New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): US 140
Example: PHI 221 RH

Course Title: Intro to Law and the Legal Profession
Abbreviated Course Title (≤ 30 chars): Intro to Law and Legal Prof
First Semester to be Offered: Fall 2013
Submitted by: Denise Malloy 0591
994-3537
Denise Malloy
denise. mailboy@montana.edu

Department: University Studies
College: University

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.
Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.
The Chair of the College Curriculum Committee signs to Indicate College academic approval.
The College Dean signs to indicate that adequate resources are available to offer the course. Supporting Information (Dean’s Statement) is typically required.
The New Course Packet (or PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291, 491) skip the CPC review (limited to two years).

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

Submitter *
Department Head *
Chair, College Curriculum Comm.
Dean *
Chair, Core Subcommittee (if app.)
Chair, CPC
Assoc. Provost *

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (291) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Otools/CCN/ccn_default.asp
   
   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):  US 140
Course Title:  Intro to Law and the Legal Profession
Abbrev. Course Title (≤ 30 char):  Intro to Law and Legal Prof
Credits:  1
Department Offering Course:  University Studies
College:  University

Is this course “equivalent” to a course in the MUS System?: □ Yes  □ No
Learning Outcomes for the Course:
   
1. Understand the process of a legal education
2. Identify areas of interest for possible careers in the law
3. Explore opportunities available in the legal profession
4. Determine if “Pre-Law” is course of study to pursue
5. Conduct self-assessment regarding personal skills and Interest areas
6. Understand the law school application process
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): US 140

Course Title (for Catalog): Intro to Law and the Legal Profession

Course Title (for Schedule of Classes, 30 characters, max.): Intro to Law and Legal Prof

First Semester to be Offered: Fall 2013

Restricted Entry/Consent of Instructor Required: ○ Yes □ No

Instructor’s SID (last 4 digits only): 0591

Department Offering Course: University Studies

College: University

Is the requested course number available? (x4155 to check): ○ Yes □ No

Frequency of course offering: □ Annually ☑ Semi-Annually ☐ Fall ☐ Spring

Semester(s) offered (check all that apply): ☑ Summer ☑ Fall ☐ Spring

Summer Options (check all that apply): ☐ First 6 weeks ☐ Second 6 weeks ☐ 12 weeks

Credits by mode of instruction: Lecture: 1

Seminar: ☑

Independent Study: ☑

Lab/Studio: ☑

Recitation/Discussion: ☑

TOTAL CREDITS: 1

Primary Mode(s) of Delivery: ☑ Face-to-face ☑ Web-Enhanced (small on-line comp.)

On-Line Only ☐ Blended (significant on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): □ M □ Tu □ W □ Th □ F □ Sa □ Su

Assigned Time(s): 10 WEEK COURSE

Assigned Building: WORKING BTW BILLY FOR

Assigned Room: DAY - TIME - ROOM

(early evening/once week)

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s): none

Co-Require(s): none

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

Introduction to the study of law and an overview of the legal profession, including civil law, criminal prosecution, defense and the judiciary. Students will evaluate their interest in pursuing a legal education and career in law.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This course will be taught by the Pre-Law Advisor in University Studies/Academic Advising Center as part of their regular duties and is covered with their current salary.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   > US 140

2. Course Title
   > Introduction to Law and the Legal Profession

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

This survey course will introduce students to the study of law and provide an overview of the breadth of the legal profession to provide a platform upon which to evaluate their interest in pursuing a legal education and career in the law. Students will examine the differences between undergraduate education and law school. Students will meet members of the legal community from a variety of practice areas, including civil law, criminal prosecution and defense and the judiciary. Students will also examine aspects of public policy, legislation and the intersection of law and society.

Upon completion of this course, students will be able to:
   1) Understand the process of a legal education
   2) Identify areas of interest for possible careers in the law.
   3) Explore opportunities available in the legal profession.
   > 4) Determine if “Pre-Law is course of study to pursue.
   5) Conduct self-assessment regarding personal skills and interest areas
   6) Understand the law school application process

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?
Students will complete reflective personal statement. (50% of grade)
Attendance/participation in class (25% of grade)
Active participation in weekly online discussions (20% of grade)
Completion of weekly survey online (5% of grade)
5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.
   I. Explore interest in the legal profession and complete self-assessment
      a. This unit will assist students in evaluating their interest in law school, personal skills and interest areas
   II. Explore ways to prepare for law school, understand the application process and the differences between an undergraduate education and law school
      a. This unit will help students understand the most important ways to prepare for law school. Students will understand an overview of the application process.
      b. This unit will also outline the differences between the undergraduate education experience and law school.
   III. Explore the opportunities for careers in the law.
      a. This unit is focused on introducing the students to the practice of law. Attorneys and members of the judiciary will explain the realities of the legal profession. Guest speakers will share their educational background and experience prior to attending law school. Students will also be introduced to non-traditional careers in the law.

6. List required texts or other required references.
   D2L will be utilized for this course.

7. What are the estimated enrollment and student credit hour (SCH) production?
   [SCH = (enrollment * credits)]

   > This course will be designed for 40 students. The SCH production will be equal to 40 (1Cr. X 40 students)

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

   > This course is planned for 40 students, but could serve up to 50 if the physical space limitations due to classroom size will allow.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

   > No.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

   > The objective of this course will be to allow students to examine the realities of attending law school and the practice of law through presentations by and discussions with members of the legal
community. This course is designed to assist students to evaluate their interest in pursuing a legal education and a career in the law.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> The instructor of this course is a Professional employee and the Pre-Law Advisor in University Studies\Academic Advising Center. Denise Malloy is a law school graduate and a member of state and federal bars. During law school, she served as an editor on both school law reviews. After graduating law school, she was a law clerk for the Kentucky Court of Appeals. She has been in private practice with a focus on health care law and products liability defense in a major Kentucky law firm and also as a deputy county and prosecuting attorney in Wyoming.

Vita and letter attached.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No.

13. Justify the level of course offering.

> This is an introductory and exploratory course to assist students in making decisions regarding attending law school and the legal profession.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> No.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> This course is intended to support students in all majors who are interested in pre-law.
17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

>Course will serve students from any major across campus and therefore meets the interdisciplinary mission.

**Students Served**
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> This course will be open to all students at MSU who have an interest in attending law school and a career in the legal profession. While appropriate for all students, it is ideal for sophomore and junior level students to explore their interest in the law.

**Resources**
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

This course will be taught by the Pre-Law advisor as part of her advising duties/professional appointment. No additional resources will be necessary.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

**Other Supporting Material**
21. Include any additional information you feel is needed to support this request.

> According to Law School Admission Council (LSAC) statistics available for the Pre-Law advisor, Montana State University (2007-10) has an average of 74 students register with LSAC.org each year as part of the law school application process. An average of 55 students per year (current seniors and MSU graduates) apply to law school. Accordingly, there is significant interest from MSU students in attending law school and this course would provide a platform for students to explore and evaluate their interest in the law and pursuing a career in the legal profession.
SYLLABUS -- US 140- Introduction to Law and the Legal Profession (1 credit)

This survey course will introduce students to the study of law and provide an overview of the breadth of the legal profession to provide a platform upon which to evaluate their interest in pursuing a legal education and career in the law. Students will examine the differences between undergraduate education and law school. Students will meet members of the legal community from a variety of practice areas, including civil law, criminal prosecution and defense and the judiciary. Students will also examine aspects of public policy, legislation and the intersection of law and society.

Upon completion of this course, students will be able to:

1) Understand the process of a legal education
2) Identify areas of interest for possible careers in the law
3) Explore opportunities available in the legal profession
4) Determine if “Pre-Law” is course of study to pursue
5) Conduct self-assessment regarding personal skills and interest areas
6) Understand the law school application process

Evaluation:

Students will be required to complete the following coursework:

Students will complete reflective personal statement. (50% of grade)

Attendance/participation in class (25% of grade)

Active participation in weekly online discussions (20% of grade)

Completion of weekly survey online (5% of grade)

This 10-week course is divided into 2 parts – the first 6-weeks will require students to complete weekly assignments utilizing a variety of material posted on D2L to facilitate the learning outcomes.
**Procedures:**

This course will utilize classroom meetings and discussions in conjunction with D2L. Materials for class will be posted weekly. Please review the materials and respond to the discussion questions prior to class each week.

The following areas of D2L will be used:

Content – links to weekly materials will be posted in content.

Discussions – Our discussions will be both in person in the classroom and also online in the discussion area.

Dropbox – the final paper will be submitted in Dropbox.

Surveys – Complete surveys at the end of each week.

**Course requirements:**

This class is a blended format, using both in person class meetings and D2L. All course material will be posted on D2L. Read and respond to questions online prior to the weekly class meeting. This will make our face-to-face meetings much more in-depth and productive.

**Week one:** Course introduction, Self-assessment

**Materials:**

1) Complete self-assessment questionnaire posted on D2L – answer questions regarding personal characteristics, motivations, law school admissions factors, law school choice factors

2) Complete the law school questionnaire

**Discussion:**

Actively participate in online discussion regarding the following questions (see question board for specific threads). Please post your answer to each question and respond to at least 2 classmates’ posts (this will be the same format for each week’s discussion questions):

1) Attorneys must have many different skills to be successful. What do you think are the most important skills? Explain why.

2) What do you envision doing with a law degree?

3) What courses do you believe would be helpful in law school or as a lawyer? Have you taken them? Do you plan to?

4) What non-academic experiences do you believe would be helpful in law school or as a lawyer? Have you had them? Do you plan to?

5) Law school is a unique educational experience. What do you think will be the most challenging aspect of law school? Based on your current knowledge, what seems to be the most puzzling? What concerns you the most about law school? Why?
**Week two:** Is law school a good fit for me?

**Materials:**

Read:

- Advice to Prospective Law Students, by Larry Dubin, 80 U. Det. Mercy L. Rev. 475

Podcast: Is Law School Right for Me? 8:13
http://lawschoolinteractive.com/is-law-school-right-for-me-2/

Discussion:

1) What do you think the most challenging aspect of law school will be? Why?
2) What do you think is the most unique aspect of a legal education? Why?
3) What do you think will be the most interesting? Why?
4) What do you think will be the most boring? Why?

**Week Three:** What is law school like?

**Materials:**

Watch:

- Clip – A Day in the Life of a 1L – UVa Law School 3:07
- Clip – The Paper Chase (1973) 3:25
- Clip – Legally Blonde 3:24

Read:

- De Minimis Curat Lex Secrets to Success for 1st Year Law Students, by Prof. John Scheid. 37 Cap U. L. Rev 631
Podcast:

A Day in the life of a law student


Discussion

1) Which one of the clips portrays law school the most accurately? The least accurately? Why?
2) Do you think the mystique surrounding law school is a myth?
3) Why do you think law school has such a reputation?
4) Do you know anyone who has attended law school? Have you discussed their perceptions? What were their experiences?

Week four: What’s law school like? (part 2)

Read:

- Seven Habits of Highly Successful Law Students, Christian D. Bareford 27 Duq. L. Rev. 603
- Conversion and the Socratic Method in Legal Education: Some Advice for Prospective Law Students, by Andrew Moore, 80 U. Det. Mercy L. Rev 505
  Robert H. Scott

Law school sample class: Torts

Read: Professor Bruce Ottley’s syllabus for Torts (DePaul Law School)

http://www.law.depaul.edu/students/resources/syllabi_fall_12/ottley_torts.pdf

Read: Spot the Tort - http://lawhaha.com/tortland/spot-the-tort/

By Andrew J. McClurg (scholar and teacher in the areas of tort law, products liability, legal education, privacy law and firearms policy. He currently holds the Herbert Herff Chair of Excellence in Law at the University of Memphis Cecil C. Humphreys School of Law)

Warning Labels - http://lawhaha.com/tortland/warning-labels/

How to write a legal brief:

http://www.lib.jjay.cuny.edu/research/brief.html

http://lawschool.about.com/od/casebriefs/ht/howtocasebriefs.htm

http://lawschool.about.com/od/casebriefs/a/whycasebriefs.htm

How to brief a case by Dana Blatt
Write a legal brief for Liebeck v. McDonald's

Stella Liebeck v. McDonald's Restaurants, P.T.S., Inc. and McDonald's International, Inc.

Aug. 18, 1994


Submit your brief in Dropbox.

Discussion:

1) What did you think about the process of briefing a case? How would you describe the process of briefing a case?

2) Why do you think briefing cases is important for law students? Do you think it is a necessary skill? Why or why not?

3) After reading the syllabus for first semester torts class, how do you feel about the reading assignments (in terms of length of reading assignments for each class)

4) After reading Spot the Tort, what do you think about Tort Law in general? Do you think law suits are too frivolous? Are claimants being fairly compensated or unjustly enriched? Why do we need tort law (or is it needed)?

**Week five:** What's it like to be a lawyer?

Watch clips:

Philadelphia - http://www.youtube.com/watch?v=131fQF4CLg4

And Justice For All - http://www.youtube.com/watch?v=sQzYNoLANrg

A Few Good Men - http://www.youtube.com/watch?v=8hGvQtumNAY

Legally Blonde http://www.youtube.com/watch?v=_I_GyGjxFM

To Kill a Mockingbird - http://www.youtube.com/watch?v=44TG_H_oY2E

A Civil Action - http://www.youtube.com/watch?v=XEGy_asxL2U

Erin Brockovich - http://www.youtube.com/watch?v=BGX4nMrnxg0

http://www.abajournal.com/magazine/article/the_25_greatest_legal_movies/

Read:


The Pulse of the Legal Profession by Stephanie Francis Ward, ABA Journal October 2007

Interview with Justice Sotomayor, O the Magazine, February 2013
Discussion:

1) Lawyers often deal with clients during significant events or issues affecting their lives. What skills should lawyers have in this regard? Why do you think these are important?

2) As an attorney, you must analyze issues objectively based on case law. What could make this challenging for an attorney given that many of these events are in the middle of emotional situations for your client.

3) Many clients have misconceptions or are misinformed on matters of the law. What skills should attorneys have to help their clients understand the law and its impact on their lives?

4) Lawyers must advocate for their clients in a clear, concise manner. What are the most important tools a lawyer has to do this?

5) How accurate do you think these movie clips are to the real practice of law? What do you think is accurate? What do you think is exaggerated?

6) How do you think these movies impact the public perception of lawyers? Is this good/bad/neutral?

7) Which movie do you think has the most accurate portrayal of life as a lawyer? Why?

**Week six:** What can I do with a law degree?

Read:

http://www.lsac.org/jd/think/being-a-lawyer.asp

So you want to be an international lawyer? Lawyer’s Weekly 1/22/10

At well-paying law firms a low paid corner -

http://www.cnbc.com/id/43152261/At_WellPaying_Law_Firms_a_LowPaid_Corner

Law School Grads do not make $160,000, Forbes -


http://www.nalp.org/salarycurve_classof2011

The economics of Law School – New York Times -

Discussion:

1) Describe your ideal day as an attorney.
2) Where do you see yourself ten years from now?
3) What is your most important objective from attending law school? Why?
4) What areas of law would you like to practice? Why?
5) How do you feel about the statistics regarding salary for attorneys? How does this balance with the cost of a legal education?

**Week seven:**

Attorney panel – civil litigation

Please submit three questions in the discussion area relevant to civil practice. I will present these questions to the panel so feel free to ask anything. There will be time during class for additional questions/answers.

**Week eight:**

Attorney panel – criminal law

Attorney panel – civil litigation

Please submit three questions in the discussion area relevant to civil practice. I will present these questions to the panel.

**Week nine:**

Attorney panel – non-traditional legal careers

Attorney panel – civil litigation

Please submit three questions in the discussion area. I will present these questions to the panel.

**Week ten:**

Judicial panel

Please submit questions for the judges. I will present these questions to the panel.

Final assignment:

Write a five-page reflective paper regarding any (or all) of the topics covered in this course. Please relate it to your life and how this course made an impact on your thoughts about attending law school and/or a career in the law.

Due: _______ submit in Dropbox by ________.
February 26, 2013

TO: Curriculum Program Committee
    Faculty Senate Members

FR: Diane Donnelly, M.Ed.
    Interim Director, University Studies/Academic Advising Center

RE: Letter of Recommendation for Denise Malloy, M.Ed., J.D.

I fully support Denise Malloy’s new course submission for US 140 – Introduction to Law and the Legal Profession, as well as her teaching the course. As stated in her CV, she is highly qualified to do so, having received her J.D. from the University of Louisville School of Law, as well as practicing law in Kentucky and Wyoming. This course is a fundamental piece in the plan to support MSU’s students who are considering the legal profession. It also directly relates to the MSU Strategic Plan goal to “prepare students to graduate equipped for careers and further education.”

Denise was hired as a professional, academic advisor in University Studies in August, 2012 and at that time, I was aware there was a need on campus for a “Pre-Law” advisor. Susan Dana, Associate Dean of the College of Business, had been trying to meet some of these demands, but had approached me in 2011 to see if that advising need could be covered through the Academic Advising Center. When we were able to hire Denise, we felt this was a wonderful opportunity to reach out to the campus to fill this need and it has been met with open arms! Denise has created a series of monthly workshops for students preparing to apply to law school, has sponsored speakers from University of Wyoming and University of Montana Law Schools, has 50 students on her distribution list and is working with students to start a “Pre-Law Club.” She has received tremendous support from departments across campus whose majors are interested in pursuing law school and received significant support from them to offer this course. (List of supporting departments is attached.)

I am confident Denise will do an exceptional job teaching this course and has already provided significant support and guidance for MSU students interested in learning more about the legal profession and how to prepare for law school.
Departments in support of US 140 Intro to Law and the Legal Profession course:

David Eitle, Professor and Department Head, Sociology and Anthropology
Linda Young, Professor and Department Head, Political Science
Wendy Stock, Professor and Department Head, Economics
Rob Maher, Professor and Department Head, Electrical & Computer Engineering
David Cherry, Professor and Department Head, History, Philosophy and Religious Studies
Phil Gaines, Professor and Department Head, English
Sue Monahan, Acting Director of Liberal Studies; Associate Dean, College of Letters & Science
Susan Dana, Associate Dean for Academic Affairs, College of Business
DENISE GLASER MALLOY

509 S. Tracy Avenue  (406) 539-5370 cell
Bozeman, MT  59715 (406) 994-3537
dmalloy@bresnan.net
denise.malloy@montana.edu

PROFESSIONAL EXPERIENCE:

MONTANA STATE UNIVERSITY, Bozeman, MT (2012- present)
• Adjunct Instructor, University Studies Program
• Academic Advisor, Pre-Law/Pre-Med

FREELANCE WRITER
• Columnist, Bozeman Daily Chronicle, Bozeman, MT (2006 - present)
• Managing Editor, At Home Magazine, Bozeman, MT (2005 - 2007)
• Articles and essays published in Family Circle, Parents, American Profile, VIA Travel Magazine, Funny Times, Big Sky Journal, Montana Quarterly, Balance, Long Island Woman,
• Author, A Real Mother (One Red Dog Press, March 2012)
• Co-author, We Don't Make This Stuff Up – The Very Best of the Bozeman Police Reports (Big Sky Publishing, 2011)
• Author, Bozeman (Arcadia, 2008)
• Humor writing contest winner, ByLine Magazine and Humor Press

FREMONT COUNTY ATTORNEY’S OFFICE, Lander, WY
• Prosecuted felony and misdemeanor cases
• Interviewed victims, witnesses and law enforcement for case preparation
• Managed case load through all stages of litigation
• Drafted briefs and litigation documents for Circuit, District and Wyoming State Supreme Court cases

KENTUCKY COURT OF APPEALS, Edmonton, KY
Law Clerk, Honorable Thomas Emberton (1994 - 1995)
• Conducted legal research, drafted opinion briefs and orders
• Assisted Judge during oral arguments

WOODWARD, HOBSON & FULTON, Louisville, KY
Associate Attorney (1993 - 1994)
• Performed legal research, drafted legal briefs and memoranda for local, state, appellate and United States Supreme Court cases
• Argued motions in state and federal court
• Reviewed case documents for trial preparation
• Supervised paralegal assistant and secretarial staff

UNITED STATES PEACE CORPS VOLUNTEER, Western Samoa
Lecturer, Samoa Teacher’s College (1988 -1990)
• Developed and implemented curriculum for the teacher training program for primary school teachers
• Supervised and advised student teachers
• Developed and taught classes on instructional methods
• Taught psychology at the University of the South Pacific as secondary project

JEFFERSON COUNTY PUBLIC SCHOOLS, Louisville, KY
Teacher (1982 - 1990)
• Special Education teacher
• Adult Education teacher – part-time, literacy program and GED instruction
• Supervised Adult Education classroom volunteers
• Adult Education training instructor for program volunteers
• Advised graduating GED students on higher education programs and resources

UNIVERSITY OF LOUISVILLE, Louisville, KY
Academic Tutor, Athletic Department (1978 - 1980)

EDUCATION:
University of Louisville, Brandeis School of Law, J.D., cum laude (1993)
Honors and Activities:
• Robert G. White Outstanding Senior Award
• Journal of Family Law (Law Review), International Survey Editor
• Publication: Note, Another Mother? 31 J. Fam. L. 981 (1993)
• Journal of Law and Education, Labor and Periodicals Editor
• Jessup International Moot Court Team

Melbourne University, Melbourne, Australia (Summer 1988)

University of Louisville, M.Ed., Counseling (1986)
University of Louisville, B.S. with honors, Education (1982)
• Academic Scholarship

MEMBERSHIPS:
Wyoming State Bar
Kentucky State Bar (inactive)
Eastern District of Kentucky
Western District of Kentucky
United States Court of Appeals – Sixth Circuit
Montana Writers Guild
National Society of Newspaper Columnists

PROFESSIONAL ACTIVITIES:
BOARD OF DIRECTORS
• The Bozeman Public Library Board of Directors, Bozeman, MT (2012-present)

MEDIATION CERTIFICATION
• Completed mediation training course, Center for Collaborative Solutions, Bozeman, MT
• Completed family mediation training course, Center for Collaborative Solutions, Bozeman, MT

Lifetime teaching certificate (Commonwealth of Kentucky) grades 1-8, special education K-12
with endorsements in learning disabilities, OH, EMH

Provisional certificate (Commonwealth of Kentucky), elementary school counseling