PARALEGAL: HISTORY, CURRENT STATUS, EMERGING TRENDS,
AND GUIDELINES FOR IMPLEMENTING A PROGRAM

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The purposes of this study were to research available material on paralegals and to write the history, current status, and emerging trends of paralegalism. Further purposes of the study were to establish guidelines for implementing a paralegal education program, propose a paralegal curriculum, and summarize available teaching materials.

The field of paralegalism is extremely new; and therefore, there has been little research done regarding the field. Neither is there a formal education program for paralegals in Kentucky.

The history of paralegals is a brief one. From colonial times, lawyers worked either alone or with apprentice attorneys. This practice lasted until late in the nineteenth century when mechanization and systematization created a place for secretarial/clerical workers in the law office. It was not until the 1960's that lawyers began to consider seriously using assistants who were more than secretaries. In 1968, the American Bar Association's Special Committee on Availability of Legal Services recommended the acceptance and use of lay assistants for lawyers.
Since that time, education of paralegals has taken many routes. There have been pilot projects and short, intensive training programs. Prominent law schools have initiated education programs for paralegals. Private institutes have been developed with their only purpose being that of educating paralegals. At the present time, however, the majority of the successful programs for educating paralegals are located in junior and community colleges or as associate degree programs in four-year institutions.

Paralegals are assigned a variety of tasks depending on the place of their employment. Their status is above that of the legal secretary, and their salary reflects that status. However, the paralegal has no opportunity for advancement, because he is at the top of the career ladder in the legal field unless he enrolls in law school and completes the necessary requirements to be a lawyer.

In the beginning, paralegals were not accepted by either lawyers or legal secretaries. In fact, only the public was enthusiastic about the emergence of paralegals. Gradually, though, most people involved in the legal profession came to realize the ability and value of paralegals. Today, practicing paralegals seem to be quite well accepted. There are also national paralegal organizations.

Now that paralegals have become accepted and their number is growing, more programs are being developed for their education. The American Bar Association wishes to maintain control over paralegals and has established guidelines for the accreditation of educational programs for paralegals. There is some disagreement as to how much control of paralegals, if any, should be exercised by the ABA. Any school planning to implement an education program for paralegals should determine
whether or not its program will seek American Bar Association accreditation and develop its curriculum accordingly.

Regardless of the decision as to accreditation, there are certain items that must be considered before and during the development of the program. An advisory committee should be established, and objectives for the program should be listed. A curriculum must be proposed, and studies must be made regarding faculty, facilities, resources, financial assistance, admission requirements, and student services. Only after extensive planning can an education program for paralegals be implemented. Furthermore, a paralegal curriculum must be adapted to the individual institution offering the program.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ABSTRACT OF THESIS</th>
<th>iii</th>
</tr>
</thead>
</table>

## Chapter

1. **THE PROBLEM**
   - Introduction | 1 |
   - Statement of the Problem | 2 |
   - Purposes of the Study | 3 |
   - Need for the Study | 3 |
   - Delimitations | 4 |
   - Limitations | 4 |
   - Definition of Terms | 4 |
   - Method of Study | 6 |

2. **HISTORY OF THE PARALEGAL**
   - American Bar Association Recognition | 11 |
   - San Francisco Pilot Project | 13 |
   - Early Training in Law Schools | 15 |
     - Denver College of Law | 15 |
     - Columbia Law School | 16 |
     - Boston College School of Law | 17 |
     - Antioch School of Law | 17 |
   - Failure of Law School Training | 18 |
   - The National Paralegal Institute | 18 |
3. CURRENT STATUS AND EMERGING TRENDS FOR THE PARALEGAL
   Current Status .................................................. 20
   Education of Paralegals ....................................... 20
   Tasks Assigned to Paralegals .................................. 25
   Salaries of Paralegals and Opportunity for Advancement .. 27
   Acceptance of the Paralegal .................................... 28
   National Paralegal Organizations ............................... 29
   Emerging Trends .................................................. 30

4. GUIDELINES FOR IMPLEMENTING A PARALEGAL PROGRAM .... 34
   Initial Planning .................................................. 34
   Advisory Committee .............................................. 36
   American Bar Association Accreditation ...................... 39
   Objectives of the Program ...................................... 40
   Curriculum ....................................................... 42
   Faculty ........................................................... 43
   Facilities ........................................................ 44
   Resources ........................................................ 45
   Text Materials .................................................... 45
   Library Resources ................................................. 46
   Community Resources ............................................. 48
   Financial Assistance to the Paralegal Program ............... 49
   Admission Requirements ....................................... 49
   Student Services ................................................ 51

5. PROPOSED CURRICULUM AND COURSE DESCRIPTIONS FOR A PARALEGAL PROGRAM .............................. 53
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>53</td>
</tr>
<tr>
<td>Paralegal Curriculum</td>
<td>54</td>
</tr>
<tr>
<td>Core Courses</td>
<td>54</td>
</tr>
<tr>
<td>General Requirements</td>
<td>54</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>54</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>55</td>
</tr>
<tr>
<td>Core Courses</td>
<td>55</td>
</tr>
<tr>
<td>General Requirements</td>
<td>57</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>58</td>
</tr>
<tr>
<td>Guide Sheet</td>
<td>61</td>
</tr>
<tr>
<td>6. TEACHING MATERIALS DEVELOPED SPECIFICALLY FOR PARALEGAL EDUCATION</td>
<td>62</td>
</tr>
<tr>
<td>California Rural Legal Assistance</td>
<td>62</td>
</tr>
<tr>
<td>National Paralegal Institute</td>
<td>63</td>
</tr>
<tr>
<td>West Publishing Company</td>
<td>65</td>
</tr>
<tr>
<td>Shepard's Citations</td>
<td>66</td>
</tr>
<tr>
<td>Paralegal Institute</td>
<td>66</td>
</tr>
<tr>
<td>7. SUMMARY AND RECOMMENDATIONS</td>
<td>68</td>
</tr>
<tr>
<td>Summary</td>
<td>68</td>
</tr>
<tr>
<td>Recommendations</td>
<td>70</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>72</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>77</td>
</tr>
<tr>
<td>A. INSTITUTIONS OFFERING PARALEGAL TRAINING</td>
<td>78</td>
</tr>
<tr>
<td>B. TASKS PERFORMED IN LAW OFFICES AS REPORTED BY EMPLOYED LEGAL ASSISTANTS</td>
<td>84</td>
</tr>
<tr>
<td>C. SALARIES RECEIVED BY LEGAL ASSISTANTS, 1974</td>
<td>86</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>D. GUIDELINES FOR THE APPROVAL OF LEGAL ASSISTANT EDUCATION PROGRAMS</td>
<td>88</td>
</tr>
<tr>
<td>E. PROCEDURES FOR APPROVAL OF LEGAL ASSISTANT PROGRAMS AND GUIDE FOR</td>
<td>98</td>
</tr>
<tr>
<td>SELF-EVALUATION REPORTS</td>
<td></td>
</tr>
<tr>
<td>F. EVALUATIVE CRITERIA FOR GUIDELINES FOR THE APPROVAL OF LEGAL</td>
<td>108</td>
</tr>
<tr>
<td>ASSISTANT EDUCATION PROGRAMS</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1

THE PROBLEM

Introduction

Life in America has become so fast-paced during the last decade that the educational process has been forced to change tremendously. The trend has gone from the traditional four-year college degree after completion of high school to training for a lifelong occupation. Fewer people are pursuing academic careers; greater numbers of people are concentrating on career education, vocational training, or two-year associate degrees. Community and junior colleges have become widespread, and most colleges and universities are now offering one- and two-year degrees as well as the traditional four-year degree.

As the total university curriculum has changed, so have the curriculums of the individual schools and departments within the university. The business education curriculum is no exception. When the need for an additional subject to be taught has been established, the business educators have shown insight and flexibility in their willingness to adapt to that need. This attitude has been displayed numerous times when, for example, a one-year certificate was offered or a simulated model office was established. Now, once again, business educators have become aware of another educational need—that of a trained person who can assist a lawyer on a paraprofessional level.
Previously, a law office has operated on two levels: the attorney level and the secretarial level. The lawyer was responsible for the legal matters, and the clerical duties were the responsibility of the secretary. This has proved to be unsatisfactory for the lawyer, the secretary, and the public. The lawyer usually has more research and work than he can complete in the time he has available. The secretary who works for a lawyer acquires a basic knowledge of law in the course of her work, yet the secretary has no chance to advance. The public's main objections to the American legal system are that it is very slow, and it is very expensive. The middle-class American citizen can neither obtain nor afford a lawyer.

As a result of the dissatisfaction from all sides, the need has been established for an individual who has been professionally trained in both business and law, who can relieve the lawyer of his basic legal work, and who can utilize his business skills in preparing his work for the lawyer's use. This paraprofessional is neither a lawyer nor a secretary, but is on a level between the two. This individual has been given a variety of titles, the most common being "paralegal."

The concept of paralegalism is an idea that has only a brief history and one that spans less than a decade. The future of paralegalism, however, appears to be promising. It is for this reason that the researcher has chosen to present a perusal of the available information as well as data pertinent to the implementation of a paralegal program.

Statement of the Problem

The problem of this study was twofold: (1) to present a summary of the history, current status, and emerging trends in paralegal
education, and (2) to establish guidelines for implementing a paralegal program.

**Purposes of the Study**

One purpose of this study was to compile a brief history of paralegal education along with its current status and emerging trends. Further purposes of the study were to develop guidelines for implementing a paralegal education program, to propose a paralegal curriculum, and to summarize related instructional materials which are presently available.

**Need for the Study**

This study was needed for two reasons: (1) the lack of research which has been done on paralegals, and (2) the nonexistence of a formal educational program for paralegals in Kentucky. Paralegal education is an emerging field, and there is, therefore, little research available on the subject. Although there are 34 colleges, junior colleges, universities, and institutions listed by the National Paralegal Institute (see Appendix A) which offer training for paralegals, not one of these educational programs exists in the state of Kentucky.

At the present time, no known effort has been made to determine what procedure would be necessary for developing paralegal education in Kentucky. The states of Ohio, Virginia, Illinois, Michigan, North Carolina, South Carolina, and Tennessee each have one or more institutions which offer educational training for paralegals. This fact alone points out that Kentucky is lagging behind. Paralegal education should be available in Kentucky as it is in neighboring states and throughout
the United States. Before paralegals can be educated in Kentucky, there must be guidelines established, and a curriculum must be proposed. Certainly there is a necessity for research on paralegal education and for the resulting guidelines, proposed curriculum, and list of available instructional materials.

**Delimitations**

This study was limited to events during the past decade, because the American Bar Association and/or lawyers have only accepted the existence of paralegals since 1968.

**Limitations**

This study was limited by:

1. the lack of published information available on paralegals and paralegal education
2. the inability to obtain certain requested materials through the interlibrary loan process.

**Definition of Terms**

The following definitions are applied to the terms as they are used in this study:

1. **Advisory committee**—a group of persons, usually outside the educational profession, selected for the purpose of offering advice and council to the school regarding the . . . program.¹

¹**Terminology:** Seminar 471, (Class handout for Business Education 471), p. 1.
2. **American Bar Association**—the national legal association for persons holding law degrees. Also referred to as "ABA" and the "Association."

3. **Core courses**—those courses which are basic to a curriculum and which are required for everyone.

4. **Paralegal**—(synonymous with: lawyer's assistant, lay advocate, legal advocate, legal assistant, legal paraprofessional, legal technician, legal worker, paralegal specialist, paralegal technician, and research aide)—a highly-trained lawyer's assistant capable of performing many law-related tasks to save time for the lawyer.

The American Bar Association has adopted the following definition:

Under the supervision and direction of the lawyer, the legal assistant should be able to apply knowledge of law and legal procedures in rendering direct assistance to lawyers engaged in legal research; design, develop or plan modifications or new procedures, techniques, services, processes or applications; prepare or interpret legal documents and write detailed procedures for practicing in certain fields of law; select, compile and use technical information from such references as digests, encyclopedias or practice manuals; and analyze and follow procedural problems that involve independent decisions.

Another source states:

The para-legal technician, while having basic secretarial skills, is capable of doing legal work under the supervision

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of a lawyer. A para-legal technician has certain managerial skills enabling supervision of general office procedures, scheduling, and flow of work.  

5. Pilot project—a demonstrative project, the first of its kind in a specific area, for which special funding and guidance were furnished by a sponsoring body.

6. Quasi-legal—something which has some legal implications but (is) not genuinely legal.

Method of Study

In developing this study, the researcher used the descriptive method of research. Data were obtained through the following methods:

1. Various resources from the Johnson Camden Library at Morehead State University were utilized by the researcher. These included:
   a. College catalogs
   b. ERIC research on microfiche
   c. Journal articles
   d. Reference books
   e. Texts
   f. United States Senate hearing

2. The Interlibrary Loan Department of the Johnson Camden Library obtained data from other libraries in Kentucky and in other states for the use of the researcher.

3. Information, course outlines, and college catalogs were requested from other schools known to offer paralegal education.

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4. Lawyers and professors were interviewed to explore their attitudes and opinions on paralegals.

5. Letters were written to associations, corporations, institutions, and individuals to request materials about paralegals.

After the necessary information had been assembled, the researcher proceeded to attempt to organize the data in a systematic manner and to prepare a thorough review of paralegals. Paralegal curriculums (from all schools which responded to a request for information) were reviewed to aid the researcher in preparing a proposed curriculum.

The results of this research follow in the next six chapters.
Chapter 2

HISTORY OF THE PARALEGAL

The colonists who settled America had on the whole an aversion to lawyers. Their distrust was a result of problems with the legal system in England both before and during the time the American colonies were being settled. The colonists were fleeing a system which to them was oppressive. They believed the legal system to be harsh and unfair.

There were few criteria set up which one had to meet to become a lawyer during the colonial period in America. What requirements there were varied from state to state. Actually, almost anybody could become a lawyer. The usual method of becoming a lawyer was through apprenticeship. Statsky reports that:

In some states, the distrust of lawyers was strong . . . .
These states tended to have little or no apprenticeship periods and immediate legal practice for anyone who desired it. Other states had periods ranging up to ten years.6

The apprentice attorney spent a part of his time developing a law business of his own and a part of his time as a clerk. As a clerk, he usually did the lawyer's copying, which meant preparing documents in longhand. Aside from this, the apprentice did little in the area of assistantship.

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During the seventeenth, eighteenth, and early nineteenth centuries, the lawyer basically worked alone. The lawyer was devoted to detail and accuracy, and was seemingly unwilling to delegate any of his duties to an assistant. Around the middle of the nineteenth century, attorneys began using office assistants. The acceptance of the assistants was a slow process, and, thus, there is no specific date for their acceptance. During this period, the personal relationship between an attorney and his client was considered extremely important.

It is unclear at exactly what point the attorney began using office assistants who were not training to become lawyers themselves. It is believed that their use came about as a result of mechanization and systematization. The invention of the typewriter created a position for a typist. The invention of the telephone established a need for a telephone operator. Filing systems were developed which required a file clerk. Following these non-lawyer personnel came stenographers, bookkeepers, librarians, investigators, office managers, and others.

Originally, non-lawyer personnel were hired to perform clerical or managerial tasks; however, some of them either assumed or were delegated more demanding responsibilities. One law firm was studied, and the following was stated regarding women employees who had been with the firm a number of years:

In addition, these women were given considerable responsibility in connection with their positions as secretary or as head bookkeeper. The head bookkeeper acted as assistant secretary to the partner-secretary of certain charitable corporations the firm represented. In this capacity, she recorded minutes of director's meetings, issued proxy statements,
supervised the filing of tax returns for the organization, and attended to other significant administrative matters.7

Brickman states, "In their performance of more demanding responsibilities, many non-lawyer assistants thus came to know more about the area of their specialty than did the attorney whom they were assisting."8

The fact that non-lawyer personnel could and were functioning on a level with lawyers resulted in intense criticism. Lawyers believed that the dignity of their profession was at stake. Because of this criticism, the American Bar Association decided to establish guidelines whereby they could control the activity of assistants to lawyers. The Association stated:

A lawyer can employ lay secretaries, lay investigators, lay detectives, lay researchers, accountants, lay scriveners, non-lawyer draftsmen, or nonlawyer researchers to do any task for him except counsel clients about law matters, engage directly in the practice of law, appear in court or appear in formal proceedings as part of the judicial process, so long as it is he who takes the work and vouches for it to the client and becomes responsible to the client.9

Finally, in the 1960's, lawyers began to consider seriously using laymen as more than secretaries in the legal profession. In 1963, the Prentice-Hall Publishing Company of Englewood Cliffs, New Jersey, conducted a survey of 311 Missouri attorneys to determine the possibility of their using a lay person who had special training. Only thirty-seven percent of the attorneys who responded said they could use

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8Ibid.
9Ibid., p. 1172.
a lay person, and two-thirds of those would hire a lay person only on a part-time basis. Sixty-three percent of the responding attorneys said they could not use a lay technician.\textsuperscript{10}

Yet, five years later, another survey was conducted in Missouri. This survey was conducted by the Meramec Community College which was considering the establishment of a curriculum in legal technology for the greater St. Louis area. Of the 2,058 St. Louis lawyers who were sent a questionnaire, 443 responded. The majority of the respondents--60.9\%--indicated that there was a need in the St. Louis area for legal technicians.\textsuperscript{11}

Surveys similar to the one in Missouri were conducted in other parts of the United States. Although responses indicated that lawyers were still somewhat hesitant to delegate numerous duties to paralegals, they still recognized and accepted the need for paralegals in the profession.

\textbf{American Bar Association Recognition}

In August, 1968, the American Bar Association's Special Committee on Availability of Legal Services recommended that:

1. The legal profession recognize that freeing a lawyer from tedious and routine detail, thus conserving his time and energy for truly legal problems, will enable him to render his professional service to more people, thereby making legal services more fully available to the public.

2. The legal profession recognize that there are many tasks in serving a client's needs which can be performed by a trained

\textsuperscript{10}Statsky, op. cit., p. 24.

\textsuperscript{11}Ibid., pp. 24-25.
3. The profession encourage the training and employment of such assistants.

4. There be created a special commission of this Association to consider the subject of lay assistants for lawyers.\(^\text{12}\)

These recommendations resulted in the appointment of the Special Committee on Lay Assistants for Lawyers (renamed the Special Commission on Legal Assistants in February, 1971). The Committee's purpose was to consider:

1. The kinds of tasks which may be completely performed by a nonlawyer working under the direction and supervision of a lawyer;

2. The nature of the training which may be required and provided to develop confidence and proficiency in the performance of such tasks;

3. The role, if any, to be played by the legal profession and the bar in providing such training;

4. The desirability of recognizing competence and proficiency in such assistants as by academic recognition or other suitable means;

5. All appropriate methods for developing, encouraging, and increasing the training and utilization of nonlawyer assistants, the better to enable lawyers to discharge their professional responsibilities.\(^\text{13}\)

During the first year, the Committee devoted its efforts to investigation. Their study included:

1. The analysis of the functions performed in a law office, determined through consultation with approximately 100 small law offices;


2. The review of the use of nonlawyers in law offices and law-related activities through: (a) a survey of 21 law firms and the law department of a leading insurance company, and (b) a companion survey of the use of nonlawyers in a neighborhood legal aid office;

3. A study of the training and use of auxiliary personnel in medicine, dentistry, and architecture.14

As a result of their investigation, the Committee listed the following two recommendations concerning the training and use of paralegals:

1. There is a need for greater utilization of nonlawyers in the law office.

2. Nonlawyers are capable of functioning on several levels of proficiency and responsibility in the law office.15

San Francisco Pilot Project

A three-week pilot project aimed at developing a model on-the-job training project for legal assistants was held in San Francisco from August 18 through September 5, 1970. Co-sponsored by the American Bar Association and the San Francisco Bar Association, the project was headed by Mr. Luther J. Avery, a practicing San Francisco attorney and a member of the American Bar Association's Special Committee on Lay Assistants for Lawyers.

The primary objective of the project was to develop a training program which could serve as a prototype for other programs which were expected to be needed throughout the United States as the benefits of


15Steely, op. cit.
the use of legal assistants were recognized by lawyers. One purpose of the project was to provide the legal assistants who participated with an introduction to the general fields of knowledge which they should have. The project was conceived with the realization that:

A program of such a limited duration cannot aim to make lawyers expert managers, nor can it elevate the legal assistants to the status of members of a new profession. It can provide both groups with an insight into the possible rewards which might be gained through the development and recognition of a new profession of legal assistants, and the resultant benefits to the client, the lawyer, and the legal assistants. Hence, the pilot project could aim only to give rudimentary knowledge and impart the need for future study and self-development.16

Although it was not a complete success, the San Francisco Pilot Project was well received by the practicing lawyers and most of the legal assistants who participated. As a result of the project, the following recommendations were made:

1. The American Bar Association, as the national organization representing the legal professions, should sponsor on-the-job training programs for legal assistants.

2. The American Bar Association should provide resources and other assistance in the design, development, and implementation of these programs, including the preparation of appropriate films and written materials.

3. The American Bar Association should employ professional assistants or management consultants to assist in the design and implementation of programs.

4. The training of legal assistants should include programs in orientation in law, the role of the lawyer in society, and special training in the area of law in which the legal assistant may concentrate.

5. The training of legal assistants should include training in professional office management and economics of law practice.\textsuperscript{17}

\textbf{Early Training in Law Schools}

Up until the late 1960's and the early 1970's, most paralegals in this country had been given their training on the job. The prime reason for this was that very few academic programs for paralegals existed. Realizing that this type of on-the-job training was unsatisfactory, law schools began exploring the possibility of playing a role in the education of paralegals. Four law schools had initial experience in paralegal training programs. These four—Denver College of Law, Columbia Law School, Boston College Law School, and Antioch School of Law—were, with the exception of Antioch, "satellite undertakings in that the paralegals had little relationship with the students studying to be lawyers, and no law school credit was awarded to any of the participants."\textsuperscript{18}

\textbf{Denver College of Law}\textsuperscript{19}

In the fall of 1968, the Denver College of Law offered a twenty-four hour "paralegal course" to twenty housing specialists from the Metro Denver Fair Housing Center. Training was provided by law students, and courses were designed to give an overview of consumer law, welfare law, employment law, domestic relations law, and criminal law.

\textsuperscript{17}Ibid., pp. 15, 17.

\textsuperscript{18}Statsky, op. cit., p. 172.

\textsuperscript{19}Ibid., pp. 172-173.
In May, 1969, Denver law students, law professors, and local attorneys offered a twenty-five hour paralegal course to twenty caseworkers from the Denver Department of Welfare.

Denver tried a new approach in the fall of 1970. The law school offered a seminar called "New Careers in Law," which was designed to permit law students to study the legal problems of the poor while developing training materials for paralegals who were working in neighborhood legal service offices. This seminar was designed to teach more people than the small number enrolled in the earlier two courses.

The Denver College of Law also began work with the Denver Resident Education and Information Center, a neighborhood legal service office employing one lawyer and five paralegals. The Denver College of Law coordinated the training of the paralegals. This entailed four weeks of all-day instruction which was conducted by Denver lawyers and law students.

Columbia Law School

The Program for Legal Service Assistants of Columbia Law School completed a six-week course for seventeen minority students in October of 1969. Taught by law students, legal service attorneys, and professors, the program was developed in a seminar for law students who attempted to define the role of a legal paraprofessional in a local law office and to determine how to provide training for that paraprofessional. The purpose of the course was to develop a Legal Service Assistant, and results of the course were favorable.

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20Ibid., p. 173.
Boston College School of Law\textsuperscript{21}

The National Consumer Law Center of Boston College School of Law began a training program for paralegals in 1971. The course was mainly for community-based consumer advocates, and training concentrated on developing three skills in paralegals: (1) proper interviewing techniques; (2) an ability for identification and determination of a means for the solution of legal problems; and (3) ability to maintain a working relationship with institutions that can help resolve legal problems.

Antioch School of Law\textsuperscript{22}

Antioch School of Law is the first law school in the country to provide a comprehensive curriculum for training legal technicians in close integration with the school's Juris Doctor or lawyer program. This training program began in 1972.

As defined by Antioch, a lawyer technician is a person skilled in the delivery of legal services who works either under the supervision of an attorney or who is otherwise authorized by law to use his/her legal skills. At Antioch, the legal technician students spend a large part of their time working on cases selected from minority and poverty communities in the District of Columbia. The training program for a legal technician at Antioch lasts from fourteen to eighteen months with the final months being devoted to specialty training.

\textsuperscript{21}Ibid., pp. 173-174.

\textsuperscript{22}Ibid., p. 175.
Failure of Law School Training.

There is no one reason why a law school training program for paralegals would not work—there are several reasons. It has been pointed out that law schools have enough trouble educating lawyers. Although the law schools do have a monopoly on wisdom in the legal field, they cannot provide the training paralegals must have in the other areas (business skills, management skills, basic educational background). Statsky says:

Most law school involvement in paralegalism to date (particularly the satellite program) has been inadequate, except that law schools have helped to focus the attention of the profession on this field. The problem with most law schools in the field is that they tend to adopt the bar review model for paralegal training: they give the trainees a heavy dose of law on a crash basis. The range of activities being undertaken by paralegals is very wide. Consequently, they cannot be trained properly in one or two months in a law school. . . . Only frustration can result from this approach.\textsuperscript{23}

The National Paralegal Institute

In June, 1972, the National Paralegal Institute was formed to support and promote the use of paralegals in the public sector of law, particularly Legal Services. The Institute was formed under a grant from the Office of Economic Opportunity.

In an article on the paralegal movement, William R. Fry, Executive Director of the National Paralegal Institute, stated:

Because the success of paralegals for serving the poor will depend on the development of the entire occupation, the Institute's broad mandate included establishing liaison with colleges, law schools and bar associations, developing strategies

\textsuperscript{23}Ibid., p. 176.
for the promotion of paralegals, designing training materials, and doing research and study on training and utilization questions.\footnote{William R. Fry, "A Short Review of the Paralegal Movement," Clearinghouse Review, VII (November, 1973), 466.}

The Institute differs from the American Bar Association in that public paralegals can engage in a wider range of activities than can paralegals working under private attorneys and American Bar Association guidelines. The Institute is the only organization concerned with the expansion of paralegals in the public sector.
Chapter 3

CURRENT STATUS AND EMERGING TRENDS FOR THE PARALEGAL

Current Status

The paralegal profession has definitely arrived. There are an estimated 70,000 such legal workers now employed by law firms, government agencies, corporate legal departments and bank trust divisions. The federal government alone is responsible for hiring an estimated 30,000 paralegals.

Even with such a large number of practicing paralegals, there is little agreement throughout the country as to their education, the tasks they are assigned, the salary they receive, or their chances for advancement. Nor is the degree of their acceptance equal throughout the United States. Nevertheless, three things are certain: paralegals are here; they are needed; and, they are increasing in number.

Education of Paralegals

Paralegalism is still in a developmental stage. There is widespread diversity regarding the education of paralegals. Questions most often voiced include: Where should paralegals be trained? Who should become a paralegal? How long should an education program for paralegals be?

Presently, formal training programs for paralegals are offered in private schools, four-year colleges and universities, junior and
community colleges, and law schools. Paralegals also receive on-the-job training or training through special intensive programs. Anybody may aspire to be a paralegal. Employers, especially attorneys, generally set high standards of character and education for paralegals. "Intelligence, analytical ability, and discretion are essential. Legal assistants must be responsible and mature individuals thoroughly conversant in legal terminology and procedures."\(^{25}\)

The time duration of legal assistant programs varies. They range from three-week intensive programs to four-year baccalaureate programs. One school, Lone Mountain College in San Francisco, California, offers a Master of Arts degree in Legal Studies. The Visitation Team of the American Bar Association said of this program, "... the Program in and of itself is one of the most unique in the country, in that it offers the master's degree with instruction at an extremely high level."\(^{26}\)

To the present time, the education of paralegals has occurred in six categories:

1. In-House Training--On-the-job or in-house training began because there were no formal training programs for paralegals. This kind of training is similar to an apprenticeship system of colonial times. In a survey by the Chicago Association of Paralegal Assistants, results showed that 60 percent of their members had no formal paralegal

\(^{25}\)Kacen, op. cit., p. 9.

\(^{26}\)Legal Studies Program, (School catalog, Lone Mountain College, San Francisco, California, 1976), p. 146. (Xeroxed.)
training. Many lawyers and paralegals believe that in-house training is necessary even for paralegals who have completed formal training programs. Statsky says:

On-the-job training can be very haphazard and discomforting for the paralegal who often may feel out of focus and in need of direction. As severe as this handicap might be, however, the value of on-the-job training cannot be overestimated.

2. Law Schools--As paralegals came to be accepted by lawyers, it was assumed that law schools were the place for educating paralegals. As was detailed in Chapter 2, several prestigious law schools attempted programs for paralegal education. These, for the most part, were failures. Statsky concludes that "the role of most [law] schools will be limited to providing representatives on paralegal committees and to assisting other institutions through consultant contracts in the design of training programs."

3. Four-Year Colleges and Universities--Few four-year colleges offer a baccalaureate degree for paralegals. Many colleges and universities do offer a pre-law curriculum for students who plan to enter law school. There has been some discussion on the possibility of making these pre-law programs into programs for paralegals. As yet, this has not been done. The Special Committee on Legal Assistants of the American Bar Association expressed acceptance of a four-year college program for a "legal administrator" who would assist lawyers. The General College of the University of Minnesota introduced a program in 1973 which


28Statsky, op. cit., p. 171.

29Ibid., p. 176.
was structured according to American Bar Association guidelines. Roger A. Larson, a professor and head of the business studies division at the University of Minnesota, in an article on the program said:

"The curriculum is multilevel, offering a one-year sequence for legal secretaries, a two-year associate of arts degree program for legal assistants, and a four-year baccalaureate degree program for legal administrators. The program is open-ended so that a student may progress to the level appropriate to his individual interests and abilities. At each level, the education completed should have definite market value."30

Most four-year institutions which offer a paralegal education program have the curriculum set up as a two-year associate degree program.

"4. Community and Junior Colleges--The majority of the programs for paralegal education are located in the junior and community colleges. In 1974, the U.S. Office of Education awarded $400,000 to the American Association of Junior and Community Colleges to develop and implement paralegal programs at six community colleges located throughout the nation.31 This project will last four years and should, upon completion, result in guidelines for program implementation, curriculum development and evaluation of paralegal education programs. One further purpose of the project is to set up a model curriculum for paralegal programs in the community college.

As of 1974, there were between 61 and 70 two-year colleges offering courses in the legal field, but these colleges had "not

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31Steely, op. cit., p. 8.
developed paralegal programs to meet the expectations of the legal profession or the needs of the public."32 "The colleges generally take no responsibility for placement of students, and the programs are so new that employment success has not been measured."33

Paralegal training programs in the junior and community colleges produce paralegals who for the most part are employed by private lawyers and law firms. Their training is not geared toward working with the public law sector.

5. Permanent Training Institutions--A few institutes have been developed for the sole purpose of training paralegals. These institutes are permanent and private. The Philadelphia Institute for Paralegal Training is one of the more prominent institutions of this type. It was formed as early in the paralegal movement as 1970.

6. Short-Term Intensive Training Programs--Short-term intensive training programs are useful for paralegals who need to acquire only specific skills and/or paralegals who cannot spend much time away from their jobs. Some colleges and law schools occasionally offer short sessions in various areas relevant to the paralegal.

In 1972, the Special Committee on Legal Assistants of the American Bar Association published a status report on the training and use of legal assistants. Among their findings were:

1. Paralegal Assistant Programs are relatively new and exist in only sixteen states.

32 Ibid.

33: Short Review of the Paralegal Movement, op. cit., p. 6.
2. Almost 2,000 students are currently enrolled in paralegal education programs.

3. Programs appear most frequently in community or junior colleges.

4. Most programs offer legal specialty courses at night, whereas the related business and general education courses are available on both a day and a night basis. Most institutions would like to offer the legal courses during the day also but find it difficult to retain lawyer-instructors during daytime hours.

5. It appears that legal assistant programs can successfully operate at several levels in a variety of institutions.\textsuperscript{34}

\textbf{Tasks Assigned to Paralegals}

The tasks which paralegals perform are even more varied than the kinds of training paralegals may receive. There is no clearly defined, exact role of a legal paraprofessional. A paralegal is a person who is skilled in the delivery of legal services and works under the supervision of an attorney. Those facts are exact. There is also a definite distinction between the role of the legal secretary and the role of a paralegal. A bulletin on the paralegal curriculum from C. S. Mott Community College in Flint, Michigan, stated that paralegals and legal secretaries differ in that paralegals:

1. have different job descriptions
2. are assigned different office space
3. have college degrees

\textsuperscript{34}American Bar Association Special Committee on Legal Assistants, \textit{The Training and Use of Legal Assistants: A Status Report} (Chicago: American Bar Association, 1974), pp. 4-5.
Although all of the above listed differences do not apply to all paralegals, they do show that paralegals perform on quite a different and higher level than legal secretaries.

Paralegals may be employed by private attorneys, law firms, government agencies, unions, and various private corporations. Thus, the duties of these paralegals differ according to their type of employment. The following is a compilation of the various tasks which may be assigned to a paralegal:

1. file forms
2. prepare documents
3. do administrative research
4. interview clients
5. investigate
6. represent clients at hearings (under the supervision of an attorney)
7. answer dockets
8. draft pleadings
9. draft wills
10. check titles
11. draw up corporate minutes and bylaws
12. obtain the issuance and service of summonses
13. assist with inheritance, estate, and federal tax returns
14. take written testimony from witnesses
15. administer the office

In a status report on the training and use of legal assistants, the Special Committee on Legal Assistants of the American Bar

\[35\text{Para-Legal Technology, (Bulletin from the Business Division, C. S. Mott Community College, Flint, Michigan). (Xeroxed.)}\]
Association surveyed legal assistants as to the tasks they performed and the tasks they believed they should perform. The results of this survey are listed in Appendix B.

Salaries of Paralegals and Opportunity for Advancement

Salaries of paralegals are, of course, varied; but they currently range from $8,000 to $16,000 annually. Mr. Harvey B. Ginsberg, vice-president of the National Center for Legal Training (a private company that trains and places paralegals), "places starting salaries in Manhattan law firms at $9,000 to $9,500, and some big New York law firms pay as much as $12,000 for beginners."37

In their survey of ninety-six paralegals, the Special Committee on Legal Assistants found that salaries paid to legal assistants were substantially higher than salaries paid to legal secretaries. The average monthly high salary quoted was $1,004, and the average monthly low salary was $653. The average for the median salary paid to paralegals was $736 per month. A summary of salaries received by legal assistants who were surveyed is shown in Appendix C.

A person who is trained and hired as a paralegal has no chance for advancement to a higher position. Unlike the legal secretary who can acquire either enough experience, seniority, or formal training or a combination of the three and be promoted to the position of paralegal,

36Legal Studies Program, (Course information, Quinnipiac College, Hamden, Connecticut, 1976).


38American Bar Association Special Committee on Legal Assistants, op. cit., p. 12.
the paralegal is at the top of the career ladder. The only opportunity for advancement is to return to school and obtain the full professional training necessary to become a lawyer. However, for those who desire to work in the legal profession on a level above that of legal secretary and yet do not wish to pursue the years of education required of a lawyer, paralegalism should be the perfect career.

Acceptance of the Paralegal

Acceptance of the paralegal falls into three categories: (1) acceptance by the public; (2) acceptance by legal secretaries; and (3) acceptance by lawyers. The public has accepted paralegals with open arms, because it has long believed that lawyers were inaccessible and expensive. According to one legal consultant, "The difference when paralegals do work is that the client is billed $15 to $25 an hour for a paralegal's time, while a lawyer would more commonly charge $50 an hour." 39

The Special Committee on Legal Assistants devoted one section of their survey on the status of legal assistants to the effect of employment of legal assistants on the morale of secretaries and other staff. One-third of the law firms surveyed said they encountered no difficulty along this line. A few of the firms indicated they had had problems initially, but these problems quickly diminished. The legal secretaries who reacted negatively changed their opinions when they realized their chances for promotion to the legal assistant position and when they

realized that their jobs were made easier because of the tasks assigned to legal assistants.40

The degree of acceptance of paralegals by lawyers is difficult to determine. "This is a new field pushing up against traditional practices . . . ."41 Although paralegals are accepted by the American Bar Association, many individual lawyers are not yet willing to make that commitment. Many lawyers fear that the hiring of a large number of paralegals will create a lack of employment opportunities for law school graduates. One report indicated that practicing paralegals believe they are quite well accepted by attorneys and that younger attorneys are quicker to accept paralegals than are older attorneys.42

National Paralegal Organizations

Even though paralegalism is a relatively new field, some national organizations for paralegals have been formed. Some were formed by students in paralegal training programs, while others were formed by working paralegals.

In May, 1974, the National Federation of Paralegal Associations was founded "to serve as a communications network to alert and inform members of issues and events that affect paralegals."43 In 1975, the Federation resolved to assume a new structure and become a professional

40American Bar Association Special Committee on Legal Assistants, op. cit., p. 11.

41Para-Legal Technology, C. S. Mott Community College, op. cit.

42American Bar Association Special Committee on Legal Assistants, op. cit., pp. 22-23.

43Introduction to Paralegalism, (Brochure of the National Paralegal Institute, March, 1975). (Mimeographed.)
association for paralegals. It also resolved to take an active role in developing and regulating the paralegal occupation.\footnote{A Short Review of the Paralegal Movement, op. cit., p. 10.}

The National Association of Legal Secretaries established a section for paralegals called the Legal Assistant Section. Later, the National Association of Legal Assistants was formed from the Legal Assistant Section. Membership in the National Association of Legal Assistants is on an individual basis.

**Emerging Trends**

The paralegal movement is rapidly gaining momentum. There has been rapid growth in the number of institutions offering paralegal programs. This growth is a cause for concern in that the paralegals who complete the training at these institutions need to have training which will fit the needs of the employing agencies. The Special Committee on Legal Assistants concluded:

> In the interest of effective performance and job satisfaction, the role and potential role of paralegals must be studied and better defined. Specific competencies demanded should be identified and program curricula designed and adjusted accordingly. Evaluation activities should be undertaken by the training institutions to determine whether the programs are actually accomplishing their objectives.\footnote{American Bar Association Special Committee on Legal Assistants, op. cit., p. 28.}

Future employment opportunities for paralegals appear to be extremely promising. The public demand for less expensive legal services and the growing use and acceptance of paralegals by the legal profession indicate that employment prospects are high for the well-prepared paralegal.
One area of concern is the fact that the paralegal field is dominated by women. Female enrollment in Adelphi University's paralegal training program runs between 80 and 85 percent. At the Institute for Paralegal Training in Philadelphia, the female enrollment in paralegal programs has run as high as 95 percent. Women's Lib groups and some woman attorneys oppose the idea of paraprofessionalism, feeling it's just another way of relegating women to a subservient position. On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand." On the other hand, many people believe that the paralegal occupation is "the answer for many women who don't want to go back and spend three years in law school, but who also don't want to learn shorthand."
The American Bar Association has established criteria for the accreditation of paralegal training programs, and numerous programs have attained ABA accreditation. One possible problem resulting from this is that lawyers could be restricted to using only accredited paralegals. In this way, accreditation could become a tool to keep the number of paralegals down. William Fry, executive director of the National Paralegal Institute, says that if the ABA should persist in restricting paralegals, the paralegal groups might fight back by:

... filing an antitrust suit charging that lawyers operate in 'restraint of trade' when they exercise the exclusive power to decide what types of work constitute the practice of law and prohibit nonlawyers such as paralegals from engaging in such work.50

A possible solution would be to create a broadly representative accrediting body, including paralegals, lawyers, legal and paralegal educators, and public representatives.51

Certification is the voluntary process by which a nongovernmental agency or association recognizes an individual who has met certain predetermined qualifications specified by that agency or association.52

Licensing is the process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in a given occupation and/or use a particular title. Only licensed individuals may engage in the given activity.53

Although licensing of paralegals has not been advocated, the certification process has been frequently discussed. To date, only one

51A Short Review of the Paralegal Movement, op. cit., p. 15.
52Ibid., p. 16.
53Ibid.
state (Oregon) has established certification. This formal certification has three requirements:

1. The student must have completed the necessary courses for paralegal training.

2. The student must have obtained two years of experience in a law office.

3. The student must pass an examination prepared by the Oregon State Bar.54

If and when other states establish certification of paralegals, it will not prohibit uncertified persons who have paralegal training from performing paralegal work.

Some paralegals support certification because of a desire for status and higher salaries. However, the majority of paralegals and paralegal educators are opposed to certification at the present stage of development in the field.55

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55 A Short Review of the Paralegal Movement, op. cit., pp. 16-17.
Chapter 4

GUIDELINES FOR IMPLEMENTING A PARALEGAL PROGRAM

Initial Planning

Much work needs to be done before a program for educating paralegals can be implemented. The first item to be considered is the need for the program. Certainly, a need for paralegals must be established in order to warrant their training. Two methods frequently used for determining a need for paralegals are: (1) surveying the attorneys of the immediate area to be sure they desire to hire paralegals; or, (2) surveying the offerings of other institutions in the area to ascertain whether or not there are already a sufficient number of training programs to saturate the area with paralegals. In some cases, schools have been approached by lawyers themselves requesting the establishment of a program for paralegal education. Mallinckrodt College which is located in Wilmette, Illinois, is one such case. In their self-evaluation report to the American Bar Association, they stated:

James L. Fox, attorney, and member of the Chicago firm of Moses, Gibbons, Abramson & Fox and the Mallinckrodt College Advisory Board, suggested to the Mallinckrodt College Board of Trustees . . . the desirability of adding training programs for both legal assistants and legal secretaries to the liberal arts programs of the college.56

After an educational institution has determined there is a need for a paralegal training program, steps must be taken to plan the program. According to the Special Committee on Legal Assistants of the American Bar Association, "most commonly, the legal assistant program is administratively part of a department or division of business." Next, either a person from the department or division of which the paralegal curriculum is to be a part should be chosen to head and coordinate the program, or the head of the department or division of which the program is to be a part should be responsible for the paralegal program. This person would establish an advisory committee, initiate any necessary accreditation investigations or procedures, help establish requirements for admission of students to the program, determine faculty needs, ascertain facility needs, explore library and community resources, explore any possibilities of financial assistance to the program, help set up the paralegal curriculum and establish degree requirements, determine the availability of financial aid for students, plan steps to place graduates in a paralegal position, and plan ways to publicize the program. Furthermore, the head of the paralegal program would be responsible for communicating with officials of the educational institution, as well as persons in the other departments of the institution and persons in the community regarding the paralegal program.

57 American Bar Association Special Committee on Legal Assistants, op. cit., p. 5.
Advisory Committee

Educators in any field have found that they cannot keep up to date on all current job standards, requirements, and trends in that field. This fact holds true for educators of paralegals. In order to receive help from the legal community and in order to offer the best training possible for students in the paralegal program, an advisory committee should be established. It should be established while the program is still being planned. Advice and ideas from practicing attorneys, along with ideas from educators, are a must in planning the paralegal program.

Mr. Larry Shinn, in an article in the March, 1975, issue of The Balance Sheet, listed five qualifications that prospective advisory committee members should meet. He said that they should:

1. be presently engaged in or connected with the work community in positions directly related to your program;

2. be interested in and enthusiastic about your program's activities;

3. be willing to give of their time to attend regularly scheduled meetings, make visitations, and serve on advisory committee-appointed committees;

4. have a wide variety of educational and work experience backgrounds;

5. be willing and capable of providing positive input at meetings.  

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In this article, Mr. Shinn also listed eight general purposes of an advisory committee. The advisory committee is to assist in:

1. establishing a communication link between the school and the community;
2. updating the curriculum and equipment needs in order to keep up with the occupational needs of the community;
3. obtaining outside speakers, organizing field trips, etc., and in reviewing ways of relating in-school training to the actual job;
4. publicity of your program;
5. conducting surveys to determine local employment opportunities and needs, employment standards and skills, equipment requirements, available entry-level occupations and positions, etc.;
6. program evaluation by the student, teacher, and administration;
7. development of a graduate follow-up program;
8. developing and/or obtaining supplemental teaching materials.59

A survey made by the American Bar Association Special Committee on Legal Assistants revealed that twenty-seven out of thirty-three programs examined make use of advisory committees. These committees are usually composed of local attorneys and representatives of the institutions, but some committee members were either students, judges, practicing legal secretaries, or practicing legal assistants. Curriculum

59Ibid.
development was determined to be the major activity of these twenty-seven advisory committees. 60

The General College of the University of Minnesota has developed an outstanding legal paraprofessional program. Their advisory committee serves both the General College of the University and the North Hennepin State Junior College. The responsibilities of their advisory committee are:

The Advisory Committee is charged with giving overall direction to the Legal Assistant Programs at the two institutions. This includes the following functions:

1. Reviewing, evaluating, and making suggestions relating to the curriculum;

2. Assisting in publicizing the program to the legal community;

3. Assisting in finding teaching staff for the legal specialty courses;

4. Keeping the College apprised of the manpower needs of the community and assisting in the placement of graduates. 61

Mallinckrodt College of Wilmette, Illinois, listed three statements regarding their advisory committee. They said:

1. The Advisory Committee is appointed by the Program Director. Members serve for indefinite terms.

2. The Advisory Committee meets as necessary. While the Program was being developed the Committee met biweekly. Now the Committee meets four or five times a year.

3. The Advisory Committee assists in curriculum development, votes (after considerable discussion and amendment) to adopt the annual curriculum proposed by the Program Director, and assists in placement. In the developmental stages of the

60 American Bar Association Special Committee on Legal Assistants, op. cit., pp. 5-6.

Program, the Committee also assisted in developing standards to select qualified students for the program, recruiting students and faculty, publicizing the program and securing community cooperation and interest. The Committee ... brings to the attention of the Program Director changes occurring within the legal profession as a whole and within the particular legal assistant specialty fields. Committee members may also recommend space and equipment needs. The Mallinckrodt College Legal Assistant Program Advisory Committee constantly reviews the total program and recommends improvements ... 62

The American Bar Association established guidelines for institutions to follow in determining their eligibility for accreditation of their paralegal education programs by the Association. Section 1-F of the "Guide for Self-Study Reports" requires a description of the advisory committee. Institutions are required to provide the following information:

1. List the members of the legal assistant advisory committee by name and indicate the occupation or profession of each member and the organization or firm each represents.

2. How is the advisory committee appointed and what is the appointment term?

3. How often does the advisory committee meet?

4. What are the advisory committee's functions? 63

American Bar Association Accreditation

The American Bar Association is the national association of persons in the legal profession. It has governed lawyers, judges,


attorneys, etc., with complete authority and control. After the Association recognized the existence of paralegals, it then proceeded to establish guidelines for the education of paralegals and to establish accreditation procedures for paralegal education programs. The American Bar Association House of Delegates approved the "Guidelines for the Approval of Legal Assistant Education Programs" as developed by the Special Committee on Legal Assistants of the American Bar Association on August 7, 1973. The Guidelines are presented in Appendix D.

Any institution planning to offer an education program for paralegals should determine whether or not their program will seek American Bar Association accreditation. If so, the program should be developed according to the guidelines listed by the Association.

Presently, there are two schools of thought regarding ABA accreditation. Some authorities believe that all paralegal education programs should and will eventually seek ABA accreditation. Others believe that lawyers will hire paralegals regardless of whether or not they were educated at an institution whose paralegal program was ABA accredited, and they believe that the American Bar Association will lose the control over the legal profession it now enjoys. Paralegal education is too new a concept, and education of paralegals is too diverse to predict the trend that will emerge.

Objectives of the Program

As with any educational program, goals must be established for the paralegal education program which is being planned. Most objectives are general rather than specific. In stating the purpose of their four-year course of study for paralegals, Florida Technological University
stated, "Our graduates are expected to perform legal and quasi-legal duties under the direction of an attorney."64

Sacred Heart University of Bridgeport, Connecticut, states that the purpose of their program is "to provide the student with the necessary general academic background required for the position of legal assistant."65

In its bulletin on the legal assistant program it offers, Georgetown University, Washington, D. C., lists six objectives of the legal assistant program. These objectives are:

1. to promote a basic understanding of legal concepts and terms on a wide range of subjects which are of critical importance to those engaged in general practice or in specialized areas of law;

2. to equip students with legal writing and research skills which will enable graduates to perform as skilled members of a legal team;

3. to impart an understanding of the role of the Legal Assistant;

4. to promote an acquaintance and recognition of the Legal Assistant role within the legal community;

5. to provide each student with the actual experience of functioning as a legal assistant in a law office;

6. to provide a general understanding of the principles of ethical and professional responsibility as it applies to the roles of lawyers and paralegal personnel.66

64Letter from Florida Technological University to Dr. M. Louise Quinn, September 23, 1976.

65Associate in Science--The Legal Assistant Program, (Bulletin from Sacred Heart University, Bridgeport, Connecticut, 1976-1977).

66Legal Assistant Program, (Bulletin from Georgetown University, Washington, D. C., 1976).
Curriculum

The next step to be taken is the development of a paralegal curriculum. At the present time, there is no one curriculum which can be established. Institutions offer courses for which they have determined a need in their geographic area. If the paralegal program will be seeking American Bar Association accreditation, it is imperative that ABA guidelines for the curriculum be followed closely (see Appendix D).

Any paralegal curriculum must be developed around: (1) courses already offered by the institution; (2) courses which can be offered by the institution; and, (3) courses needed to meet the established objectives of the paralegal program. Roger A. Larson, Head of the Business Studies Division of the General College at the University of Minnesota, said:

As experienced teachers of business subjects, we knew something of the general skills and knowledge necessary for a successful performance in business-related occupations but little about what kind of specific competencies should be developed in a person who would be employed as a legal assistant . . . . After several rounds of discussions . . . a curriculum model was prepared that resembled the one recommended by the American Bar Association's committee. It included four distinct components: general education, related business courses, specific technical legal courses, and internship experience.67

In their study The Training and Use of Legal Assistants: A Status Report, the Special Committee on Legal Assistants of the American Bar Association found that most schools were closely following the curricular suggestions of the Committee. However, only one-third of the schools surveyed were making available internship experiences for the

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paralegal students. A decision must be reached as to whether or not a paralegal internship will be a part of the paralegal curriculum.

A proposed curriculum for paralegal education makes up Chapter 5 of this paper. The curriculum is not one that could be used by all educational institutions. Rather it is proposed for Morehead State University with the possibility that it might be adapted to fit the needs of other institutions wishing to establish a curriculum for paralegal education.

Faculty

Those who will be teaching the students enrolled in the paralegal program will consist, in most cases, of those already teaching at the educational institution and of those who will be hired specifically to teach a course or courses in the paralegal program. The educational institution will probably have an adequate staff to teach the general education courses, and it could have an adequate staff to teach the business courses that will be required. Some schools will also have staff members teaching or capable of teaching the legal courses which will be offered, while other schools will find it necessary to hire additional staff members to teach these courses. Many schools hire lawyers to teach the legal courses required of the paralegal student. One institution reported that "the expertise of . . . lawyer-instructors

68 American Bar Association Special Committee on Legal Assistants, op. cit., pp. 6-7.
and their interest and dedication to their students and our program have been our greatest assets."69

A study will be needed to determine the staff needed to efficiently teach the courses required of paralegal students. As in other aspects of planning the paralegal program, if the program is to seek ABA accreditation, attention must be given to the guidelines established by the American Bar Association for the faculty of the paralegal program. General faculty requirements listed by the ABA are:

1. The program director and instructors must possess education, knowledge and experience in the legal assistant field.

2. The program director shall be a full-time member of the faculty of the parent institution.

3. In the program of education for legal assistants, the parent institution shall establish and maintain conditions adequate to attract and retain a competent faculty.70

The Association listed additional, more specific guidelines for the faculty members who are teaching in the paralegal program. These guidelines appear in Appendixes D, E, and F.

Facilities

The facilities needed for the implementation of a paralegal education program must be determined. For many institutions, few, if any, additional facilities will be needed. Availability of classroom space, availability of office space for teachers, and availability of


70 U.S., Congress, Senate, Committee on the Judiciary, Subcommittee on Presentation of Citizen Interests, Paralegal Assistants, op. cit., p. 69.
equipment must be determined. The American Bar Association listed the following facility guidelines:

1. The physical facilities of the parent institution shall permit the accommodation of varying teaching methods and learning activities.

2. Space, equipment and other instructional aids should be sufficient for the number of students enrolled in the program.

3. Faculty, administrative and other staff should have office and work areas suitable for performing their duties. 71

Resources

Before a paralegal education program can be implemented, there must be a determination of the resources already in existence and of the resources available. Resources can be broken down into three groups: text materials, library resources, and community resources.

Text Materials

The paralegal field is extremely new, and, thus, there are not a great many materials available which are developed specifically for the education of paralegals. Those materials which have been published for this purpose are discussed in Chapter 6.

Each school must examine and adopt text materials to fit the courses it plans to offer. A proliferation of materials is available for courses in general education and business. Because no such materials were available for the legal specialty courses offered in the paralegal curriculum, many schools used texts which were developed for use by law schools.

71 Ibid., p. 70.
Library Resources

The American Bar Association requires that "the parent institution shall have available a library adequate for its program of education of legal assistants." The Association further states that:

1. A library should be available containing volumes and materials which are relevant to and adequate for the courses being taught. The content, location, and physical adequacy of the library should be approved by the advisory committee and should be developed and maintained with the supervision of the faculty.

2. Students should be instructed in the proper use of the library prior to being given library assignments.

Planning for the legal assistant program at Santa Fe Community College in Gainesville, Florida, began in the summer of 1973. Regarding their library resources they say:

Our primary expenditure in setting up this program was the acquisition of a law library. We have accumulated, among others, the following books: American Jurisprudence, American Law Reports (second, third and fourth series), The United Supreme Court's Reports [sic], The United States Code Annotated, Southern Reporter (first and second series), Florida Jurisprudence, American Jurisprudence Legal Forms, all of the Shepard's Citations to both Federal and State Reporters, all of the Continuing Legal Education publications by the Florida Bar Association, and a number of individual treatises and articles on various aspects of the law.

Mallinckrodt College says the following about their library:

The Mallinckrodt College Legal Reference Library is a library set up specifically to serve the Legal Assistant Program. . . . The Mallinckrodt Legal Reference Library is an

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72Ibid.

73Ibid., p. 79.

74Legal Assistant Program, (Bulletin from Santa Fe Community College, Gainesville, Florida), p. 2.
up-to-date law library comparable to what might be maintained by a medium size law firm or corporation in the Chicago area.75

In a study on legal assistants prepared for the approval of the Board of Trustees of Kellogg Community College, Battle Creek, Michigan, Robert D. Steely listed the sources considered necessary for a legal library along with the costs of these volumes:

<table>
<thead>
<tr>
<th>Source</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Shepard's Michigan Citations</td>
<td>$105.00</td>
</tr>
<tr>
<td>Annual Subscription</td>
<td>57.00</td>
</tr>
<tr>
<td>Michigan Reporter (covering 1-229), 85 volumes</td>
<td>1,020.00</td>
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<tr>
<td>Michigan Law and Practice Encyclopedia, 27 volumes</td>
<td>850.00</td>
</tr>
<tr>
<td>Michigan Digest, 39 volumes</td>
<td>702.00</td>
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<tr>
<td>Michigan Compiled Laws Annotated, 50 volumes</td>
<td>1,200.00</td>
</tr>
<tr>
<td>Wayne Law Review (5 issues annually)</td>
<td>16.50</td>
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<tr>
<td>American Jurisprudence</td>
<td>1,800.00</td>
</tr>
<tr>
<td>Black Law Dictionary ($16 each) 2 copies</td>
<td>32.00</td>
</tr>
<tr>
<td>United States Code Annotated, 182 volumes</td>
<td>1,200.00</td>
</tr>
<tr>
<td>Michigan Researcher (12 issues annually)</td>
<td>49.00</td>
</tr>
<tr>
<td>Miscellaneous Publications</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$9,000.00</td>
</tr>
</tbody>
</table>

Although the materials listed by Mr. Steely deal primarily with Michigan law, similar publications are available for each state. The library should contain legal materials dealing with national law and with the specific state laws in which the educational institution is located.

It is assumed that most academic libraries will already be strong in the business and general education areas. However, this may


76Robert D. Steely, The Legal Assistant, op. cit., p. 45.
not always hold true. The library collection should be examined closely to assure the availability of materials in the fields of business and general education. These existing materials should also be examined to assure they are up-to-date and relevant.

**Community Resources**

One valuable, yet inexpensive, source of teaching materials is that of community resources. Lawyers and businesses in the community are often willing to allow students to use their materials and are also often willing to serve as guest lecturers.

In their self-evaluation report to the American Bar Association, Mallinckrodt College devoted a section to the use of available community resources. The report stated:

The courts, firms, banks, and corporations represented on our Advisory Committee have generously made printed materials available without charge to our faculty, opened their doors to student tours, given freely of personal, partner or employee services to serve both as faculty members and guest lecturers.77

Roger D. Larson, Director of the Paralegal Program at the General College of the University of Minnesota, believes that a successful paralegal program must have support from the community. He says:

... the battle is more than half won if you are able to effectively enlist the support of the organized bar and the entire legal community that will be assisting you in your program and hiring your graduates. A program such as this can only be successful if the lawyers in your community are aware of your program and committed to help it succeed. That factor of community involvement is imperative.78


78Letter from Roger A. Larson, Director of the Paralegal Program at the General College of the University of Minnesota, to Dr. M. Louise Quinn, December 22, 1976, p. 1.
Financial Assistance to the Paralegal Program

Several educational institutions stated in their brochures that their paralegal programs were partially funded from sources outside the parent institution. These funding sources varied from small grants from law firms to almost total funding from some associations for programs instituted as pilot projects. The possibility of financial assistance to a proposed paralegal program should be thoroughly explored. Numerous states do not as yet have institutions of higher education which offer paralegal education programs. Any pilot project in any of these states should certainly check into the possibility of financial aid for the program.

Admission Requirements

Requirements to be met by persons wishing to enroll in a paralegal program must be established. Some applicants to the program may be high school graduates with no experience. Other applicants may be legal secretaries with years of on-the-job experience or experienced secretaries with no legal training. A policy must be made regarding giving credit for job experience and/or basic knowledge gained while on the job. Mallinckrodt College offers examinations to ascertain the knowledge and experience of the applicant.

Mallinckrodt offers special qualifying examinations prepared by the Program Director and the course instructor which seek to determine if the knowledge and experience of the student is
Admission requirements for the legal assistant program at Kapiolani Community College of the University of Hawaii in Honolulu are that the student must:

1. have a high school diploma or its equivalent;
2. complete an application for admission to the Legal Assistant Program;
3. perform satisfactorily on aptitude tests;
4. provide Legal Assistant Program with official transcripts of high school and any college course work attempted.

According to the American Bar Association guidelines, admission policies must be designed to enroll students who are both qualified for and interested in careers as legal assistants. The Association specifies that:

1. A student admitted to the program must have a high school diploma or have passed an equivalency examination.
2. Students are selected on a basis consistent with the philosophy and objectives of the program.
3. A number of admission criteria, both objective and subjective, should be used to reflect a rational process for selecting students so that success as legal assistants can be reasonably predicted.
4. Students may be admitted with advanced standing when their performance in parallel courses at other institutions or

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80 Associate in Science Degree Program for Legal Assistants, (Bulletin from Kapiolani Community College, Honolulu, Hawaii, 1976), p. 3.
on special qualifying examinations meets established achievement standards.81

Student Services

Services which will be offered to students of the paralegal program should be listed. Some of the services to students should include: counseling and advising, information regarding financial aid, and job placement. Students should be given opportunities to evaluate both the paralegal curriculum and the instructors.

A decision should be made as to whether or not the paralegal program will provide continuing education and in-service training for the program graduates. If this service is to be offered, students should be made aware of it.

The American Bar Association lists the following guidelines for student services:

1. Student services of the program shall provide for:
   (a) a well-organized plan for counseling and advising students and assisting graduates in securing suitable employment; and,
   (b) student participation in areas of curriculum review and development, in course and faculty evaluation and in all other matters relating to conduct and improvement of the program.

2. There should be a program for orienting new students to the legal assistant field including a realistic description of job requirements and opportunities.

3. Throughout the program qualified counselors and advisors should be available to assist students in assessing their strength and weaknesses and in planning their program.

4. Career guidance should be continuous, and at the conclusion of the program conscientious efforts should be made to

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81 U.S., Congress, Senate, Committee on the Judiciary, Subcommittee on Presentation of Citizen Interests, Paralegal Assistants, op. cit., pp. 69-70.
assist graduates in securing positions for which they are personally and professionally prepared.

5. Accurate placement records should be maintained for the legal assistant program, and this information should be available to officials reviewing the program for approval.

6. Students should have clear channels and frequent opportunities to express their views and make suggestions with the assurance that their proposals and opinions will be given fair consideration. Student participation in these matters can be encouraged through student organizations, joint faculty groups, and through membership in appropriate committees.82

82bid., pp. 78-79.
Chapter 5

PROPOSED CURRICULUM AND COURSE DESCRIPTIONS
FOR A PARALEGAL PROGRAM

Introduction

The paralegal curriculum which is set forth in this chapter is proposed specifically for a two-year associate degree program for Morehead State University. Courses listed are suggested on the basis of courses which are currently being taught at the University and courses which will be or can be taught. The curriculum is proposed by the researcher with the understanding that more research into community needs should be carried out before this or any other curriculum is implemented.

As proposed, this curriculum could be implemented immediately by the Business Education Department at Morehead State University. All courses are presently being offered by the University. No extra staff or facilities would be required. Certain titles might need to be added to the holdings of the Johnson Camden Library, but this should present no major problem.
# Paralegal Curriculum

## Core Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<tr>
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<tr>
<td>Business Law I</td>
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</tr>
<tr>
<td>Business Law II</td>
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<tr>
<td>Business Calculations</td>
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<tr>
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<tr>
<td>Business Communications</td>
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<tr>
<td>Office Accounting</td>
<td>3</td>
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<tr>
<td>Office Management</td>
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<tr>
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<td>Government of the United States</td>
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<tr>
<td>American Courts and Civil Rights</td>
<td>3</td>
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<tr>
<td>Research Methodology</td>
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## General Requirements

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<td>Economics 201</td>
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<td>Business and Professional Speech</td>
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<td>Advanced Typewriting</td>
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<td>Advanced Tax Accounting</td>
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<td>State and Local Government</td>
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<td>Municipal Government</td>
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<tr>
<td>The Legislative Process</td>
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<td>The American Constitution</td>
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<td>Law of Corrections</td>
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## Approved Electives (9 hours)

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<td>Advanced Tax Accounting</td>
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<td>State and Local Government</td>
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<td>Municipal Government</td>
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<td>The Legislative Process</td>
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<td>The American Constitution</td>
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<td>Law of Corrections</td>
<td>3</td>
</tr>
<tr>
<td>General Sociology</td>
<td>3</td>
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</tbody>
</table>

*Any student who cannot type 40 wpm will be required to take Business Education 211--Beginning Typewriting.*
Course Descriptions\textsuperscript{83}

Core Courses

Accounting 387. Income Tax.

Income tax legislation, federal and state; returns for individuals; gross income; basis for gains and losses; capital gains and losses; dividends; deductions; withholding. Also includes brief survey of taxation of partnerships, corporations, estates, trusts, and gifts.

Business Administration 105. Real Estate Principles I.

A general introduction to real estate as a business and as a profession, designed to acquaint the student with a wide range of subjects necessary to the practice of real estate. Topics include license law, ethics, purchase and listing agreements, brokerage, deeds, financing, appraisals, mortgages and real estate property managements.

Business Administration 205. Real Estate Principles II.

A continuation of Real Estate Principles I with emphasis upon law; land rights; title examinations; tax aspects; planning and zoning; deeds; contracts; financing; subdivision laws, rules, and regulations for brokers and managers.

Business Administration 461. Business Law I.

Designed to acquaint the students with the basic principles of law as they apply to business, especially considering the impact of

\textsuperscript{83}Morehead State University Undergraduate Catalog, 1977-78, (Course information from Morehead State University, Morehead, Kentucky).
legal procedure on the business affairs of the individual. Coverage includes: social forces and the law, legal rights and remedies, court procedure, contracts, agency, employment, personal property, insurance, real property, leases, mortgages, trusts, and estates.

Business Administration 561. Business Law II.

An extension of the coverage of Business Administration 461 to the application of legal procedure in the affairs of the business organization. Coverage includes: commercial paper, bailments, sales, secured transactions, suretyship and guarantee, partnerships, corporations, bankruptcy, and government and business.


Business problem solutions with aid of calculating machines. Payroll, banking, credit, insurance, investments, depreciation, amortization, weights and measures.

Business Education 212. Intermediate Typewriting.

Development of speed and accuracy. Business letter styles, manuscripts, and various business forms emphasized.

Business Education 221. Business Communications.

Current principles in business letter and report writing stressed, employing the human relations approach.

Business Education 290. Office Accounting.

Accounting systems and financial records for professions, small business, and institutions. Designed for one- and two-year paraprofessional students.
Business Education 363. Office Management.

Management of data; effects of office environment as related to production. Human relations, systems analysis, and implications of automated data processing.

Business Education 398. Supervised Field Experience.

To provide work experience in an occupational area. Student works under supervision in approved position. Credit commensurate with time worked, type of work, variety of work experience.

Political Science 141. Government of the United States.

The nature, organization, powers, and functions of the United States government.

Political Science 380. American Courts and Civil Rights.

A study of the American court systems, jurisdiction, terminology, and an enumeration of man's rights and responsibilities in a democratic society.

Sociology 550. Research Methodology.

Methods of sociological research including the fundamental assumptions underlying research; some practical experience in research design, data collection, techniques, and data analysis.

General Requirements

Economics 201. Principles of Economics I.

Theories of income, employment, monetary policy, fiscal policy, the price level and economic growth.

English 101. Composition I.

Development of writing ability; basic problems of structure of language, frequent papers.
English 102. Composition II.

Continuation of English 101; emphasis on critical thinking; frequent papers, including a short research paper.


Study and practice in techniques of committee work, conference, interview, and other speech forms required in business and the professions.

Approved Electives

Accounting 281. Principles of Accounting I.

Meaning and purpose of accounting; the balance sheet; the income statement; books of original entry; special journals; adjusting and closing entries; controlling accounts; notes; interest; inventory; accounts receivable; fixed assets.

Accounting 282. Principles of Accounting II.

Payrolls; corporate accounts; ownership equity, and earnings; financial reporting; manufacturing accounting; funds flow analysis; interpretation of financial statements; managerial analysis.

Accounting 528. Governmental Accounting.

Study of fund accounting techniques for governmental units. Topics include: government accounting terminology and budgeting processes; operations of general, revenue and expense, capital project, debt service, trust, intragovernment, special assessment, and enterprise funds analysis of fixed assets and liabilities; and basics of hospital and public school fund accounting.
Accounting 587. Advanced Tax Accounting.
Federal income tax report preparation with emphasis on partnership and corporation returns; estate and trust taxation; gift tax; special problems in taxation; tax research.

Business Education 213. Advanced Typewriting.
Production typewriting stressed. Emphasis on typing, business letters, memorandums, manuscripts, statistical reports, and specialized business forms and reports.

Political Science 242. State and Local Government.
The nature, organization, powers, and functions of the United States government.

Political Science 300. Municipal Government.
The nature, organization, powers, and functions of American municipal governments.

Political Science 348. The Legislative Process.
Legislative behavior in the context of the political system; procedures and influences in the formation of public policy.

Political Science 444. The American Constitution.
Sources of American heritage in the evolution of constitutionalism; interpretation of principles and precedents in such fields as civil rights, federal-state relationships.

Political Science 510. Law of Corrections.
An analysis of civil law in the United States related to the protection of society, the accused and adjudicated offender, and the administration of justice.
Sociology 101. General Sociology.

The nature and dynamics of human society. Basic concepts include: culture, groups, personality, social institutions, social processes, and major social forces.
Guide Sheet

ASSOCIATE OF APPLIED BUSINESS DEGREE IN PARALEGAL EDUCATION
SCHOOL OF BUSINESS AND ECONOMICS
MOREHEAD STATE UNIVERSITY
64 Hours (Minimum)

<table>
<thead>
<tr>
<th>Student's Name</th>
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| Completed Must Credit Mark Take |

**CORE COURSES (43)**

- Acc 397 Inc. Tax 3
- BA 105 R.E. I 3
- BA 205 R.E. II 3
- BA 461 B. Law I 3
- BA 561 B. Law II 3
- BE 136 B. Calc. 3
- BE 212 In. Typ. 3
- BE 221 B. Comm. 3
- BE 290 Of. Acc. 3
- BE 363 Of. Man. 3
- BE 398 S.F. Ex. 4
- PS 141 G. of US 3
- PS 383 Am. Cts. 3
- Soc 550 Res. Md. 3

**GENERAL REQUIREMENTS (12)**

- Ec 201 Pr. Ec. I 3
- Eng 101 Comp. I 3
- Eng 102 Comp. II 3
- Sp 370 B.P. Spe. 3

**ELECTIVES (9)**

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<td>Hours earned by ext./corr.</td>
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<td>Total hours earned to date</td>
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<tr>
<td>Hours taking</td>
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<td>Hours to take</td>
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**REGISTRAR'S APPROVAL**

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Chapter 6

TEACHING MATERIALS DEVELOPED SPECIFICALLY FOR
PARALEGAL EDUCATION

At the present time, very few teaching materials have been developed for educating paralegals, especially for the legal courses. What materials there are in existence are available from five primary sources: California Rural Legal Assistance, National Paralegal Institute, West Publishing Company, Shepard's Citations, and Paralegal Institute.

California Rural Legal Assistance

The materials developed by CRLA explain and illustrate a way to train and use paralegals. Materials available from California Rural Legal Assistance, Senior Citizens Project, 942 Market Street, San Francisco, CA 94102 are:

1. "The Santa Cruz Story," a 16mm film (15 minutes) and companion manual on how a paralegal project is set up and operated. The manual is available alone. The film may be purchased for $60 or rented for three days for $7.50.

2. "Paralegal Interviewing," a 16mm film (30 minutes) on how to conduct an effective paralegal fact-gathering interview on a legal
problem, plus interview training handbook. The film may be purchased for $100 or rented for three days for $10.84.

National Paralegal Institute

The National Paralegal Institute has developed general training materials for all paralegals, as well as a series of informational pieces on the paralegal movement. Materials available from the National Paralegal Institute, Suite 600, 2000 P Street, N.W., Washington, D.C. 20036 are:


A survey of paralegal training institutions throughout the country; analysis of curriculum and projections for the future.


An in-depth study of one paralegal program conducted jointly by a law school and community college; includes background material on paralegalism generally, e.g., summaries of every employment survey conducted.


An analysis of paralegal activities in 27 areas of law, both general, e.g., legal research, litigation assistance, investigation, as well as specific areas, e.g., corporate law, consumer law, welfare law, etc. Bibliography included.


A text oriented to teachers/trainers of paralegals in advocacy, particularly administrative advocacy where paralegals are authorized by law to represent citizens. The text is appropriate for use within institutional training programs, e.g., colleges, or as part of in-house efforts. Training bibliography.


A text intended for paralegals, either for self-instruction or in a classroom as part of a training program. The text focuses on an analysis of a legal interview conducted by a paralegal based on a hypothetical case; through discussion, a number of problems, principles, and guidelines on interviewing emerge.


Introduction to the law library: the variety, use and interrelationship of basic reference materials. Emphasis on the fundamentals of legal research and writing.


A summary of developments, profile of public and private law paralegals, and discussion of some major paralegal issues.


The role of the paralegal as assistant in litigation agency, pre-trial, trial, appeal, and enforcement/compliance stages considered.


Introduction to fact finding and analysis, sources of evidence, interviewing techniques, and access to records.

The ATD system has been established for the California program; other constituencies, however, may find the guide useful for devising systems of their own.


Detailed guidelines of forms, instructions, for three-day intensive training program in AFDC (California).


Presents a hypothetical case concerning a client's dispute with the public schools; involves a discussion of advocacy techniques.86

West Publishing Company

The West Publishing Company offers five books for paralegal education for sale by William P. Statsky, Professor of Law at the Antioch School of Law:


85Ibid.


5. William P. Statsky and John Wernet, Problems in Legal Bibliography and Legal Research, 1975. 2d ed. 4 volumes. $35.

Shepard's Citations

Aside from their legal publications which are used by both lawyers and paralegals, Shepard's Citations has published a handbook entitled The Para-Legal and the Lawyer's Library by William E. Cunningham. This handbook "is designed to give a basic understanding of legal publications, the structure of the law library and commonly used legal terms." The handbook can be purchased from Shepard's Citations, Colorado Springs, CO 80901. The cost of the handbook is $5.

Paralegal Institute

The Paralegal Institute, 132 Nassau Street, New York, NY 10038 has their complete (13-week, 195-hour) live paralegal training program available on one-hour audio tape cassettes. The cassettes are accompanied by course materials which are identical to the materials used by students who attend classes at the Paralegal Institute. The paralegal courses offered on the tapes are:

1. Litigation (25 hours)
2. Corporations (25 hours)
3. Legal Research (25 hours)
4. Trusts & Estates (25 hours)
5. Contracts (10 hours)
6. Domestic Relations (15 hours)

---

7. Securities Regulation (25 hours)
8. Real Property (25 hours)  

The Paralegal Institute lists several advantages of the cassette paralegal program over attending the same courses at the Institute.

Among advantages mentioned were:

1. Present employment of the student need not be interrupted.
2. Two or more students can reduce their individual training expenses by the joint purchase and use of a single set of tapes.
3. Students avoid travel time, travel expenses and legal expenses.
4. All or parts of the course may be repeated when desired.
5. Students can proceed at their own pace.  

The copyrighted course by Paralegal Institute is available at a cost of $1,245. The Institute will also sell this course to educational institutions offering a program for educating paralegals.

88Paralegal Institute Outline of Paralegal Training Program on Audio Tape Cassettes, (Bulletin from Paralegal Institute, New York, New York, 1976). (Xeroxed.)

89Ibid.
Chapter 7

SUMMARY AND RECOMMENDATIONS

Summary

For several years, the American people have voiced dissatisfaction with the legal services provided by practicing attorneys. Lawyers' services have been expensive and difficult to obtain. A possible solution to the problem is the emergence of paraprofessionals—paralegals or legal assistants—in the legal profession. Paralegals operate on a level above that of the legal secretary and below that of the lawyer. They have legal training, as well as business skills, and they are supervised by attorneys.

The history of paralegals is a brief one. From colonial times, lawyers worked either alone or with apprentice attorneys. This practice lasted until late in the nineteenth century when mechanization and systematization created a place for secretarial/clerical workers in the law office. It was not until the 1960's that lawyers began to consider seriously using assistants who were more than secretaries. In 1968, the American Bar Association's Special Committee on Availability of Legal Services recommended the acceptance and use of lay assistants for lawyers.

Since that time, education of paralegals has taken many routes. There have been pilot projects and short, intensive training programs. Prominent law schools have initiated education programs for paralegals.
Private institutes have been developed with their only purpose being that of educating paralegals. At the present time, however, the majority of the successful programs for educating paralegals are located in junior and community colleges or as associate degree programs in four-year institutions.

Paralegals are assigned a variety of tasks depending on the place of their employment. Their status is above that of the legal secretary, and their salary reflects that status. However, the paralegal has no opportunity for advancement, because he is at the top of the career ladder in the legal field unless he enrolls in law school and completes the necessary requirements to be a lawyer.

In the beginning, paralegals were not accepted by either lawyers or legal secretaries. In fact, only the public was enthusiastic about the emergence of paralegals. Gradually, though, most people involved in the legal profession came to realize the ability and value of paralegals. Today, practicing paralegals seem to be quite well accepted. There are also national paralegal organizations.

Now that paralegals have become accepted and their number is growing, more programs are being developed for their education. The American Bar Association wishes to maintain control over paralegals and has established guidelines for the accreditation of educational programs for paralegals. There is some disagreement as to how much control of paralegals, if any, should be exercised by the ABA. Any school planning to implement an education program for paralegals should determine whether or not its program will seek American Bar Association accreditation and develop its curriculum accordingly.
Regardless of the decision as to accreditation, there are certain items that must be considered before and during the development of the program. An advisory committee should be established, and objectives for the program should be listed. A curriculum must be proposed, and studies must be made regarding faculty, facilities, resources, financial assistance, admission requirements, and student services. Only after extensive planning can an education program for paralegals be implemented. Furthermore, a paralegal curriculum must be adapted to the individual institution offering the program.

**Recommendations**

As a result of this study, the researcher determined that the paralegal field is growing rapidly. It is, therefore, recommended that research on the subject should be kept current. The researcher also found that there is no formal paralegal education program in the state of Kentucky, and, on that basis, the researcher makes the following specific recommendations:

1. It is recommended that a program for the education of paralegals be implemented at Morehead State University.

2. It is recommended that an advisory committee be formed to aid in the implementation of a program for the education of paralegals at Morehead State University.

3. It is recommended that this program be a part of the Department of Business Education of the School of Business and Economics.

4. It is recommended that the Chairman of the Department of Business Education be named as Coordinator of Paralegal Education.
5. It is recommended that the collection of the Johnson Camden Library be examined to determine what materials, if any, are needed to assure that the collection is adequate to meet the needs of the program. It is further recommended that any needed materials which are not a part of the library collection be purchased.

6. It is recommended that a brochure be developed to publicize this program.

7. It is recommended that this program be listed in all future publications of the university which deal with course offerings.

8. It is recommended that all persons involved in this program work closely with the legal community of the area.

9. It is recommended that those people responsible for this paralegal program explore the possibilities of developing the program as a pilot project for the state of Kentucky and that they explore the possibility of receiving financial assistance for this program.
BIBLIOGRAPHY

Books


Bulletins and Course Information


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Legal Assistant Program. Bulletin from Santa Fe Community College, Gainesville, Florida.

Legal Studies Program. School catalog, Lone Mountain College, San Francisco, California, 1976. (Xeroxed.)

Mallinckrodt College Legal Assistant Certification Program, American Bar Association Accreditation Self-Evaluation Report. Information from Mallinckrodt College, Wilmette, Illinois. (Xeroxed.)

Morehead State University Undergraduate Catalog, 1977-78. Course information from Morehead State University, Morehead, Kentucky, 1977-78.


**ERIC Research**


**Periodicals**


"Legal Paraprofessionals," Mademoiselle (February, 1972), 185.


Other


Personal correspondence between Florida Technological University and Dr. M. Louise Quinn. September 23, 1976.

Personal correspondence between Roger A. Larson, Director of the Paralegal Program at the General College of the University of Minnesota, and Dr. M. Louise Quinn. December 22, 1976.

Terminology: Seminar 471. Class handout for Business Education 471.
INSTITUTIONS OFFERING PARALEGAL TRAINING

ARIZONA

Northern Arizona University
Legal Assistants Program
CU Box 15066
Flagstaff, Arizona  86001

The Sterling School
3003 North Central Avenue
Phoenix, Arizona  85012

CALIFORNIA

Orange Coast College
2701 Fairview Road
Costa Mesa, California  92626

University of West Los Angeles
School of Law, Division of
Paralegal Studies
10811 West Washington Boulevard
Culver City, California  90230

LaVerne College
Graduate Studies School
1350 Third Street
LaVerne, California  91750

Los Angeles City College
855 North Vermont Avenue
Los Angeles, California  90029

UCLA, University of Extension
Dept. of Human Development and
Services
10995 LeConte
Suite 214
Los Angeles, California  90024

California, contd.

California State University at
Los Angeles
5151 State University Drive
Los Angeles, California  90032

Merritt College
12500 Campus Drive
Oakland, California  94619

University of Southern California
Prog. for Legal Paraprofessionals
Law Center University Park
Los Angeles, California  90007

Pasadena City Business Department
1570 East Colorado Boulevard
Pasadena, California  91106

Canada College
4200 Farm Hill Boulevard
Redwood City, California  94061

Dean Dominican College of San
Rafael
San Rafael, California  94901

Lone Mountain College
Legal Studies Program
2800 Turk Boulevard
San Francisco, California  91405

West Valley College
1400 Fruitvale Avenue
Saratoga, California  95070

Introduction to Paralegalism, (Brochure of the National Paralegal Institute, March, 1976). (Mimeographed.)
California, contd.

Humphreys College
6650 Inglewood Drive
Stockton, California 95207

Sawyer College of Business
6832 Van Nuys Boulevard
Van Nuys, California 91405

Education Division Assistant
4700 College Oak Drive
Sacramento, California 95841

San Francisco State University
Paralegal Studies Program
1600 Holloway Avenue
San Francisco, California 94132

City College of San Francisco
50 Phelan
San Francisco, California

Empire School for Legal Assistants
37 Old Courthouse Square
Santa Rosa, California 95401

COLORADO

El Paso Community College
Department of Business and Office Occupations
2200 Bott Street
Colorado Springs, Colorado 80904

Community College of Denver
Auraria Campus
CP50 Division
1111 West Colfax
Denver, Colorado 80204

University of Denver College
Program of Advanced Professional Development
200 West 14th Avenue
Denver, Colorado 80204

CONNECTICUT

Manchester Community College
Business Career Division
Manchester, Connecticut 06040

Post Junior College
900 Country Club Road
Waterbury, Connecticut 06708

Sacred Heart University
Paralegal Training Program
P. O. Box 6460
Bridgeport, Connecticut 06604

Legal Assistant Program
Quinnipiac College
Mount Carmel Avenue
Hamden, Connecticut 06518

DISTRICT OF COLUMBIA

Antioch School of Law
1624 Crescent Place, N. W.
Washington, D. C. 20009

George Washington University
Continuing Education
2130 H Street, N. W., Suite 621
Washington, D. C. 20051

Georgetown University Legal Assistant Program
School for Summer and Continuing Education
Washington, D. C. 20007

Southeastern University
501 "I" Street, S. W.
Washington, D. C. 20024

FLORIDA

Santa Fe Community College
Public Service Programs
P. O. Box 1530
Gainsville [sic], Florida 32601
Florida, contd.

Florida Technological University
Allied Legal Services Program
Box 2500
Orlando, Florida  32816

Manatee Junior College
P. O. Box 1849
Bradenton, Florida  33506

HAWAI'I

Kapiolani Community College
620 Pensacola
Honolulu, Hawaii

ILLINOIS

MacCormac Junior College
327 South LaSalle Street
Chicago, Illinois  60605

Mallinckrodt College Legal Assistant Program
1041 Ridge Road
Wilmette, Illinois  60091

Roosevelt University
Lawyer's Assistant Program
430 South Michigan Avenue
Chicago, Illinois  60605

Harper College
Legal Technology Program
Algonquin and Palatine Roads
Palatine, Illinois  60067

MARYLAND

Dundalk Community College
Division of Business and Industrial Management
7200 Solars Point Road
Baltimore, Maryland  21222

Villa Julie College
Greenspring Valley Road
Stevenson, Maryland  21153

MASSACHUSETTS

Bentley College
Institute of Paralegal Studies
Beaver and Forest Streets
Waltham, Massachusetts  02154

MICHIGAN

C. S. Mott Community College
Business Division
1401 East Court Street
Flint, Michigan  48503

Macomb Community College
South Campus
14500 Twelve Mile Road
Warren, Michigan  48093

Lansing Community College
419 North Capitol
Lansing, Michigan  48914

MINNESOTA

North Hennepin State Junior College
7411 85th Avenue North
Brooklyn Park, Minnesota  55445

University of Minnesota
General College
106 Nicholson Hall
Minneapolis, Minnesota  55455

MISSISSIPPI

Northwest Mississippi Jr. College
Paralegal Education
Senatobia, Mississippi  38668

MISSOURI

Avila College
11901 Wornall Road
Kansas City, Missouri  64145
Missouri, contd.
Meramec Community College
11333 Big Bend Road
Kirkwood, Missouri 63122

Rockhurst College Evening Division
5225 Troast Avenue
Kansas City, Missouri 64110

NEW HAMPSHIRE
Dr. Angelo Andriopoulos
Rivier College
Nashua, New Hampshire

NEW JERSEY
Burlington Community College
Pemberton, New Jersey 08068

Cumberland College
Box 517
Vineline, New Jersey 08360

NEW MEXICO
The University of New Mexico
Continuing Legal Education
School of Law
1117 Stanford, N. E.
Albuquerque, New Mexico 87131

NEW YORK
Adelphi University
The Lawyer's Assistant Program
Division of Continuing Education
Garden City, L.I., New York 11530

New York, contd.
NYU Continuing Education
Department of Law and Taxation
New York University
1 Fifth Avenue, Suite 600
New York, New York 10003

Paralegal Institute
132 Nassau Street, Suite 427
New York, New York 10039

Marist College
Paralegal Education Program
Poughkeepsie, New York 12601

NORTH CAROLINA
Central Carolina Technical Institute
1105 Kelly Drive
Sanford, North Carolina 27330

Fayetteville Technical Institute
P. O. Box 35236
Fayetteville, North Carolina 28303

Southwestern Technical Institute
P. O. Box 95
Sylvia, North Carolina 28779

Central Piedmont Community College
P. O. Box 4009
Charlotte, North Carolina 28204

OHIO
Ohio Paralegal Institute
Cleveland Plaza, Room 454
Euclid and East 12th Streets
Cleveland, Ohio 44115

Capital University
Law School
Legal Assistant Program
Columbus, Ohio 43201
OKLAHOMA

Oscar Rose Junior College
5420 Southeast 15th Street
Oklahoma City, Oklahoma 73110

OREGON

Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405

Rogue Community College
3345 Redwood Highway
Grants Pass, Oregon 97526

PENNSYLVANIA

Gannon College
Perry Square
Erie, Pennsylvania 16501

Harrisburg Area Community College
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110

Institute for Paralegal Training
235 South 17th Street
Philadelphia, Pennsylvania 19103

Allegheny Community College
808 Ridge Avenue
Pittsburgh, Pennsylvania

Widner College
Chester, Pennsylvania 19013

Legal Studies Program
Central Pennsylvania Business School
Campus on College Hill
Summerdale, Pennsylvania 17093

SOUTH CAROLINA

Greenville Technical College
Paralegal Department
Box 5616, Station B
Greenville, South Carolina 29606

TENNESSEE

Cleveland State Community College
P. O. Box 1205
Cleveland, Tennessee 37311

TEXAS

El Centro College, Paralegal Department
Main at Lamar
Dallas, Texas 75202

Del Mar College
Corpus Christi, Texas 78404

VIRGINIA

J. Sargeant Reynolds Community College
P. O. Box 12084
Richmond, Virginia 23241

WASHINGTON

Edmonds Community College
20000 68th Avenue West
Lynnwood, Washington 98036

Spokane Community College
East 3403 Mission
Spokane, Washington 99202

Fort Steilacoom Community College
P. O. Box 99186
Tacoma, Washington 98499
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<td>10. Appear for client in court</td>
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<td>11. Search and check public records</td>
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<td>12. Contact client for information</td>
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<td>13. Prepare fee and disbursement statement</td>
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<td>14. Draft wills, deeds and trusts</td>
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<td>15. Plan installation and operation of office machinery</td>
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### SALARIES RECEIVED BY LEGAL ASSISTANTS, 1974

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APPENDIX D
GUIDELINES FOR THE APPROVAL OF LEGAL ASSISTANT
EDUCATION PROGRAMS

The development of these Guidelines by the Special Committee on Legal Assistants was made possible through a grant from the American Bar Endowment to the ABA Fund for Public Education. Criteria explaining these Guidelines in greater detail are now being prepared by the Special Committee.

Introduction

The American Bar Association has a basic commitment to make legal services available to all segments of society. A major way this can be accomplished is through the increased use of legal assistants. This commitment was clearly enunciated in the report of the Association's Committee on Availability of Legal Services in 1968 which recommended that:

1. The legal profession recognize that there are many tasks in serving a client's needs which can be performed by a trained nonlawyer assistant working under the direction and supervision of a lawyer;

2. The profession encourage the training and employment of such assistants; and

3. There be created a special committee of the Association to consider the subject of lay assistants for lawyers.

The adoption of these recommendations by the House of Delegates in 1968 constituted formal acknowledgment by the Association of not only the general desirability of encouraging the use of legal assistants, but also the specific responsibility of the organized bar with respect to all aspects of the training and employment of these individuals.

In February, 1972, the House of Delegates of the American Bar Association directed the Special Committee to concentrate its efforts on several activities including "the development of standards for accreditation of formal education programs directed to the training of legal paraprofessionals."

Pursuant to this directive, the Special Committee on Legal Assistants prepared the following Guidelines for the Approval of Legal Assistant Education Programs.

A first draft was prepared in April, 1971, as a part of the Proposed Curriculum for the Training of Law Office Personnel. The first draft was widely circulated with approximately 7,000 copies distributed. A second draft was prepared and circulated in May, 1973. A conference was held at the University of Denver School of Law on May 19, 1973. Approximately 50 persons were present, including representatives of the following American Bar Association sections and committees: Committee on Professional Utilization, Standing Committee on Economics of Law Practice, Young Lawyers Section/Military Service Lawyers Committee, Standing Committee on Ethics and Professional Responsibility and Section on Legal Education and Admission to the Bar. Deans and directors of institutions offering education courses for legal assistants, law school
deans and faculty members, the Association of Independent Colleges and Schools. The National Association of Legal Secretaries and the Association of American Law Schools were also present. A final draft was prepared and adopted by the Committee at its meeting on June 16, 1973.

The Committee recognizes that an individual's ability to perform as a legal assistant may be evidenced in a number of ways including formal education programs, on-the-job training and/or work experience and by the successful completion of an examination. Although this document is concerned only with formal education programs for the training of legal assistants, it is not intended to limit entry into this career field by other means. While the Committee is aware that a variety of educational programs may provide an opportunity for the education of legal assistants, it has determined that standards should be developed for the accreditation of programs of not less than sixty semester or ninety quarter hours.

The Committee attaches considerable importance to the contribution to be made by interested and affected organizations in the amplification of the Guidelines. It therefore proposes to continue to consult with these organizations in the further development of the Guidelines and the detailed criteria including the definition of the role of the legal assistant.

**General Purposes, Procedures and Definitions**

101. The American Bar Association is vitally and actively interested in ways and means of extending legal services in the United States. These Guidelines for the Approval of Legal Assistant Education
Programs by the American Bar Association are promulgated in pursuance of that objective.

102. The American Bar Association believes that there should be a number of ways in which a person can demonstrate his competence as a legal assistant, one of which is the completion of an accredited program as determined by this document. Although this document is concerned only with formal education programs for the training of legal assistants it is not intended to limit entry into this career field by other means.

103. In order to obtain or retain approval by the American Bar Association, a program of education of legal assistants must demonstrate that its program is consistent with sound educational policies. It shall do so by establishing that it operates in accordance with the Guidelines.

104. The authority to grant and to withdraw approval is vested in the American Bar Association.

105. A legal assistant program will be considered for approval when it has been fully operational for two years and has graduated students.

106. An approved school should seek to exceed the minimum requirements of the Guidelines.

107. As used in the Guidelines:
   (a) "Program" means a program of education for legal assistants;
   (b) "Committee" means the American Bar Association Special Committee on Legal Assistants.
Organization and Administration

201. The parent institution shall provide the resources necessary to accomplish the objectives of its legal assistant education program and the program shall be so organized and administered as to utilize fully those resources.

202. With regard to finances, staffing, faculty rank and salary, appointment to policy-making bodies, program priorities and other academic affairs, the legal assistant education unit shall be given status within the parent institution comparable to other units of similar size and function.

203. The legal assistant education program, including programs offered by law schools, shall have an advisory committee including practicing lawyers, legal assistants from the public and private sector, faculty and school administrators and one or more members of the general public.

204. The parent institution shall maintain equality of opportunity in its education programs without discrimination or segregation on the grounds of race, color, religion, national origin or sex.

205. The present and anticipated financial resources of the parent institution shall be adequate to sustain a sound legal assistant training program.

206. Legal assistant education programs will be considered for approval if they are offered by law schools, four-year colleges and universities, two-year colleges, comprehensive technical institutes or vocational schools.
Educational Programs

301. The parent institution shall maintain a program for the education of legal assistants that is designed to qualify its graduates to be employed in law-related occupations, including public and private law practice and/or corporate or government law-related activities.

302. The program may emphasize some legal specialties and give less attention to others. If a parent institution offers such a program, that program and its objectives should be clearly stated.

303. The program of education for legal assistants shall be:
   (a) At the post-secondary level of instruction;
   (b) At least sixty semester or ninety quarter hours with not less than forty-five semester hours devoted to general education and law-related courses. The remaining fifteen semester hours should be devoted to legal specialty courses;
   (c) Offered by a parent institution accredited or eligible for accreditation by an agency recognized by the National Commission on Accrediting, the U.S. Office of Education or an officially recognized state accrediting agency;
   (d) An integral part of the parent educational institution.

Faculty

401. The program director and instructors must possess education, knowledge and experience in the legal assistant field.

402. The program director shall be a full-time member of the faculty of the parent institution.
403. In the program of education for legal assistants, the parent institution shall establish and maintain conditions adequate to attract and retain a competent faculty.

Admissions and Student Services

501. The admission policies of the program of education for legal assistants shall be designed to enroll students qualified for and interested in careers as legal assistants.

(a) A student admitted to the program must have a high school diploma or have passed an equivalency examination.

(b) Students are selected on a basis consistent with the philosophy and objectives of the program.

(c) A number of admission criteria, both objective and subjective, should be used to reflect a rational process for selecting students so that success as legal assistants can be reasonably predicted.

(d) Students may be admitted with advanced standing when their performance in parallel courses at other institutions or on special qualifying examinations meets established achievement standards.

502. Student services of the program shall provide for:

(a) A well-organized plan for counseling and advising students and assisting graduates in securing suitable employment; and

(b) Student participation in areas of curriculum review and development, in course and faculty evaluation and in all other matters relating to conduct and improvement of the program.

503. Pursuant to an established policy, the parent institution, without requiring compliance with its admission standards and
procedures, may permit the enrollment in a particular course or limited number of courses, as auditors, nondegree candidates or candidates pursuing degrees in other areas.

Library

601. The parent institution shall have available a library adequate for its program of education of legal assistants.

Physical Plant

701. The physical facilities of the parent institution shall permit the accommodation of varying teaching methods and learning activities.

702. Space, equipment and other instructional aids should be sufficient for the number of students enrolled in the program.

703. Faculty, administrative and other staff should have office and work areas suitable for performing their duties.

Authority

801. Consistent with the Guidelines, the Special Committee on Legal Assistants shall have authority to:

(a) Interpret the Guidelines;
(b) Adopt rules implementing the standards;
(c) Adopt procedural rules for the initial application by parent institutions and approval of programs of education for legal assistants and for the review and reinspection of approved programs; and
(d) Amend any rules from time to time.
All interpretations and rules shall be published and shall be available to all interested persons.

802. The Committee shall have the authority to consider any request for approval of a program of education for legal assistants. If the Committee decision is that approval should be granted, it shall so recommend to the ABA House of Delegates.

Adoption and Amendment

901. These Guidelines become effective upon their adoption by the House of Delegates.

902. The power to approve an amendment of the Guidelines is vested in the House of Delegates, but the House of Delegates will not act on any amendment until it has first received the advice and recommendations of the Special Committee on Legal Assistants.
PROCEDURES FOR APPROVAL OF LEGAL ASSISTANT PROGRAMS
AND GUIDE FOR SELF-EVALUATION REPORTS

Procedures for Approval of Legal Assistant Programs

The following procedures have been developed by the American Bar Association Special Committee on Legal Assistants for use in evaluating legal assistant programs seeking House of Delegates approval.

Application

The officials of an institution seeking provisional or final approval of its legal assistant program shall apply by submitting a self-evaluation report to the Chairman of the Committee. Eligibility may be determined by consulting "Guidelines for the Approval of Legal Assistant Education Programs."

Final approval will not be granted until the program has been in operation for at least two years and has graduated students. Applications for provisional approval, however, may be made after the program has been in operation for one school year.

Approval by the House of Delegates will be given at either the Association's annual or midyear meeting. Applications for final or

provisional approval must be submitted at least 120 days prior to the meeting at which the application will be considered.

The scheduling of evaluation visits is the responsibility of the Chairman of the Committee.

Evaluation Team

The evaluation team is appointed by the Chairman of the Committee and should include representation from the staffs of other institutions offering legal assistant programs.

Prior to the on-site visit, members of the evaluation team review copies of the completed self-evaluation report and attachments, and should familiarize themselves with the information contained therein.

On-site Visit

The evaluation visit provides an opportunity to obtain information supplementing that gained from the self-evaluation report. The visit usually takes one day, but the evaluation team holds an executive session on the evening before the visit to review the self-evaluation materials, to note those areas needing particular attention, and to plan the general format of the visit.

The visit usually involves the following activities:

1. Meeting with the program director to discuss the purposes of the visit and to outline the procedures to be followed.

2. Meeting with faculty to discuss the program.

3. Courtesy visits with the president or other administrators of the institution.
4. Meeting with the chairman of the advisory committee and as many of the members of that committee as possible. (If a representative number of the advisory committee cannot attend the meeting, written reports should be provided by absent members.)

5. A tour of the physical facilities, including library and classrooms.

6. Conferences with student representatives.

7. The evaluation team meets in executive session to assure itself that the established evaluation criteria have been substantially met. The appropriate institutional accreditation should also be verified by the evaluation team.

8. At the conclusion of the visit, the evaluation team again meets with the program officials to discuss tentative findings and recommendations. This meeting provides an opportunity to check on possible misinterpretation of what has been observed. At this meeting, the program director is advised as to when a report of the evaluation may be expected.

**Evaluation Report**

The procedure for preparation and submission of the report should be as follows:

1. Each member of the evaluation team is assigned responsibility for preparing particular portions of the evaluation report.

2. The statements should be prepared promptly and sent to the Chairman of the Committee.
3. The Chairman prepares a preliminary draft of the report and submits it to the members of both the evaluation team and the Committee for their comments.

4. The final report is then prepared by the Chairman, incorporating the comments and recommendations received.

5. A copy of the final report is sent to officials of the institution for their information and comment.

6. Copies of the final report are sent to members of the Committee and the evaluation team for their final recommendation.

7. The final report, together with the recommendation of the Committee, is sent to the House of Delegates for action.

**Action by the House of Delegates**

Based on the recommendations of the Committee, the House of Delegates takes action, which may be:

1. To grant final approval: The institution is advised in writing of the House of Delegates' action and the term of the approved status.

2. To grant provisional approval: Applies to a program that has not yet satisfied all the eligibility criteria or has minor deficiencies which must be corrected before final approval can be granted. The institution is advised in writing of the action of the House of Delegates. The notice shall contain the specific reasons for approval being provisional and state the maximum time allowed for the deficiencies to be corrected.

3. To deny approval: Applies to a new program or to a program that has applied for re-approval.
The institution is advised in writing of the action taken by the House of Delegates. The notice shall include (1) the specific facts and reasons why approval or continued approval does not appear to be warranted; (2) the effective date of the House of Delegates action; and (3) the date by which an appeal must be received by the House of Delegates. The institution should be informed as to when it may apply for a re-evaluation for approval by the House of Delegates.

Appeals

Appeal from action of the committee shall be to the Assembly in accordance with Article V, Section 2 of the Constitution of the American Bar Association.

Annual Report

Each year an approved program is required to furnish the Committee a report describing the current status of the program.

Guide for Self-Evaluation Reports

This report, prepared by the applicant institution for review by the Special Committee on Legal Assistants, is the primary means by which the House of Delegates determines whether approval for the program will be granted. An on-site visit will be made only if the report indicates that the program essentially complies with the "Guidelines for the Approval of Legal Assistant Education Programs." Therefore, it is important that all information requested by the Committee be supplied, and that supplemental materials such as catalogs, bulletins, reports or surveys also be included if they will be helpful in the evaluation process.
The following guidelines are provided to assist the institution in preparing the report. Careful attention should be given to each of the points listed.

Section I. General Information

A. Name and address of the parent institution.

B. Regional or other association by which the institution is accredited. (The U.S. Commissioner of Education is required by law to publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by educational institutions. The Commissioner's office can provide help to new institutions in terms of the qualifying steps. In addition, the National Commission on Accrediting serves as a coordinating agency for accreditation activities in higher education and as such can provide assistance to schools seeking help in achieving institutional accreditation.)

C. Information about the following:

1. Year students first admitted;
2. Number of students currently in the program;
3. Number graduated from program last year;
4. Total number graduated since the inauguration of the program;
5. Type and date of last approval by the House of Delegates (if applicable);
6. Date of last visit by evaluation team (if applicable); and
7. Type of approval requested, i.e., provisional, final, or re-approval.

Section II. Organization and Administration

A. Describe how the need for the program was determined.

B. Describe affiliation with organized bar associations and cooperation with the legal community as a whole.
C. Provide an organizational chart showing relationship of the program to the parent institution.

D. Describe the functional relationships of the legal assistant program with respect to:
   1. Administrative authority;
   2. Other units of the institution; and
   3. Representation on governing councils, committees, other agencies of the faculty, etc.

E. Describe the budgetary provisions for the legal assistant program with regard to:
   1. Source and permanence of financial support;
   2. Adequacy of funds for faculty salaries as well as for support personnel, instructional supplies, equipment, research projects, program evaluation, etc.; and
   3. Variations from budgetary procedures of other units of the institution.

F. Describe the advisory committee:
   1. List the members of the legal assistant advisory committee by name and indicate the occupation or profession of each member and the organization or firm each represents.
   2. How is the advisory committee appointed and what is the appointment term?
   3. How often does the advisory committee meet?
   4. What are the advisory committee's functions?

Section III. Educational Programs

Describe total curriculum for the legal assistant program, including the following information for each legal specialty course:

1. Title;
2. Objectives;
3. Description;
4. Instructional methods;
5. Evaluation techniques; and
6. Number of credit hours.
Section IV. Faculty

A. Describe the role and authority of the director of the legal assistant program in the following areas:

1. Defining and implementing the objectives of the program.
2. Hiring qualified staff.
3. Determining financial needs and allocation of funds.

B. Describe policies relating to faculty-student ratio and work load of the faculty.

C. Describe the professional qualifications of the faculty and the administrative staff of the program. Show the composition; i.e., full-time, part-time, regular, adjunct, etc.

D. In regard to such matters as selection, promotion, salaries, academic status, etc., compare the faculty of the legal assistant program with the faculty of other units of the institution.

E. Describe procedures for evaluating faculty performance.

Section V. Admission and Student Services

A. Describe the criteria used and the procedures followed for recruiting and selecting students. (Attach copies of publicity or recruiting materials.)

B. Describe policies and procedures in regard to:

1. Admitting students with advanced standing for academic work done elsewhere; and
2. Special qualifying examinations based on valid experience outside the classroom or self-study.

C. Describe enrollments and projected enrollments:

1. What is the maximum number of students currently accepted into each legal assistant class?
2. What is the projected enrollment for the next five years?
D. Provide information about costs incurred by students for:
   1. Tuition;
   2. Books, other materials, and incidental fees; and
   3. Placement.

E. Describe activities for, or services available to students in the following areas:
   1. Orientation to the program and the career field;
   2. Counseling and testing; and
   3. Student organizations, associations, and representation on committees.

F. Describe how job placement is handled for graduates of the program, and provide detailed placement statistics for the years that the program has been in operation.

Section VI. Library

Describe the library facilities that are available to the students in the legal assistant program, particularly as to their suitability for the specialty courses. Identify the library as a:

   1. Law school library;
   2. Regularly staffed county or bar law library;
   3. A section of a general library; and
   4. A library set up specifically to serve the legal assistant program.

Section VII. Physical Plant

A. Describe the facilities provided for the legal assistant program with reference to:

   1. Classrooms and conference rooms;
   2. Office space for the faculty and staff; and
   3. Equipment, instructional materials, etc.

B. Supply information about community agencies or resources used to assist the faculty or to provide supplemental experiences for legal assistant students.
EVALUATIVE CRITERIA FOR GUIDELINES FOR THE APPROVAL OF
LEGAL ASSISTANT EDUCATION PROGRAMS

General Purposes, Procedures and Definitions

G-101

The American Bar Association is vitally and actively interested in ways and means of extending legal services in the United States. These guidelines for the approval of legal assistant education programs by the American Bar Association are promulgated in pursuance of that objective.

G-102

The American Bar Association believes that there should be a number of ways in which a person can demonstrate his competence as a legal assistant, one of which is the completion of an accredited program as determined by this document. Although this document is concerned only with formal education programs for the training of legal assistants, it is not intended to limit entry into this career field by other means.

In order to obtain or retain approval by the American Bar Association, a program of education of legal assistants must demonstrate that its program is consistent with sound educational policies. It shall do so by establishing that it operates in accordance with the guidelines.

To the extent possible, the American Bar Association will provide guidance to institutions planning to start programs.

The authority to grant and withdraw approval is vested in the American Bar Association.

The authority to grant and to withdraw provisional and final approval is vested in the House of Delegates of the American Bar Association, acting upon the recommendation of the Committee.

A legal assistant program will be considered for approval when it has been fully operational for two years and has graduated students.

A. Application may be made for either provisional or final approval. Provisional approval is not a prerequisite for final approval.

B. Application for provisional approval may be made after the program has been in operation for at least one academic year. Provisional approval will be based upon review of the self-evaluation forms and, in some cases, a site visit by members or representatives of the Committee. Normally, the maximum term of provisional approval will be two years.
C. In appropriate cases, final approval may be made retroactive to a date no earlier than the date on which a program was in substantial compliance with these guidelines, except with respect to those requirements relating solely to time of operation.

D. Approved programs must submit a yearly report and apply for reapproval every five years.

G-106

An approved school should seek to exceed the minimum requirements of the guidelines.

As used in the guidelines:

(a) "Program" means a program of education for legal assistants;

(b) "Committee" means the American Bar Association Special Committee on Legal Assistants.

Organization and Administration

G-201

The parent institution shall provide the resources necessary to accomplish the objectives of its legal assistant education program and the program shall be so organized and administered as to utilize fully those resources.

A. The program should be provided with financial and other resources adequate to accomplish its objectives and to fulfill the obligations imposed by these guidelines. If the school providing the program is part of a multi-program institution, the parent institution should assume this responsibility.
B. The program should have clearly defined, publicly stated goals. It should also define explicit objectives for its specific program, stated in terms of the educational result to be achieved. These goals should reflect:

1. Consistency with the general principles of ethical legal practice as defined by the ABA Standing Committee on Ethics and Professional Responsibility.
2. Responsiveness to the needs of the constituency which the program seeks to serve, but also a recognition that the program should qualify the graduates to contribute to the advancement of the profession, rather than to serve only the purposes of one institution or locality.
3. Sensitivity to emerging concepts of the role of the legal assistant in the effective delivery of legal service in both the private and public sectors of our society.

G-202

With regard to finances, staffing, faculty rank and salary, appointment to policy-making bodies, program priorities and other academic affairs, the legal assistant education unit shall be given status within the parent institution comparable to other units of similar size and function.

A. The director-coordinator of the program and the instructional staff are delegated the authority necessary for developing and implementing the program to meet the stated objectives.

B. Communication and coordination is encouraged among administrative officers, faculty and students, representatives of other subject matter fields, other institutions, and the legal community.

C. The organizational structure of the program should be sufficiently flexible to respond to changes in the needs of the community or
the legal profession. Planning and evaluating are conducted for continuous self-improvement.

D. There should be evidence of clearly established responsibility and authority for long-range planning for the conduct and evaluation of the program. Priorities should be defined relative to the development of physical plant, student and faculty recruitment, and expansion of the curriculum.

G-203

The legal assistant education program, including programs offered by law schools, shall have an advisory committee including practicing lawyers, legal assistants from the public and private sector, faculty and school administrators and one or more members of the general public.

A. The planning of new legal assistant programs should have been done in cooperation with state or local bar associations and representatives of law firms, legal agencies, and other potential employers of legal assistants.

B. A broad range of potential users of legal assistants should have been consulted throughout all stages of program development.

C. Feasibility studies should have been conducted prior to starting a program, and all educational resources of the community should have been involved in the planning to assure utilization of available expertise and to minimize duplication of effort.

D. A permanent advisory committee should be utilized, the members of which are completely familiar with the objectives of the program. Some specific functions of the advisory committee should be:
1. Developing standards to select qualified students for the program.
2. Determining the content of the training program on the basis of broad outlines provided by the committee.
3. Recommending space and equipment needs for effective training.
4. Locating outstanding, experienced and professionally able men and women to act as instructors.
5. Informing the educational institution as to changes occurring within the field.
6. Helping to determine future trends of a particular paraprofessional field.
7. Reviewing constantly the education program and recommending improvements for consideration.
8. Advising the administration about employment opportunities for graduates.
9. Publicizing the program and securing community cooperation and interest.
10. Assisting in the recruitment of qualified applicants for the program.

G-204

The parent institution shall maintain equality of opportunity in its education programs without discrimination or segregation on the grounds of race, color, religion, national origin or sex.

G-205

The present and anticipated financial resources of the parent institution shall be adequate to sustain a sound legal assistant training program.

The budget for the program should include provision for the following:

1. Salaries for the director, teaching faculty, and supportive personnel comparable to that of other instructional units within the institution;
2. Instructional supplies, equipment, and library materials; and
3. Funds for research projects, program evaluation, and professional development of faculty.
Legal assistant education programs will be considered for approval if they are offered by law schools, four-year colleges and universities, two-year colleges, comprehensive technical institutes or vocational schools.

Unlike approved law schools which cannot be operated for private profit, a proprietary institution may conduct a program for legal assistants which may be approved under these guidelines.

Educational Programs

The parent institution shall maintain a program for the education of legal assistants that is designed to qualify its graduates to be employed in law-related occupations, including public and private law practice and/or corporate or government law-related activities.

A. The primary concern of a legal assistant training program is to develop occupational competence. The total program should, however, include general education as well as law-related courses. Where the general education is not provided by the institution offering the legal technical training, provision should be made to accept credit for appropriate courses completed elsewhere, working out cooperative arrangements with other institutions or exemption by examination.

B. The curriculum should stress understanding and reasoning rather than rote learning of facts. The technical courses should emphasize how the subject being studied is applied in the practice of law and should emphasize principles and procedures common to as many types of law-related activities as possible.
C. The curriculum should be responsive to changing needs and reflect research findings and experience related to the training and use of legal assistants. It should undergo continual review and reevaluation and incorporate new ideas relating to both curriculum design and instructional method. When appropriate, the curriculum should provide for continuing education for graduates of the program as well as legal secretaries and other paralegal personnel seeking to improve themselves in their present jobs.

D. There should be evidence of an organized plan for review and evaluation of the total program. The ultimate criterion for judging a legal assistant training program is whether it achieves its stated objectives. There should be evidence of earnest attempts to measure the extent to which students secure suitable positions, to determine how effective they perform duties related to their educational program, and to solicit the reaction of graduates to the effectiveness of their training and its relevance to the duties actually performed. Evaluation should, therefore, include regular follow-up procedures directed to both graduates and employers to assess the results of the programs. The advisory committee should help to facilitate follow-up studies by stressing their importance, by encouraging cooperation between legal assistants and employers, and by seeing that the information acquired is used in the improvement of the program.

G-302

The program may emphasize some legal specialties and give less attention to others. If a parent institution offers such a program, that program and its objectives should be clearly stated.
A. As long as the stated objectives are being followed, the program may offer training in several legal specialty areas or only one.

B. The curriculum should be constructed in such a way as to provide opportunity for students to achieve upward mobility. A maximum number of credits should be applicable toward continued education for higher degrees or certificates with minimum loss of time and duplication of effort.

G-303

The program of education for legal assistants shall be:

(a) At the post-secondary level of instruction;

(b) At least sixty semester or ninety quarter hours with not less than forty-five semester hours devoted to general education and law-related courses. The remaining fifteen semester hours should be devoted to legal specialty courses;

(c) Offered by a parent institution accredited or eligible for accreditation by an agency recognized by the National Commission on Accrediting, the U. S. Office of Education or an officially recognized state accrediting agency; and

(d) An integral part of the parent educational institution.

A. Post-secondary education is defined as education provided through institutes, colleges, universities, schools or other institutions offering credentials primarily to persons who have completed their secondary education, satisfied equivalency requirements, or are beyond the compulsory high school attendance age.
B. For programs offered at the post-baccalaureate degree level, the general education requirements may be assumed to have been satisfied.

C. If the program is offered by an institution eligible for accreditation but not yet accredited, that institution must be actively seeking accreditation.

D. An institution devoted solely to the training of legal assistants may qualify under G-303 (d).

**Faculty**

G-401

The program director and instructors must possess education, knowledge and experience in the legal assistant field.

The program director and instructors should be committed to the training and use of legal assistants, and competent in the areas in which they are providing instruction.

G-402

The program director shall be a full-time member of the faculty of the parent institution.

A. The program director or coordinator should have sufficient authority and be allowed sufficient time to provide leadership in accomplishing the program's objectives. Working cooperatively with involved faculty, he should provide leadership in the following areas:

1. Defining, communicating, and implementing the philosophy of the legal assistant training unit.
2. Identifying and responding to the occupational and educational needs of the community.
3. Attracting, selecting, and retaining qualified staff.
4. Promoting the professional development of staff.
5. Analyzing and presenting the needs for adequate program funding.
6. Encouraging and providing for the interaction of the facility with those of other disciplines or other units of the institution.
7. Selecting agencies and other institutions that can provide learning experiences supplemental to those provided in the parent institution and assuming responsibility for coordinating these experiences.

In the program of education for legal assistants, the parent institution shall establish and maintain conditions adequate to attract and retain a competent faculty.

A. In determining the adequacy of the faculty responsible for the legal assistant program, the following criteria should be applied:

1. The size of the faculty should be commensurate with the number and type of courses offered and the number and needs of students served.
2. The faculty teaching the legal specialty courses should be trained, experienced, and capable of effective teaching in the various substantive areas of law.
3. Definite measures should be employed to promote and encourage the professional growth of all faculty members.
4. The faculty should have rank, status, salary, and other benefits comparable to faculty of other units in the institution.

B. The faculty should be provided with essential clerical, technical, and other supporting services necessary to carry on an effective instructional program.
The admission policies of the program of education for legal assistants shall be designed to enroll students qualified for and interested in careers as legal assistants.

(a) A student admitted to the program must have a high school diploma or have passed an equivalency examination.

(b) Students are selected on a basis consistent with the philosophy and objectives of the program.

(c) A number of admission criteria, both objective and subjective, should be used to reflect a rational process for selecting students so that success as legal assistants can be reasonably predicted.

(d) Students may be admitted with advanced standing when their performance in parallel courses at other institutions or on special qualifying examinations meets established achievement standards.

A. The descriptive literature of the institution should state clearly and reflect accurately the objectives and capabilities of the program. This information should be included in all catalogues and promotional materials. Evidence that this objective is being complied with can be obtained by reviewing the following:

1. Published statements of the school's aims and objectives;
2. Program descriptions or catalogues, bulletins, brochures, etc.;
3. Program proposals and statements of justification submitted to college committees, administrative officials, and funding agencies;
4. Statements by the administrative officers of the institution, the program director, the teaching faculty, and students and graduates of the program.
B. Entrance requirements should not be so restrictive as to exclude students whose previous academic record may not truly indicate their potential for success in the legal assistant field.

C. Within practical limits the program should accommodate students with diverse educational backgrounds.

D. Consideration should be given to admission with advanced standing of those students who have satisfactorily completed appropriate academic requirements, whether relating to general or to technical parts of the curriculum, and of those students, who meet established achievements standards through special qualifying examinations. In permitting students to qualify by examination, consideration may be given to valid experience outside the classroom, or self-study.

G-502

Student services of the program shall provide for:

(a) A well-organized plan for counseling and advising students and assisting graduates in securing suitable employment; and

(b) Student participation in areas of curriculum review and development, in course and faculty evaluation and in all other matters relating to conduct and improvement of the program.

A. There should be a program for orienting new students to the legal assistant field including a realistic description of job requirements and opportunities.

B. Throughout the program qualified counselors and advisors should be available to assist students in assessing their strength and weaknesses and in planning their program.
C. Career guidance should be continuous, and at the conclusion of the program conscientious efforts should be made to assist graduates in securing positions for which they are personally and professionally prepared.

D. Accurate placement records should be maintained for the legal assistant program, and this information should be available to officials reviewing the program for approval.

E. Students should have clear channels and frequent opportunities to express their views and make suggestions with the assurance that their proposals and opinions will be given fair consideration. Student participation in these matters can be encouraged through student organizations, joint student faculty groups, and through membership on appropriate committees.

G-503

Pursuant to an established policy, the parent institution, without requiring compliance with its admission standards and procedures, may permit the enrollment in a particular course or limited number of courses, as auditors, nondegree candidates or candidates pursuing degrees in other areas.

Library

G-601

The parent institution shall have available a library adequate for its program of education of legal assistants.

A. A library should be available containing volumes and materials which are relevant to and adequate for the courses being taught.
The content, location and physical adequacy of the library should be approved by the advisory committee and should be developed and maintained with the supervision of the faculty.

B. Students should be instructed in the proper use of the library prior to being given library assignments.

Physical Plant

G-701

The physical facilities of the parent institution shall permit the accommodation of varying teaching methods and learning activities.

General and special purpose classrooms should be appropriate in design and size for the classes offered and study areas should be adequate for the number of students enrolled in the program. Equipment and other instructional materials should be available for specialized activities either in formal course work or for independent study.

G-702

Space, equipment and other instructional aids should be sufficient for the number of students enrolled in the program.

Auxiliary services such as secretarial assistance and equipment maintenance and repair should be specifically provided. Other supportive facilities such as storage and locker space, lunchrooms, and student and faculty lounges should be provided as deemed necessary or practical.

G-703

Faculty, administrative and other staff should have office and work areas suitable for performing their duties.