



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Engineering - SSEBE Department Construction Management

Subject CON Number 496 Title Construction Contract Administration Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

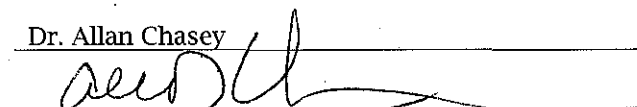
Contact information:

Name Dr. Allan Chasey Phone 5-7437

Mail code 3005 E-mail: allan.chasey@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Allan Chasey Date: 6/8/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">see syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">see syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">see syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	see syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CON	946	Construction Contract Administration	

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
CI	A total of 13 out of different written assignments which makes up of 58% of the grade which has the student to gather, interpret, evaluate evidence, and prepares a summary report.	8 written activity reports (minimum of 2 pages) 3 written homework assignments (1-2 pages) 1 Mediation (in-depth) Report (written & oral) 1 Final Industry Project (written & oral) All the assignments above are derived from a case study in which the student is expected to read the material, research the solution, interpret the laws, summarize the findings in a written form. Located in the Course Description, Course Learning Objectives, and the list is in the Grading area.
C2	The mediation exercise has the student gathering, interpreting, and evaluate evidence that is more detailed in a minimum of 5 pages.	The Mediation exercise is comprised of the three student groups in which each group is given confidential and shared evidence. They will have to interpret the evidence, gather additional information, read materials, research laws, evaluate the confidential and shared evidence then prepare a written report that summaries the problem, provides two solutions with supporting material on why the solutions are sound and within the content of the law. The students will present their findings in class. Located in the Course Description, Course Learning Objectives, and the list is in the Grading area. The details of the assignment is posted on blackboard.
C3	The medication exercise is explained above. The industry project is an in-depth written report consists of 20-35 written pages, and presentation length is 30 minutes.	1 Mediation (in-depth) Report (written & oral) 1 Final Industry Project (written & oral) The industry project consists of 2 or 3 students per group working with industry expert in the subject. The students have to read the chapter that is related to their topic, prepare a summary before meeting with the expert. The expert provides the problem and will evaluate their solution before final paper is due and oral presentation. The students are required to investigate, gather information, analyze, interpret the laws, and prepare final report. The students present it with the experts and instructors that evaluate their findings and provide oral instruction on how their findings could be reviewed. This is a teaching moment for the other students in the class to understand the material. Located in the Course Description, Course Learning Objectives, and the list is in the Grading area. The details of the project is posted on blackboard.

C4	The faculty/instructors provide plenty of feed back on papers and presentations on a weekly basis for both written and oral assignments.	This is done through lectures and one-on-one meetings. The written assignments are graded within one week. In the lectures the assignments are discussed before they are due and reviewed again in next class. The graded assignments provide feedback. The in-depth explanations are done through lecture. The industry project as explained in C3, and the mediation exercise is explained in C2. Located in the Course Description, Course Learning Objectives, and the list is in the Grading area. The details of the project is posted on blackboard.
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CON496 | Construction Contract Administration

Arizona State University | Del E. Webb School of Construction
Course Syllabus

COURSE INFORMATION

Semester: Fall 2015
Time/Location: Monday, 6 pm – 8:45 pm in CAVC 535
Website: Blackboard (<https://myasucourses.asu.edu>)

INSTRUCTOR INFORMATION

Instructor: Matt Pierce
Phone: (602) 264-7101
Email: mpierce@warnerangle.com
Office Hours: Before and after class; T-F by appointment only

Instructor: Eric Petrie
Phone: (602) 277-7603
Email: epetrie@pvlawgroup.com
Office Hours: M-F by appointment only

UGTA/Grader: TBA
Email:

Matthew Pierce is a partner at the law firm of Warner Angle Hallam Jackson & Formanek, PLC. Matt's practice focuses on construction and real estate development. His construction law experience includes assisting contractors, subcontractors and project owners in a wide variety of issues, including mechanic's liens, bonding and insurance, delays, non-payment, bids/proposals and licensing. Matt is an experienced litigator, but also represents clients before the Registrar of Contractors and is experienced in resolving disputes through mediation and arbitration. He is licensed in Arizona (State and Federal) Courts, and is a member of the American Bar Association and Maricopa Bar Association. Matt obtained a B.S. in Accounting and a Juris Doctorate from Arizona State University.

Eric Petrie is a partner at the law firm of Petrie & Venditti, PLC. Eric's practice focuses primarily on the representation of owners, contractors, subcontractors, architects, and engineers in construction related matters. Eric provides a variety of legal services including general counsel representation, transactional work, and litigation. Prior to becoming an attorney, Eric attended and graduated from the Del E. Webb School of Construction. Eric has worked on public works projects, private construction, and residential custom home construction. Eric also provides construction management services on both commercial and residential custom home projects. Eric obtained a B.S. in Construction Management and a Juris Doctorate from Arizona State University.

OVERALL PROGRAM GOALS

Construction management professionals combine knowledge of innovative technologies, construction principles and business management to lead a wide variety of construction projects from residential and commercial buildings to infrastructure projects. The DEWSC program goals are to teach students how to become responsible leaders in the construction industry through organization, leadership, and current/innovative management techniques.

The American Council for Construction Education (ACCE) states that it is essential that every Constructor be capable of effectively managing personnel, materials, equipment, costs, and time. The Constructor must be able to effectively communicate and understand their role as a member of a multi-disciplinary team, the assessment of project risk, and the alternate methods that can be used to structure the owner-designer-constructor team.

PROGRAM LEARNING OUTCOMES:

1. Lead individuals and teams in the delivery of projects in the built environment
2. Communicate effectively in verbal, written, and graphic forms to all participants in the built environment

3. Behave ethically, professionally, and sustainably in the construction industry and society
4. Effectively analyze, plan, and manage the components of the construction supply chain and manage the necessary human, material, equipment, time, and financial resources therein
5. Think critically and solve complex construction management problems

COURSE DESCRIPTION & PRE-REQUISITES C-1, C-2, C-3, C-4

This course provides an understanding of the legal implications of contract, common, and regulatory law to manage a construction project. Topics covered include ethical practices, documentation, claims, arbitration, litigation, bonding, insurance, and indemnification. Students will be tested on these topics with weekly quizzes. Students will have eight written activity assignments and three homework assignments in which the student is expected to gather, interpret, evaluate evidence, and prepares a summary report based on the case studies provided. Students will reproduce a mediation written report and give oral presentation on the solution involving contract problems derived from a case study. The mediation exercise will be conducted in court like manner to demonstrate a real world experience. In addition the students will have a final project that entails a problem given by an industry expert/volunteer to create a solution to a real life problem that is linked with one of the topics discussed through the course. The project consists of a written report, oral presentation, and utilizing skills in communication, project and time management, problem solving, research the content, interpret the laws, and working with others.

Pre-Requisite Requirements: Design and Engineering BSE and BS; must have completed COM 225 with a D or better or be currently enrolled: Must have completed CON/CNE 453 with a C or better.

COURSE LEARNING OBJECTIVES C-1, C-2, C-3

Students will be expected to:

1. Understand and evaluate all the components of the construction contracts (terms/definitions), concepts, roles, and responsibilities of parties.
2. Demonstrate ethical practices in all applications of contract law.
3. Implement pre-planning techniques and scheduling of a project.
4. Learn the different bidding and procurement practices (DB, DBB, CM@R, Best Value).
5. Demonstrate both written and oral competencies in the delivery of a team final term project; understand project management administrative systems and procedures.
6. Identify and understand the procedures of the regulatory environment and licensing (local and national).
7. Prepare and execute a set of controls for lien laws and contractor's rights.
8. Understand national/local labor laws and labor relations.
9. Know how to properly document administrative procedures to avoid disputes.
10. Execute the proper documentation at the job site.

TEXTBOOKS, REFERENCE MATERIAL, AND ELECTRONIC RESOURCES

The required textbook for this class is:

Title: **Construction Contract Administration 6th Edition**
 Authors: Eric Petrie, Matt Pierce, and Dean Kashiwagi
 Publisher: Sun Devil Campus Stores, 2014

GRADING POLICY C-1, C-2, C-3, C-4

The following criteria, weights, and grading scale will be used to calculate the Final Grade (the Instructor may modify/adjust as necessary):

Assignment	Points	Grading Scale
11 Quizzes (10pts each)	110	> 90% = A
3 Individual Homework Assignments (40 pts each)	120	> 80% = B
8 Written Group Activities (35pts each)	280	> 70% = C
Mediation Project (written report & oral presentation)	150	> 60% = D
Industry Project (written report & oral presentation)	200	< 60% = E
Midterm Exam	120	
Final Exam	300	
Total Points	1280	
Change Order Assignments (make up work)	10	

Note: Professor may award a "plus" or "minus" grade for A, B, and C grades.

COURSE POLICIES, PROCEDURES, AND REQUIREMENTS

Classroom Procedures – Prior to the start of class, please turn your cell phones and/ or pages off, or to silent mode, to avoid unnecessary classroom disruptions. Use of computers during lecture is permitted. However, if a guest lecturer is presenting, students are expected to be using the computer for nothing more than taking notes. Playing games, viewing videos or any non-class related use of the computer during a guest presentation will result in receipt of no credit for any assignment due or assigned for that day.

General Responsibilities – The responsibility for learning rests with each student. The professor or lecturer will assist by making the classroom environment one conducive to learning but your preparation is essential! The student is responsible for reading all assignments, doing any assigned homework problems, and seeking assistance if needed. Each student is expected to bring all necessary tools to class (including any course materials, notes, calculators, writing materials, etc.).

Attendance and Participation – Class attendance is mandatory. Punctuality, class attendance, participation and preparation are explicit reflections of your interest in the course. Absence from class may result in the loss of participation points. Much of the learning that occurs during this course happens in the classroom. If you are absent, for whatever reason, you lose the benefit of sharing of knowledge by the faculty and other students. Additionally, the class loses the benefit of the sharing your knowledge and experience; thus, the learning experience is diminished and will be reflected in your grade. Come to class prepared, which means you do the reading ahead of time. It is highly recommended (and in some cases required) that students take advantage of the Writing Center.

Make-Up Policy – Prior notice, when possible, will be given to the instructor when a class will be missed. Only under the most extreme circumstances, supported by written documentation, will a make-up quiz or test be given. The final decision rests with the instructor. When a class is missed, it is the student's responsibility to obtain notes and assignments from fellow classmates.

Assignments – Grading is based on written papers, quizzes, oral presentations, assigned projects and the final examination. The team paper, oral presentation, and the final exam must all be successfully completed to pass the course. Students will be required to prepare written reports on assigned topics. Use of the word processor/typewriter is mandatory. All quizzes and tests will be of the subjective type. Change orders must be submitted ahead of time and include a justification with dominate information with a plan.

Assignment Changes – The instructor reserves the right to change the listed assignments. Students will be given a revised schedule if the listing of course assignment changes are significant.

Exams/Quizzes – Quizzes will not necessarily be announced in advance and may be given at the beginning or the end of the class period. Missed quizzes or tests cannot be made up. Exams and quizzes are closed book, closed notes, and closed neighbor.

Participation – Coming to class, turning in homework, and taking quizzes and tests is expected behavior. Lack of adequate participation will be detrimental to one's grade.

Computers – Computers are for class work and notes only. Do not use laptops during class for anything other than following the lecture, working on class activities, or taking notes.

Professional Work – To receive credit for your work, it is imperative the work be organized, readable, and professional (part of your grade will be based on presentation of your work).

Writing Requirements – The following written requirements must be adhered to:

General Requirement. All written submissions must be in Times New Roman / 12 Pt. Font and Single Spaced (except as provided below).

General Requirement. Students are strongly urged to proofread each writing assignment prior to submission. Each written assignment will be graded for grammar, spelling, and overall professionalism. Grades will be reduced for improper grammar, misspelled words, and poor sentence structure, formatting, etc...

Resume / Cover Letter: No more than 1 page for the Cover Letter and 1 page for the Resume.

Individual Homework Assignments: Minimum of 2 pages and not more than 6 pages on each individual homework assignment.

Group Activities: Minimum of 2 pages and not more than 8 pages on each group activity submission.

Mediation Written Report: 5 pages, double spaced. All exhibits must be attached and submitted with the mediation memorandum.

Industry Project Written Report: Minimum of 10 pages including PowerPoint slides prepared and submitted with each report.

Syllabus Adjustments – The instructor reserves the right to modify and/or adjust the contents of the syllabus.

UNIVERSITY POLICIES

Academic Integrity - All students in this class are subject to ASU's Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>) and shall acquaint themselves with its content and requirements, including a strict prohibition against plagiarism. By registration in this class, you are assumed to have read, understand and agreed to this policy. All violations will be reported to the Dean's office, who maintains records of all offenses.

Student Code of Conduct - The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions (<http://students.asu.edu/srr/code>).

Classroom Behavior - Any violent or threatening conduct by an ASU student in this class will be reported to the ASU Police Department and the Office of the Dean of Students. The use of recording devices is not permitted during class (unless permitted by the Instructor).

Religious Observances - Accommodations will be made for religious observances provided that students notify the instructor at the beginning of the semester concerning those dates. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences.

University Sanctioned Activities - Students who expect to miss class due to officially university-sanctioned activities should inform the instructor early in the semester. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences.

Disability Accommodations - Suitable accommodations will be made for students having disabilities and students should notify the instructor as early as possible if they will require same. Such students must be registered with the Disability Resource Center and provide documentation to that effect.

Academic Calendar - The academic calendar (<https://students.asu.edu/academic-calendar>) contains important dates that students should be aware of, including: the first and last day of class, drop/add deadlines, withdrawal deadlines, and observed holidays.

Copyright Protection - All contents of these lectures, including written materials distributed to the class, are under copyright protection. Notes based on these materials may not be sold or commercialized without the express permission of the instructor.

Syllabus Changes - Any information in this syllabus may be subject to change with reasonable advance notice.

DETAILED CLASS FALL 2015 SCHEDULE

Week	Date	Subject Matter	Chapter Readings & Assignments Due	Quizzes & Student Presentations	Who's Lecturing
1	8/24	Introductions, Class Rules, Project Details, Construction Industry Participants, Risk & Negotiations Definitions, Contract Documents	Chapter 3 Exhibit A Homework 1: Resume, Cover Letter	Quiz 1 Select student groups	Eric Petrie & Matt Pierce
2	8/31	Contract Formation, Case Law Business Formation, Davis-Bacon Employment Law	Chapter 4, 5 Exhibit B Activity 1 – Risk Analysis	Quiz 2	Eric Petrie & Matt Pierce
3	9/7	Labor Day – University Closed			
4	9/14	Intro to Best Value (Bidding, Procurement Practices), and Ethics	Chapters 1, 2 Activity 2 – Bid	Quiz 3 Select Mediation Groups	Dean Kashiwagi
5	9/21	Payment Provisions	Chapter 6 Exhibit C, D, E Activity 3 – Memo to Michael Scott	Quiz 4 Groups 1 & 2 Presentation	Matt Pierce
6	9/28	Mechanic's and Material men's Liens	Chapter 7 Exhibit F & G Activity 4 - Pay Provision	Quiz 5 Group 3 Presentation	Matt Pierce
7	10/5	Midterm Exam	Chapter 1-7 Exhibit F & G Activity 5 - Mechanic Liens	Midterm Exam	Proctor
8	10/12	Fall Break – University Closed			
9	10/19	Change Orders, Unforeseen Conditions	Chapters 8 Homework 2: Change Order Letter	Quiz 6 Group 4,5 Presentation	Eric Petrie
10	10/26	Contract Time, Substantial Completion and Delays	Chapter 9, 10 Exhibit H	Quiz 7 Groups 6, 7 Presentation	Matt Pierce
11	11/2	Insurance, Indemnities, Bonding	Chapter 11 Exhibit I Activity 6 – Time Extensions/ Delay	Quiz 8 Groups 8, 9, & 10 Presentation	Matt Pierce
12	11/9	Dispute Resolution, Registrar of Contractors	Chapter 12 Exhibit J Activity 7 – Insurance	Quiz 9 Groups 11 & 12 Presentation	Eric Petrie
13	11/16	Mediation Exercise	Review Chapter 12 Each group turns in a brief or statement (5 pages minimum)	Mediation Groups Present (Mediator, Owner, GC)	Eric Petrie
14	11/23	Best Value Contracting	Chapter 13 Homework 3: Mediation Memo	Quiz 10 Group 13 Presentation	Dean Kashiwagi
15	11/30	Final Review	Chapters 1 -13 Activity 8 – Best Value	Quiz 11	Matt Pierce
16	12/07	Final Exam	Chapters 1-13	Final Exam	Proctor

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