the materials more specifically relevant to construction industry professionals may receive greater attention and time.

 The textbook, which is now available as a digital version of the original 2015 book, includes a digital supplement that updates the chapters and that provides extensive appendices, including sample industry form contracts. (Access the digital version [here](https://www.vitalsource.com/products/construction-law-for-design-professionals-justin-sweet-marc-m-v9798214340586)) The publisher also provides an instructor companion site that includes sample PowerPoint slides, recommended questions, and an Instructor’s Solutions Manual that offers a variety of teaching resources. While some instructors will choose to add supplemental materials, the textbook and the instructor companion site offer a compact and digestible basis for introducing construction law to industry professionals who have no legal background.

 The syllabus may easily be adapted to a particular program. For example, for a course in a graduate-level construction management program taught over a more compressed eight-week term, I omit some reading assignments primarily concerned with the design professions, licensing, and the regulation of land use, but I supplement the reading assignments with some common contract provisions concerning such matters as contract administration, changes, and claims, and I also provide materials on recent developments.

 The syllabus specifies that quizzes and short essay assignments account for 50% of the course grade, with a midterm exam accounting for 20%, and a final project accounting for the remaining 30%. The quizzes and short essay questions I use, including a series of short essay questions for the midterm exam, essentially assess how well the students have understood the reading assignments and related lectures. I use a final project to assess how well the students can apply what they have learned to problem-solving assignments, such as explaining the advantages and disadvantages of alternative contract terms for a specific project scenario from the perspective of different industry participants and recommending a course of action in response to a hypothetical dispute.