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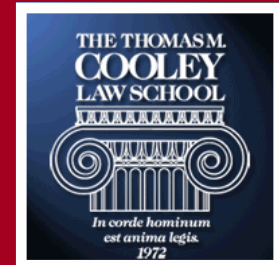
*Aimed at law school professionals interested in improving legal education at their institution!*

## **REFLECTIONS OF A LAWYER'S SOUL**

**The Institutional Experience of Professionalism at  
Thomas M. Cooley Law School**

Edited by

**Amy Timmer & Nelson Miller**



*“Professionalism is, as the title suggests, a reflection of the lawyer’s soul. It suggests a self-reflective and transformative way of examining and shaping the professional identity, consciousness, conscience, and confluence of mind, habits and other attitudes and activities that make a lawyer’s whole.” - Foreword*

The editors of this work and other professionals at the Thomas M. Cooley Law School wanted to evaluate and describe Cooley’s professionalism efforts in a series of introductory monographs, in order to share those efforts with the law school community as well as with lawyers, judges, bar leaders, alumni, law students, other law schools, and prospective law students.

The recent Carnegie Report on legal education, “Educating Lawyers: Preparation for the Profession of Law,” stresses that law schools do a good job of imparting analytical skills to their students, but often fall short in teaching them ethics, a sense of justice and professionalism. The study concluded that *“law schools need to do a better job integrating the teaching of legal doctrine with a much stronger focus on helping students develop practical ‘lawyering’ skills and understandings of ethical and moral considerations.”*

The editors claim that the Carnegie Report is at the forefront of that professional education reform movement, and that what it loudly declares should be done, is being done at Cooley Law School.

This book is divided into six parts. Part I, Vision, shows how a law school’s history, mission, and vision can be translated into shaping the school’s overall culture of professionalism. Part II, Knowledge, addresses how the knowledge dimension of a law school program, as fixed and stolid as legal doctrine might be assumed to be, can yet be influenced in different ways by aspects of a professional culture. Part III, Skills, addresses the skills dimension of the legal education program.

Part IV, Ethics, analyzes the ethics or professional identity dimension of the legal education program. Part V, Assessment, looks into the assessment of a law school extra-curricular program from the standpoint of professionalism measures. And lastly Part VI, Future, concludes the book with a look forward at the community stewards the law school hopes to produce.

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