Taking an Integrated View of Legal Education and Licensure

Florida International University
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Law Schools as Professional Schools:
Nine Things I Learned from the Texas Task Force

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Taking an Integrated View of Legal Education and Licensure

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The Task Force shall focus on these questions:

1. Should Texas use the Uniform Bar Examination, and if so, under what circumstances?
2. Should Texas continue to use the Multistate Bar Examination, and if so, under what circumstances?
3. Should Texas alter the Texas bar exam essay questions, and if so, how?
4. Should Texas alter the manner in which the examination is scored, and if so, how?
5. Should Texas alter the scoring policies by which an exam is determined to pass or to fail, and if these policies should be altered, to what?
6. Should Texas change the procedures and timing for grading and reporting exam results to reduce the amount of time that it takes, and if so, how?
7. Should Texas adopt a “dissolution privilege” for graduates of accredited Texas law schools, and if so, what standards should Texas require such graduates to meet?

The Task Force shall submit a report to the Court by May 31, 2017. The report shall summarize the results of the foregoing review and convey the Task Force’s recommendations for any changes, further study, or other action.

SIGNED this 24th day of June, 2016.

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1. Lawyers most define themselves by their practical professional skills & values.

2. U.S. Law Schools are among the least practical in instruction and assessment of all U.S. professions.

3. U.S. law licensure is among the least practical in observation and assessment in the World.

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4. Legal Education is absorbing the training and mentoring lost to PPP.

5. Law School impracticality may serve an essential standard-setting function that justifies professional expectations.

6. The process of licensure and the process of legal education are needlessly segregated in the law.
7. U.S. Legal Education focuses less on the needs of the client than nearly all other U.S. professional education.

8. The regulation of law licensure focuses less on the needs of the client than nearly all other U.S. professional licensure systems.
9. U.S. law needs champions for clients, for justice, and for the rules of law. These require skills, knowledge, and values, *more like medicine* and its integrated systems of education and licensure, and much less than U.S. law independent than U.S. law licensure and education are now.