

THE REGISTERED APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER OF EXCELLENCE (AOSC)

Paralegal and Legal Assistant National Occupational Framework

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RAPIDS Code: 1003

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(added recommended number of hours for apprenticeships on page 2)

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Introduction to Using This Document

Under the Registered Apprenticeship Technical Assistance Centers of Excellence award, the Urban Institute leads the Occupations and Standards work. One of the main objectives of Urban's project is to create high-quality, well-researched, consensus-based work process schedules that are nonproprietary and widely available. This document is a product of that work and contains three sections: the occupational overview, the work process schedule, and the related technical instruction.

The **occupational overview** is a general introduction, including alternative job titles, any prerequisites, and, if applicable, the total number of hours needed to complete a time-based or hybrid program.

The **work process schedule** outlines the major job functions, competencies, and/or hours an apprentice completes in a registered apprenticeship program. It outlines what apprentices are expected to learn on the job with the support of a mentor or journeyworker (a worker mastering the competencies of an occupation in a particular industry), including both core competencies and those deemed optional by experts in the field. The work process schedule is the foundational document guiding a program.

Urban works with numerous experts to ensure the content is thoroughly researched and vetted to reflect the expectations of industry, educators, labor unions, employers, and others involved in apprenticeship for this occupation. Sponsors and employers can use the work process schedule as their program standards with assurances it has been approved by experts in the field.

The **related technical instruction** presents considerations for the coursework that apprentices will undertake to supplement on-the-job learning. It is intended to serve as a reference to sponsors exploring their options for the accompanying classroom, virtual, or hybrid training.

How to Use the Work Process Schedule

Sponsors can adapt the work process schedule to accommodate their needs for competency- or time-based or hybrid programs. In a **competency-based** apprenticeship, sponsors assess apprentices' progress across core and optional competencies listed in the work process schedule. In a **time-based** apprenticeship, apprentices complete a predetermined number of hours across major job functions and the program overall. In a **hybrid** apprenticeship, sponsors monitor apprentices' hours spent on major job functions and assess their proficiency across competencies.

Each program type has a different method of assessment:

- **For a competency-based program**, apprentices engage in activities and make progress toward proficiency in the identified competencies. Sponsors overseeing apprentices' work assess their mastery of the outlined competencies using the following rating scale:

4—Competent/proficient (able to perform all elements of the task successfully and independently)

3—Satisfactory performance (able to perform elements of the task with minimal assistance)

2—Completed the task with significant assistance

1—Unsuccessfully attempted the task

0—No exposure (note the reason—absence, skill isn't covered, etc.)

The competencies may be completed in any order. Apprentices must perform at a level 4 or 3 in all competencies listed as “core” to complete the apprenticeship program successfully.

- **For a time-based program**, sponsors monitor apprentices' completion of hours in training across major job functions. The total number of hours recommended for this occupation is listed in the occupational overview and is based on guidance from the US Department of Labor. Generally, apprentices must have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will provide apprentices with supervised work experience and allocate the total number of hours across the major job functions to adequately train their apprentices.
- **The hybrid approach** blends both competency- and time-based strategies. Sponsors measure apprentices' skills acquisition through a combination of completing the minimum number of hours of on-the-job learning successfully demonstrating identified competencies. Sponsors will assess apprentices' proficiencies as described for competency-based programs with a rating scale of 0–4 for every core competency. Generally, apprentices have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will document apprentices' completion within a minimum and maximum range of hours assigned for each major job function.

Paralegal and Legal Assistant Occupational Overview

Occupational Purpose and Context

Paralegals and legal assistants support attorneys through legal research, document preparation, and case management. Paralegals and legal assistants support attorneys in preparing for discovery, hearings, trials, and correspondence between law firms and, at times, government or public entities. Paralegals' and legal assistants' specific duties often vary depending on the area of law in which they work.

Paralegals and legal assistants work in a variety of legal settings including private law firms, corporate legal departments, and government agencies. In general, most paralegals and legal assistants are full time, but part-time positions exist in a variety of large and small firms.

A significant difference between paralegals and legal assistants is that paralegals have a certificate in paralegal studies from an accredited college or university, whereas many legal assistants may not be required to hold such certifications. Paralegals and legal assistants may be college graduates, but the occupation does not require a four-year degree.

Growth in this occupation is projected to outpace the national average, with more than 40,000 new positions opening from 2020 to 2030.

Potential Job Titles

paralegal, legal assistant, legal analyst, litigation assistant, judicial assistant, legal aide, legal document specialist, legal administrator, legal manager, or paraprofessional

Apprenticeship Prerequisites

Becoming a paralegal may require an associate degree or a bachelor's degree in paralegal studies. Certificate programs are available for those without a paralegal degree. The National Federation of Paralegal Associates (NFPA) also hosts exams for more experienced legal professionals to get certified as a Core Registered Paralegal (CRP), Registered Paralegal (RP), or Certified Paralegal (CP).

Recommended Length of Apprenticeship (Time/Hybrid Programs Only)

The recommended length of time for on-the-job training in a legal assistant or paralegal apprenticeship is 2,000 to 4,000 hours.

Work Process Schedule

Paralegal/Legal Assistant

ONET Code: 23-2011.00

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Instructions for Use:

Competency-based programs: In the “performance level achieved” column of the work process schedule (see examples starting on the next page), assess apprentices’ performances on each competency with the scale below. No monitoring of hours is required for this approach. See “Guidelines for Competency-Based, Hybrid and Time-Based Apprenticeship Training Approaches,” US Department of Labor, Employment and Training Administration, Office of Apprenticeship, October 20, 2015,

<https://www.apprenticeship.gov/sites/default/files/bulletins/Cir2016-01.pdf>.

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn’t covered, etc.)

Time-based programs: In the “hours” row, specify the number of hours apprentices will fulfill for each job function. No assessment of competencies is required for this approach.

Hybrid programs: In the “performance level achieved” column, assess apprentices’ performances on each competency using the 0–4 scale above. In the “hours” row, identify a range of hours apprentices should spend working on each major job function.

Job Function 1: Displays ethics and professionalism		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Demonstrates professional email and phone etiquette, monitoring and tracking key deadlines, and issuing appropriate reminders to clients and attorneys	Core	
B. Avoids working outside their areas of knowledge and competence, seeking guidance and support where needed	Core	
C. Effectively manages time on assigned tasks, including tracking their time and billing with precision, according to client and/or firm billing guidelines	Core	
D. Uses professional technology including web conferencing (e.g., Zoom, Microsoft Teams), spreadsheet programs (e.g., Excel), and other office software as required	Core	
E. Demonstrates familiarity with organizational policies and processes including confidentiality	Core	
F. Shows a willingness to learn and adapt to changes in work, deadlines, and team environment	Core	
G. Communicates timing and billing considerations to colleagues where necessary	Core	
H. Monitors and tracks key deadlines and issues appropriate reminders to attorneys and clients	Core	
I. Complies with and demonstrates understanding of company policies about inclusivity and equity	Core	

Job Function 2: Applies legal terminology in daily work		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Asks for assistance with identifying legal terminology, when necessary and in a respectful, timely manner	Core	
B. Responds to attorney and other firm requests accurately	Core	

C. Uses legal terms correctly in written documents, including firm specific terminology, and asks for guidance where needed	Core	
D. Provides factual explanations of cases and law while avoiding giving legal advice to clients and outside parties	Optional	

Job Function 3: Conducts legal research using appropriate methods

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0-4) (competency-based and hybrid programs only)
A. Performs case research using a variety of sources, including the internet, LexisNexis, Westlaw, libraries, and industry-related news articles	Core	
B. Presents case law precisely, to support legal arguments or background information	Core	
C. Shows accurate knowledge and application of principal pieces of relevant law	Core	
D. Applies relevant cases or law in a given situation and asks for guidance where needed	Core	
E. Supports attorney(s) independently in thinking through legal questions or problems before asking for guidance	Core	
F. Assists attorney(s) with research and analysis as part of a transaction or deal	Optional	
G. Performs cite checks, including preparing in Blue Book format	Optional	

Job Function 4: Drafts legal documents for attorney and client review

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0-4) (competency-based and hybrid programs only)
A. Assists attorney(s) in using clear, concise, and appropriate language, including regulatory findings when drafting a variety of documents, including but not limited to,	Core	

correspondence, deal documents, case overviews, and other legal support documents.		
B. Supports attorney(s) with presenting logical and structured arguments of cases and law in written materials.	Core	
C. Thoroughly reviews written materials for errors before submitting them to attorneys or managers	Core	
D. Accepts and responds to feedback on written materials in a respectful, timely manner	Core	
E. Completes written tasks on time and asks for additional resources if needed	Core	
F. Drafts regulatory filings (e.g., corporate formation document drafts or renewals; for litigation, this might include very simple motion drafts as well as docketing filings and correspondence with the court)	Optional	

Job Function 5: Communicates professionally with team members, attorneys, and clients		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Demonstrates professional etiquette over all communication methods, including responding in a timely manner	Core	
B. Uses positive and respectful verbal, nonverbal, and written communication with colleagues and clients	Core	
C. Promptly reports challenges and successes regarding their cases and workload to supervisors	Core	
D. Maintains clients' privacy and professionalism outside of work, including when using social media	Core	
E. Communicates calmly and professionally in high stress situations	Core	
F. Presents alternative ideas and approaches to attorneys and suggests solutions to case challenges	Core	
G. Demonstrates culturally sensitive and proficient interpersonal skills	Core	

H. Assists in maintaining a workplace free from discrimination and harassment by recognizing and working on own biases	Core	
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Job Function 6: Builds skills and knowledge relevant to their own field of law		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Independently builds own knowledge of their field, including pertinent cases, regulations, and procedures for a specific area of law (e.g., civil, criminal, contract law)	Core	
B. Refers to codes, regulations, or practices specific to own field of law	Core	
C. Works to build their skills in required areas by seeking out opportunities and requesting feedback from supervisors and attorneys.	Core	
D. Builds a network of peers and professionals that specialize in their field or specialty	Core	
E. Promotes equality of opportunity and anti-discriminatory practices through daily activities with colleagues, clients, and others	Core	

Job Function 7: Prepares for prelitigation and pleading phase (optional for non-litigators)		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Assists with depositions, expert interviews, and client meetings by assembling the relevant files and coordinating logistics	Optional	
B. Prepares fillable forms or templates related to client intake interviews	Optional	
C. Develops case overviews, including a summary of facts, witnesses, potential causes of action, impressions of the client, and a basic discovery plan (in coordination with other firms and under attorney supervision)	Optional	

D. Performs informal discovery by locating and taking statements from nonparty witnesses (under attorney supervision)	Optional	
E. Drafts complaints and answers on court forms (under attorney supervision)	Optional	
F. Analyzes the opposing party's pleading to prepare draft motions for attorney review (under attorney supervision)	Optional	
G. Enters all court deadlines in a docket with appropriate reminders and with responsibility for monitoring all deadlines.	Optional	

Job Function 8: Supports attorneys for e-discovery, document review, and production (optional for non-litigators)

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0-4) (competency-based and hybrid programs only)
A. Supports team members and attorneys on tasks including discovery preparation, depositions, and document review	Optional	
B. Uses electronic discovery software to collect, organize and process Electronically Stored Information (ESI) to discover facts relevant to the lawsuit and identify potential witnesses and evidence	Optional	
C. Organizes and issues code to ESI to facilitate quick retrieval and production of redacted or Bates-stamped documents to the opposing parties	Optional	
D. Prepares and tracks the production of documents in response to subpoenas and discovery related documents, including correspondence and timelines	Optional	
E. Drafts form interrogatories, special interrogatories, inspection demands, requests for admissions, and responses for attorney review	Optional	
F. Coordinates with outside vendors or other in-house legal professionals for the collection and production of ESI	Optional	
G. Organizes and processes electronic data and paper files and assists in creating databases and preparing files for attorney review	Optional	

H. Demonstrates attention to detail in document production and a thorough understanding of the production process	Optional	
I. Organizes critical case documents for attorney review and retrieval	Optional	
J. Researches and alerts attorney(s) on the local rules for the discovery process	Optional	
K. Reviews case documents for attorney/client privilege and indexes and tracks the privilege log	Optional	

Job Function 9: Assists in trial preparation and presentation (optional for non-litigators)		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0-4) (competency-based and hybrid programs only)
A. Prepares deposition summaries to assist attorney team with witness outlines	Optional	
B. Prepares general communication for the attorney about settlement and mediation	Optional	
C. Researches the applicable rules on pretrial requirements	Optional	
D. Drafts jury instructions, verdict forms, witness and exhibit lists, and drafts basic motions	Optional	
E. Operates the trial presentation software or coordinates with outside vendors	Optional	
F. Locates exhibits, builds witness binders, and tracks which exhibits have been admitted into evidence	Optional	
G. Coordinates the delivery of files to the trial site and setup of a trial office	Optional	
H. Organizes trial exhibits by building the demonstratives and working with opposing parties to access the exhibits	Optional	

Related Technical Instruction

Paralegal/Legal Assistant

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Instructions for Use:

Registered apprenticeships must include at least 144 hours of related technical instruction (RTI). Courses offered by accredited colleges and universities may be assigned a credit hour determination rather than a contact hour determination. The American Association for Paralegal Education recommends a minimum of 18 semester credits (270 clock hours of instruction) for paralegal education programs with additional hours of instruction recommended for those who have not completed general education credits at the college level as part of a 2-year or 4-year degree program.

Development and Use of This RTI Outline: Employers and academic institutions may approach RTI in markedly different ways. Our goal was not to identify the single best way to provide RTI or to identify a single provider whose content we deemed to be superior. Instead, our goal was to survey numerous education providers, including employers, institutions of higher education, high schools, private continuing education providers, labor organizations, professional associations and, in some cases, municipalities that provide worker training, to identify topics or courses common among those providers that align with the job functions included in this work process schedule. Those common topics or courses are reflected in the RTI outline provided below, which may be useful in developing your RTI program or communicating your needs to an educational partner.

Licensure or certification requirements: California is the only state that directly regulates the training and education requirements of paralegals. The State of Utah provides an opportunity for a paralegal to become a Licensed Paralegal Professional but does not require licensure of paralegals. However, employers may require paralegals to hold national certification from the National Federation of Paralegal Associations (NFPA), National Association of Legal Assistants (NALA), or the National Association of Legal Support Professionals (NALS).

Legal assistants do not require paralegal certification. Legal assistants may often hold two- or four-year degrees from universities that prepare them more generally for the legal field. However, certification, by NALA or NALS, is only required of paralegals.

Degree requirements for licensure or certification, if applicable: In general, paralegals can enter the profession and qualify to sit for certification exams by completing an associate degree or a bachelor's degree program (in a legal studies or other field), an approved short-term program, or working in the field under the direction of a licensed lawyer for some period of time. For specific information, consult

the Comparison of National Level Paralegal Certification Exams (NFPA 2014) or the American Bar Association’s “Education Information for Paralegals” web page (<https://www.americanbar.org/groups/paralegals/profession-information/educational-information-for-paralegals/>)

Accreditation requirements of instructional provider for licensure or certification, if applicable: In general, an individual must have completed substantial experience working under the direction of a licensed lawyer or must have completed a degree or other educational program that

- has been approved by the American Bar Association; or
- has been approved regional or national accrediting agency (recognized by the US Department of Education or the Council on Higher Education Accreditation); or
- that meets the standards put forth by the credentialing body that offers certification (such as NFPA’s Short Term Paralegal Program Position Statement, which requires a program to include 60 semester hours of postsecondary instruction, including at least 18 semester hours of paralegal education and instruction).

Anticipated changes in licensure or certification requirements, if known: none

Examples of state licensure or certification requirements:

Many states abide by the American Bar Association’s Professional Code for Responsibilities Regarding Nonlawyer Assistants. However, some states offer voluntary certification opportunities through their state bar association, their state paralegal association, or in conjunction with the National Association of Legal Assistants. Examples of states that have voluntary certification opportunities are as follows.

Arizona—offers certification for Legal Document Preparers; requires 10 hours of continuing education annually and must have attorney supervisors

California—the California Alliance of Paralegal Association offers a standalone state examination, which confers the designation of California Certified Paralegal

Delaware—voluntary certification offered through the Delaware Paralegal Association (requires paralegal education or experience as part of the exam eligibility requirements)

District of Columbia—voluntary through the Virginia Alliance of Paralegal Associations (Virginia Registered Paralegal)

Florida—voluntary through the Florida paralegal association (Florida Registered Paralegal)

Illinois—voluntary through the Illinois Paralegal Association (Illinois Accredited Paralegal)

Indiana—voluntary through the Indiana Paralegal Association

Kentucky—voluntary through the Paralegal Association of Kentucky (Certified Kentucky Paralegal)

Louisiana—the state does not define or regulate paralegal; however, voluntary certification is available through the Louisiana Paralegal Association (Louisiana Certified Paralegal)

Minnesota—voluntary through the Minnesota Paralegal Association (Minnesota Certified Paralegal—MnCP)

Montana—one of the few states that defines and regulates paralegals, requiring them to be certified by the National Association of Legal Assistants or the National Federation of Paralegals; hold an associate or baccalaureate degree with at least 18 hours of paralegal study; or hold a high school diploma and complete 4,800 hours of work in the legal field under the supervision of an attorney and complete 5 continuing education hours in legal ethics

Nevada—does not regulate paralegals and allows individuals to become Legal Document Preparers if they register with the Nevada Secretary of State

New Jersey—voluntary through the South Jersey Paralegal Association (NJ Certified Paralegal)

New Mexico—the state defines paralegals, issues utilization guidelines, has education standards for paralegals, and prohibits debarred attorneys from becoming paralegals. Education standards include completing an associate degree or bachelor's degree in paralegal education; or completing an ABA-approved postsecondary program that includes at least 60 credits, of which 18 must be in paralegal studies; or graduate from an ABA accredited law school or hold certification from the National Association of Legal Assistants or the National Federation of Paralegal Associations.

Examples of RTI providers for this occupation

Professional associations and labor organizations: The American Bar Association provides a list of approved paralegal education programs at <https://www.americanbar.org/groups/paralegals/paralegal-resource-directory/>. The American Association for Paralegal Education is a membership organization that provides a list of approved education programs across the United States: <https://www.aafpe.org/>. These organizations do not offer educational programs directly but provide lists of approved or member programs, which are typically offered by colleges, universities, or business schools.

Military: MOS 27D Paralegal Specialist (which includes 10 weeks of advanced occupational training).

States/municipalities: Some state bar associations provide limited paralegal educational opportunities, such as in state ethics requirements or state rules of practice (see example from California: www.calbar.ca.gov/Attorneys/Conduct-Discipline/Ethics/Online-Ethics-MCLE; or Florida: www.americanbar.org/events-cle/mcle/)

Colleges and universities: Numerous colleges and universities offer paralegal studies programs in associate degree, bachelor's degree, master's degree, and certificate programs that are 18–60 semester hours in length (often designed for students who already hold at least an associate degree).

No-cost online providers: Numerous colleges and universities offer classes on law and public policy; however, to earn credit for those courses students are generally required to pay fees.

Continuing education or specialty education providers: Numerous private and nonprofit organizations provide continuing education opportunities for paralegals in ethics as well as various aspects of the law/paralegal practice. Examples of such organizations include the [Practicing Legal Institute](#), [LexisNexis University](#), [FastCase](#), [OneLegal](#), etc. The [American Bar Association](#) provides information about continuing legal education requirements, by state, and provides links to programs offered by state bar associations. Online educational resources are also available through platforms such as [Udemy](#).

Prerequisite knowledge, skills or experience typically required by RTI providers for this occupation

High school graduate or equivalent, ability to speak and write clearly in English, strong organizational skills, and high standards for ethical behavior.

Differences in coursework: Employers and prospective sponsors should note that paralegals may have different coursework than legal assistants. Legal Assistants may have completed a bachelor's degree and require fewer courses to be prepared to work in the field, whereas paralegals may require additional courses to be certified.

Additionally, coursework may vary based on the type of law which the paralegal or legal assistant is supporting attorneys.

English composition and grammar

Hours: 15–20

Sample learning objectives

- Demonstrate the ability to write using proper paragraph form, spelling, grammar, punctuation and capitalization.
- Prepare short (1–3 pages) essays, declarative documents, instructions, and research summaries that are accurate, grammatically correct, concise, and clearly written.
- Prepare longer (3–20 pages) written documents, including appropriate citations and references.
- Demonstrate the ability to prepare documents and bibliographies using APA style guidelines.
- Demonstrate the ability to conduct library research, distinguish between reliable and unreliable sources, compare and contrast information, and prepare written statements in support of a given position.

Legal terminology, writing, and critical analysis

Hours: 20–30

Sample learning objectives

- Demonstrate the ability to write a legal memo that includes pertinent information and uses appropriate legal terminology, formats, and syntax.
- Prepare a legal brief that includes the results of legal research and makes an argument in support of or against a set of facts.
- Prepare a written analysis of fact patterns and relevant case law to support a position or argument.
- Take accurate notes during witness interviews, meetings with other colleagues, in court, and in other settings.
- Demonstrate the ability to proofread documents in a way that effectively identifies errors in spelling, syntax, grammar, format, or facts.

Ethics and professional practice

Hours: 10–15

Sample learning objectives

- Explain the laws and professional standards that dictate ethical practice.
- Analyze the ethical implications of various scenarios and develop an explanation of the appropriate response to ensure that professional ethics are upheld.
- Explain the importance of privacy, confidentiality, and proprietary information as well as the penalties associated with breeches, both intentional and accidental.
- Describe the importance of confidentiality and legal privilege, including who and what kinds of information exchange may be protected by privilege and how to properly document privileged information.
- Describe the fiduciary obligations of legal professionals.
- Describe and demonstrate the ability to properly communicate, share necessary information, and advocate for a given position in communication with other attorneys/legal professionals, courts, opposing counsel, and subject matter experts.

The US legal system

Hours: 15–20

Sample learning objectives

- Compare and contrast systems of common law, civil law, religious law, and customary law and describe the legal system that serves as the basis for US law.
- List the three branches of government and the roles and responsibilities of each in making, applying, and enforcing law.
- Describe the content and history of the US Constitution, the process by which the constitution may be amended, federalism, and the role of states versus the federal government in establishing and upholding the law.
- Demonstrate the ability to identify federal and state regulations that describe how various laws will be implemented and upheld by the responsible agencies.
- Describe the role of plaintiffs, defendants, judges, juries, attorneys, court reporters, witnesses, and subject matter experts in the legal system and in making legal decisions or judgments.
- Describe the system of federal and state courts, describing the authority of each and the ways in which legal decisions are made, challenged, upheld, or overturned as they move through the hierarchy of the US court system.

Legal research

Hours: 30–40

Sample learning objectives

- Conduct and properly document legal research, including by using electronic databases such as WestLaw and LexisNexis.
- Identify regulations at the federal and/or state level that guide the implementation and enforcement of specific laws.
- Provide a written history of a given law and how it has changed (in statute and/or regulations) over time.
- Identify and explain the significance of court opinions relevant to a particular legal question or case.
- Prepare summary documents that accurately and succinctly provide information gathered during legal research and relevant to a given case or legal question.

Law office management, technology, and records

Hours: 15–20

Sample learning objectives

- Demonstrate proper use of email, text, and client management software to exchange information, ensure timely responses are provided, and ensure that appropriate stakeholders receive relevant updates regarding firm or company policies, actions regarding specific cases, and pertinent information regarding document requests or holds.
- Demonstrate ability to use calendaring software to set up meetings with internal and external constituents.
- Demonstrate ability to track billable hours, prepare invoices, and track payments, including by using tracking and billing software.
- Demonstrate ability to preserve documents according to employer's document retention and storage policies and professional legal standards.
- Demonstrate ability to use word-processing software to format documents, track and resolve edits and changes, add line numbers and pagination, and put documents in appropriate or required format.
- Create and preserve briefs, evidence logs, documents, research compilations, and pretrial binders.
- Manage relationships with outside vendors, including tracking schedules for follow-up interaction, payments, or renewals.
- Use calendar technology to set up deliverable schedules and deadlines and to send gentle reminders.

Writing composition and writing for business or communications

Hours: 15–20

Sample learning objectives

- Demonstrate the ability to write clear and concise memos, emails, legal analyses, and requests.
- Demonstrate proper use of email communication, including labeling privileged information appropriately, emailing only relevant stakeholders, and sharing information appropriately.
- Demonstrate proper use of telephone technology, including mobile phones and landlines, to transfer, connect or join calls, open and maintain conference lines, organize large group calls, initiate and terminate recording technology when appropriate, and interact with external conference call services.
- Communicate clearly and professionally with colleagues, supervisors, clients, court personnel, court reporters, opposing counsel, clerks, and other members of the legal profession.
- Interview clients, asking relevant and appropriate questions based on the legal issue at hand and correctly recording their answers.
- Review contracts to understand terms, conditions, and deadlines; identify errors or discrepancies; and make recommendations regarding the content and format of contracts.

Torts

Hours: 10–15

Sample learning objectives

- Identify federal, state, and local statutes and regulations regarding legal remedies available in the event of injury or accident.
- Collect relevant information from complainants to accurately record information about when and how an injury or accident occurred, who witnessed it, and what subsequent actions were required to remedy personal injury or property damage.
- Describe the role of class action litigation, the process for identifying a potential member of a class, and the process for distributing proceeds that result from successful litigation.
- Effectively collect necessary information to support or defend tort claims, including medical records, insurance records, etc.

Business law and contracts

Hours: 10–15

Sample learning objectives

- Discuss the types of business entities that exist, the requirements for legally establishing a business entity, and the types of documentation that must be filed and retained to serve as evidence of a business organization's founding and history.
- Discuss the relevant aspects of federal, state, and local employment law that employers must consider in hiring, managing, terminating, promoting, and laying off employees.
- Review contracts to identify errors, interpret stipulations or exemptions, and explain contract terms.
- Describe the legal requirements to engage in business mergers, acquisitions, and terminations.
- Define the role of the Equal Employment Opportunity Commission and explain the relevant statutory requirements and regulations to protect workers from unlawful discrimination.

Family law

Hours: 10–15

Sample learning objectives

- Identify and explain relevant state, local, and federal statutes and regulations regarding marriage, divorce, and custody for minor children.
- Identify and explain relevant state, local, and federal protections for disabled individuals, disabled dependents, and the elderly.
- Interview parents and children using appropriate techniques to gather information about the conditions of family life, including allegations of domestic abuse, child abuse, or elder abuse.
- Describe the process for separation of property during divorce proceedings.
- Explain the advantages and disadvantages of mediation in resolving family disputes.

Estates, wills, and trusts

Hours: 10–15

Sample learning objectives

- Describe the relevance of estates, wills, and trusts and the steps that must be completed to ensure the legality and enforceability of those documents.
- Obtain and file documents to register wills and trusts, file death certificates, establish or identify an executor, and instruct the executor on steps to fulfill their legal and fiduciary responsibilities in managing and closing an estate.

- Define the types of trusts that exist as well as the advantages and disadvantages of each for managing assets, reducing tax liabilities, and ensuring the protection or transfer of assets upon the trustee's death.
- Explain the process for establishing trusts, including individual trusts, family trusts, and land trusts, and for disbursing trust assets in the event of the death or disability of the trustee or beneficiaries.

Real estate law

Hours: 10–15

Sample learning objectives

- Define the types of property that exist, including personal and real property.
- Describe the main elements of a valid real estate contract and the process for verifying legal ownership of real property.
- Describe the methods and requirements for legally transferring property to a new owner.
- Demonstrate the ability to conduct research to collect necessary documents for real estate transactions, including deeds, identifying and interpreting zoning requirements and restrictions for the construction or use of property, and documentation of relevant warranties or liabilities that will transfer to a new owner.
- Describe the protections that individuals and business have when purchasing real estate.

Relevant military experience

Military Occupational Specialty 27D Paralegal Specialist (which includes 10 weeks of advanced occupational training)

Diversity, equity, and inclusion

The National Association of Legal Professionals provides a number of resources (see <https://www.nalp.org/diversity>) to help legal professionals and firms achieve diversity, equity, and inclusion (DEI). Similarly, the American Bar Association provides resources, including continuing legal education, for advancing equity, diversity, and inclusion in the legal profession. The National Federation of Paralegal Associations has a committee on diversity, equity, and inclusion that prepares and provides a policy manual on DEI (see: <https://www.paralegals.org/i4a/pages/index.cfm?pageid=3748>), including Americans with Disabilities Act accommodations for legal professionals, continuing legal education focused on DEI, and strategies for recognizing and mitigating bias.

Works Consulted

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