

Army Civilian Training, Education, and Development System



Paraprofessionals

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SECTION I – INTRODUCTION

A. GENERAL

The purpose of the Army Civilian Training, Education, and Development System (ACTEDS), is to provide for the systematic training and development of Army career civilians. This CP 56 (Legal) ACTEDS Plan for paraprofessionals is a living document that outlines sequential and progressive training for functional specialties and in leadership, supervision and managerial development. It also provides general information and guidance on management of legal paraprofessionals; to include career progression ladders, competencies, Master Training Plans, mobility and continued service requirements. This inaugural plan will be reviewed annually for possible revision.

B. METHODOLOGY

This plan was developed by the CP 56 program management leadership with input provided by representatives from the four civilian attorney qualifying authorities and through employee engagement conducted over a multi-year period. The draft plan was edited after review by the CP 56 Career Program Planning Board; resulting in this final version.

C. CAREER PROGRAM OVERVIEW

1. Functional Specialties

a) Paraprofessional occupation series associated with CP 56

- 0319 Court Reporter
- 0901 Legal Kindred
- 0950 Paralegal
- 0962 Contact Representative
- 0963 Legal Instruments Examiner
- 0967 Passport and Visa Examiner
- 0986 Legal Technician/Assistant/Clerk
- 0998 Claims Technician

b) Series 0962, Contact Representative, is shared with CP 53, Medical.

c) Series 0950, Paralegal, is an Army Mission Critical Occupation (MCO).

2. **Population** – Approximately 1100 *[as of September 2012]*

| Paraprofessional Command Representation | |
|---|-----|
| IMCOM | 28% |
| MEDCOM | 18% |
| USACE | 13% |
| HQDA | 10% |
| USAREUR | 9% |
| TRADOC | 8% |
| AMC | 6% |
| USARPAC | 3% |
| Remainder of Population | 5% |

3. Affirmative Action Statement: Selection of employees for training programs in this plan will be made without regard to political preference, race, color, religion, national origin, sex, marital status, disability, age or sexual orientation.

4. Career Program Management Structure

a) **Functional Chief (FC)/Functional Representative(FCR):**

- The General Counsel of the Army serves as the FC and the Director Civilian Personnel, Labor and Employment Law, OTJAG, serves as the FCR.
- The Functional Chief (FC) is the senior career program official.
- The Functional Chief Representative (FCR) is a senior civilian, designated by the Functional Chief (FC) to serve as his/her principal advisor in matters pertaining to Career Program management.

b) **Board of Directors (BOD):** The BOD supports Career Program management by providing senior leadership input and oversight of civilian workforce planning and management initiatives. The BOD is initially comprised of legal service representatives from the Office of General Counsel, OTJAG, USAMC, USACE, IMCOM, MEDCOM, USAREUR, TRADOC, and FORSCOM. Additional commands may be rotated in on an annual basis. The Board will advise and assist FC/FCR in:

- Forecasting and planning for staffing needs.
- Reviewing proposals to change the CP, CP policy, or the ACTEDS Plan.
- Ensuring relevancy of job-related skills and competencies used in evaluating individuals for referral.
- Ensuring that ACTEDS training requirements are prioritized in accordance with Career Program workforce training needs.
- Recommending modifications to the ACTEDS Training Plans, career ladders, and/or other elements of the CP ACTEDS Plan.

c) **Qualifying Authorities:** The four qualifying authorities (Army General Counsel, TJAG, AMC Command Counsel, and the USACE Chief Counsel) continue to exercise their traditional roles consistent with this ACTEDS plan. Although the qualifying authorities remain primarily responsible for civilian attorneys within their purview, it is acknowledged that the qualifying authorities retain a significant interest in the career management and professional development of the paraprofessionals assigned to their legal offices and this plan promotes a single program of paraprofessional development incorporating those interests. To succeed significant cooperation and interchange among the qualifying authorities is essential. This collaborative approach will result in a civilian paraprofessional workforce better prepared to meet commanders' requirements across the entire Army. The four qualifying authorities have permanent representation on the CP-56 BOD.

5. Supervisors. Supervisors are key players in career development. They serve as appraiser, advisor, counselor and coach. Supervisors must ensure their employees possess, or are provided opportunities to obtain, required core competencies. Supervisors and employees prepare individual performance objectives and individual development plans (IDPs), detailed in Section IV, to ensure acceptable performance and to measure progress. An honest assessment of individual strengths and weaknesses is a key step in developing a performance plan. During counseling sessions, supervisors assist their employees in identifying required training and/or professional development objectives. Once identified, individual training or development activities are recorded on the respective IDP.

6. Employees. Employees and their supervisors establish performance plans considering the duties and responsibilities of the position, needs of the Army and, as appropriate, the employee's performance desires and career plans. Each employee is responsible for establishing personal career goals and strategies to achieve those personal career goals. Employees must demonstrate required interest, enthusiasm and initiative to achieve the stated objectives. Employees and their supervisors must work together to determine how best to execute career development plans through the use of IDPs.

D. MOBILITY

1. Functional Mobility. Although paraprofessionals may be able to achieve their career goals within a single specialized area, multi-dimensional and multi-disciplined experience is a factor in career development. Broad-based experience is valuable as leadership increasingly looks for general support in addition to traditional legal research functions. Functional mobility also increases career advancement opportunities.

2. Geographic Mobility. While possible to achieve career goals within a limited geographic area, geographic mobility will be an important factor, especially for those paraprofessionals seeking advancement to the most senior ranks. One or more geographic moves may be necessary to obtain the necessary skills for senior position placement. Supervisors should encourage their paraprofessionals to be mobile to develop skills at a variety of organizational levels consistent with the individual's career goals and the needs of the Army.

E. CONTINUING SERVICE

Training/Developmental Assignments exceeding 120 days require completion of a "Continued Service Agreement". The obligated service period in the Department of the Army may not be less than three (3) times the period of the training.

SECTION II – OBJECTIVES

A. CP 56 CAREER DEVELOPMENT MODEL

The intent of the CP 56 program is to expose civilian legal paraprofessionals to ample formal education, training, professional development, and performance-enhancing job experiences to grow professionally throughout their careers. Details on career development are located in the Master Training Plan, Annex B.

B. SHORT-TERM OBJECTIVES

1. Provide paraprofessionals and their supervisors with a single-source reference to assist in determining appropriate training and development both to enhance on-the-job performance and to prepare the paraprofessional for progressively more responsible positions.
2. Implement the Army Paraprofessional ACTEDS Intern Program as set forth in Annex D.
3. Assist management in allocating resources for civilian training and development by providing guidance as to the relative importance or applicability of individual courses of instruction.
4. Provide paraprofessionals with information on the Department of the Army Civilian Leader Development core courses.
5. Publicize career program philosophy and guidance on career progression, education, mobility, and other career development issues.

C. LONG-TERM OBJECTIVES

The CP 56 ACTEDS Plan will be updated periodically to meet the following long-term objectives:

1. Develop strategies to implement succession planning.
2. Employ strategic human capital workforce planning assessments to identify competency gaps, define “gap” closure strategies and assess future workforce requirements.
3. Develop and document strategic plans that define Career Program mission, vision, goals, and articulate strategies to achieve them, in environments of consistent change.

SECTION III – CAREER LADDER/MAPS

A. GENERAL

There is no rigidly defined system by which an individual progresses from the entry level, through journeyman, to managerial (personnel or program) positions. To a great extent, individual progression depends on demonstrated performance, potential, and both functional and geographical mobility. The Career Ladder documents, by grade, the sequential progression of each Occupational Series within the Career Program. The Career Map documents the associated training and development at each level of progression that provides the requisite competencies required of the position or grade level.

B. CP 56 GENERIC CAREER LADDER

A generic CP 56 paraprofessional career ladder is provided at Figure 1. It reflects the general types of positions through which a paraprofessional may progress.

C. CP 56 MISSION CRITICAL OCCUPATION

Paralegals assigned to series 0950 have been identified by the Army as a Mission Critical Occupation (MCO). This designation is unique to Army and paralegals have not been identified by DoD as a DoD MCO.

D. CP 56 PARAPROFESSIONAL ACTEDS INTERN PROGRAM

The CP 56 Paraprofessional ACTEDS Intern Program is centrally managed and funded. The CP 56 Program Management Office is responsible for the recruitment and selection of ACTEDS interns. ACTEDS interns are placed in Army legal offices for two years of training and development. During this period, ACTEDS interns are assigned to the Army G-1 ACTEDS Student Detachment Table of Distribution and Allowances (TDA). Although ACTEDS interns are HQDA employees rather than command assets, command legal offices are critical to the success of the internship and the program management office will coordinate with commands to best utilize these high-potential assets.

Salaries and entitlements are centrally funded for two years. The host command may augment training costs that exceed available central funding. Interns must be reassigned to a position on command rolls not later than the expiration of the 2 year ACTEDS funding limitation. In the event that the intern is required to be permanently placed at a location other than to which assigned during the intern program, and after 18 months in the intern program, the CP 56 Program Management Office will solicit intern preferences for placement and will simultaneously evaluate future openings within Army legal services. The Program Management Office will develop a placement plan for coordination with the Qualifying Authorities and approval by the FCR. Once approved,

each intern will be noncompetitively placed in a position and employment costs will be assumed by the gaining offices. Each intern must execute a mobility agreement that terminates at the end of the 2 year centrally funded period upon placement in a paraprofessional position on command rolls.

The CP 56 Master Intern Training Plan (MITP) at Appendix E describes the general requirements for training and development of CP 56 paraprofessional interns as well as the specialized requirements in each of the legal office practice areas. The 2-year training plan is comprehensive and designed for the intern who does not possess specialized experience in legal office operations. It identifies functional training, leader development training, rotational assignments and on-the-job training (OJT) necessary to acquire the knowledge, skills and abilities necessary to work as a legal paraprofessional.

Figure 1.

| CP-56 [PARAPROFESSIONAL] CAREER LADDER | | | |
|---|---|--|---|
| GRADE | 0950 | 0901 | 0319/0962/0963/ 0967/0986/0998 |
| GS-14 | | Legal Office Manager Program Manager | |
| GS-13 | Legislation Paralegal Federal Court Litigation Paralegal Supervisory Paralegal | Legal Office Manager Program Manager | |
| GS-12 | Legislation Paralegal Federal Court Litigation Paralegal Supervisory Paralegal Intellectual Property Paralegal FOIA Paralegal/Officer Supv. Post-Trial Paralegal (HQDA) | Court Administrator Legal Office Manager Program Manager | |
| GS-11 | V/W Liaison (large docket) Post-trial Paralegal Intellectual Property Paralegal Federal Court Litigation Paralegal Supervisory Paralegal Legal Division Support Paralegal FOIA Paralegal/Officer MEB/PEB Paralegal General Paralegal Specialist | Court Administrator Legal Office Manager Program Manager | |
| GS-09 | V/W Liaison Post-trial Paralegal Lead Paralegal Federal Court Litigation Paralegal Legal Division Support Paralegal FOIA Paralegal/Officer MEB/PEB Paralegal General Paralegal Specialist | Program Manager | Supv. Paraprofessional Supv. Claims Examiner Court Reporter Tax Center Coordinator Legal Assistant Claims Examiner |
| GS-05/07 | Developmental Paralegal Specialist | | Court Reporter Tax Center Coordinator Legal Assistant/Clerk/Tech Claims Examiner/Clerk Unit Legal Clerk |
| GS-05/07/09 | CP 56 ACTEDS INTERN PROGRAM | | |

SECTION IV – CAREER PROGRAM COMPETENCIES

A. GENERAL

Identification of the competencies required for successful performance is the first step in effective career planning. This plan identifies the competencies required for success. The suggested means for obtaining these competencies is addressed in the Master Training Plan (Annex B).

B. CORE COMPETENCIES OF ALL PARAPROFESSIONALS

- Skill in written communication
- Skill in oral communication
- Ability to work effectively with attorneys, clients, witnesses, and other professionals
- Skill in identifying issues
- Skill in research
- Ability to analyze a problem
- Ability to identify and evaluate alternative solutions
- Customer/mission focus
- Skill in prioritizing assignments
- Skill in use of technology to perform duties
- Knowledge of legal office rules of professional responsibility and ethics

C. FUNCTIONAL COMPETENCIES

Annex A lists those functional paraprofessional competencies found within the Army legal community. Additionally, paraprofessionals must possess a basic understanding of the legal practice area to which assigned. A detailed listing of relevant legal practice competencies can be found within the [attorney ACTEDS plan](#). This listing will evolve as the Army's legal practice evolves and not every specialized practice area may currently be listed, but they will be added as they are defined.

Paraprofessionals can develop specialized competencies through various paths. Formal education, training, professional development, and experience can all contribute to specialized legal

competency development and no one path is prescribed. The Master Training Plan (Annex C) provides much greater detail as to how competencies can be developed.

**D. SUPERVISOR &
LEADER
COMPETENCIES**

Leader development is the deliberate, continuous, sequential, and progressive process that develops paraprofessionals into competent and confident leaders capable of decisive action and mission accomplishment. The Army G-3/5/7 Civilian Training & Leader Development Division is responsible for civilian leader development and more detailed leader development opportunities can be found on their website. Specific leader competencies are identified in Annex B. These leader competencies are also correlated to civilian grade structure and equivalent Army training.

**E. THE 3-YEAR
INDIVIDUAL
DEVELOPMENT PLAN
(3yIDP)**

Paraprofessionals enter the legal career field at various levels. They bring with them varying degrees of preparation, competency, and potential for growth. Supervisors and employees must work together to develop realistic plans for career development.

The individual, in conjunction with their supervisor's input, is responsible for creating a career development plan and for initiating actions that will carry out the plan and attain defined individual career goals. To optimize current and future contributions by these paraprofessionals, supervisors and managers must stay actively involved in developing, reviewing, and maintaining the paraprofessional's career plans. That includes periodically assessing each paraprofessional's knowledge, skills, abilities, and experience, and sharing their assessments with them to guide development of paraprofessionals' 3-Year Individual Development Plans (3yIDP). The purpose of the 3yIDP is to specify work assignments, professional development, education, and training that help to support goals of both the paraprofessional and the Army.

The 3yIDP process emphasizes discussion and joint decisions by the paraprofessional and the supervisor to focus on the specific developmental experiences necessary to support the mutual goals of individual career development and organizational enhancement over three-year increments. Each 3yIDP is uniquely tailored to the needs of the individual and the organization. For example, one paraprofessional might identify essential paralegal skill training, and another might emphasize instruction in a more specific practice area. There is no set pattern – the term “individual” is basic to the concept – especially as it applies to a paraprofessional's willingness and capacity to learn and grow.

ANNEX A – FUNCTIONAL COMPETENCIES

The role of legal paraprofessionals is to provide critical technical and administrative support to the assigned attorneys. As such, the functional competencies of any given paraprofessional closely mirror the applicable functional competencies of the attorney[s] to which support is provided. A complete functional competency listing of the various legal practice areas can be found in Annex B of the civilian attorney ACTEDS plan and the related functional training can be found in Annex F. Legal paraprofessionals should familiarize themselves with these two sections and incorporate into their training plans, as appropriate.

Certain functional competencies are unique to legal paraprofessionals and the following non-exhaustive listing highlights those commonly found in legal offices (common occupation series is identified in the parenthetical):

(319) Ability to ensure accurate recording of transcription and prepared typewritten record is in final form of applicable regulations.

(901) Understanding of civilian personnel management

(901) Skill in reviewing and providing technical oversight and support for military justice functions, expert witness procurement, court-martial orders, records of trial preparation, and processing times.

(901) As Victim/Witness Program Specialist ability to ensure victims are informed of applicable programs and services; ensure witness participation in the criminal justice process

(901) Skill in directing the training of personnel and utilization of Command, Control, Communication and Computers (C4) equipment in legal operations.

(901) Working knowledge of the planning, programming, budgeting, execution process at the organizational level

(950) Ability to formulate logical solutions to problems and construct well-founded arguments in support of specific positions

(950) Knowledge of legal e-research tools & methods

(950) Skill in managing an Installation Tax Center to ensure certified tax preparers & adequate facilities

(950-MEB) Recognize and professionally service clients suffering from severe mental and physical injuries.

(950-MEB) Understand and utilize medical terminology, to include diseases, anatomy, medications, and medical procedures.

(962) Ability to provide sufficient information to enable individuals to determine the required or most appropriate actions to take to obtain benefits or privileges, to comply with reporting and disclosure requirements, or to fulfill other legal obligations.

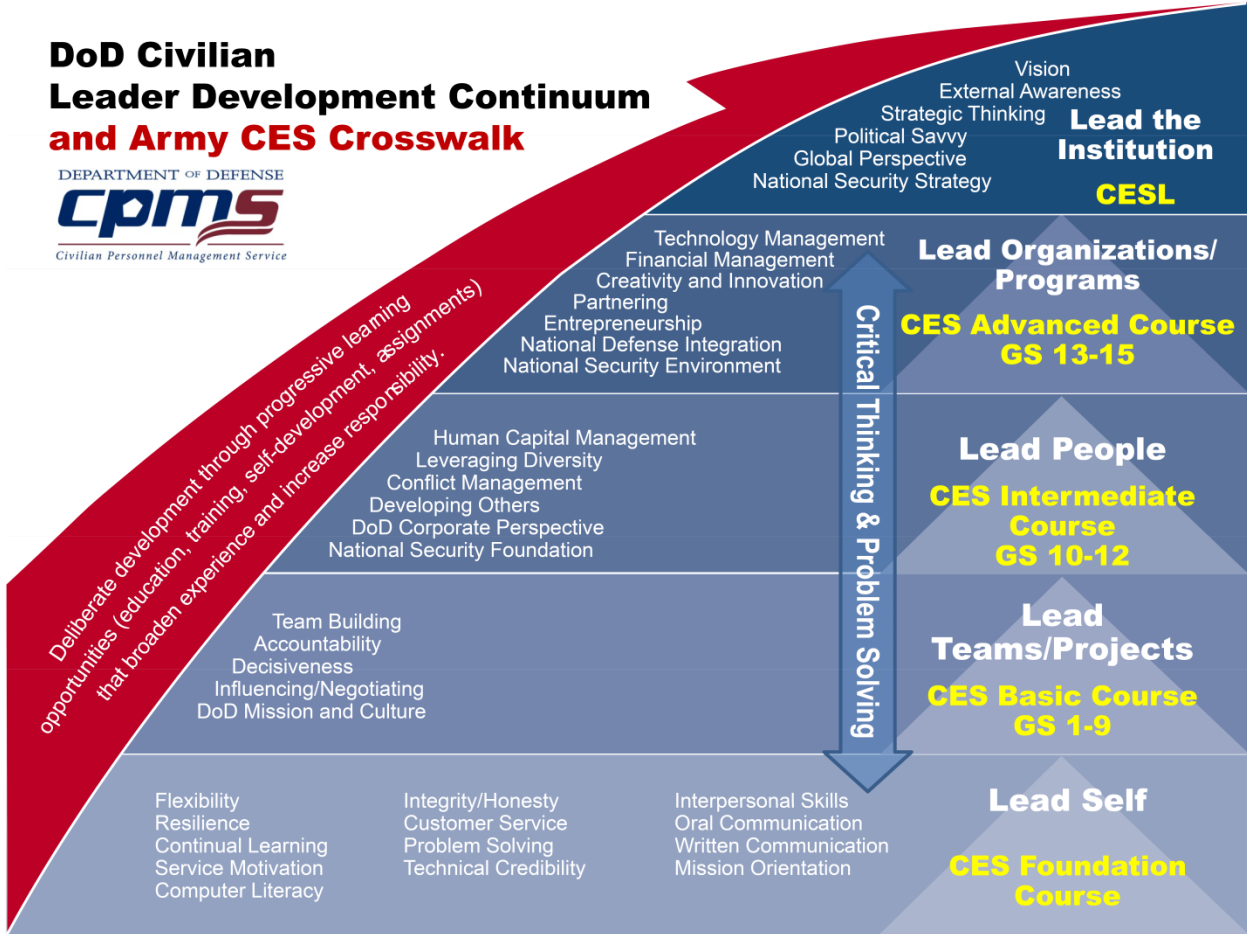
(963) Skill in examining legal documents such as contracts, agreements, applications, conveyances, and fiduciary account statements to determine whether a requested action is legally compliant

(967) Knowledge of provisions that govern entitlement to diplomatic and official passports on regular and exceptional bases and knowledge of agreements with other countries as they apply to entitlement to such passports and Visas

(998) Understanding of the business practices of the insurance industry

(998) Working knowledge of General Financial Enterprise Business System (GFEBs) for all claims payments

ANNEX B – LEADER COMPETENCIES



ANNEX C – MASTER TRAINING PLAN

A. PREAMBLE

A comprehensive and effective program for the professional development of career civilian paraprofessionals in the Department of the Army is critical to ensuring the Department receives quality legal services. Training plays a fundamental and critical role in professional development. Our leadership excellence, management effectiveness, and technical expertise for today and the future depend on our commitment to professional development and training. This master training plan for Army civilian legal paraprofessionals is intended as a comprehensive but flexible expression of a commitment to employee professional development to provide excellence in client service. The plan includes both functional and leader training linked to competencies. It incorporates Army civilian leader development through the Army Civilian Education System.

B. PURPOSE

The goals of the master training plan are:

- To develop and maintain technical, management, and leader competence.
- To enhance individual performance.
- To ensure professionalism.
- To foster career development.
- To recruit and retain high performing employees.
- To ensure excellence in client service.
- To build the bench for the future.

C. FUNDAMENTAL PRINCIPLES

1. All paraprofessionals will actively participate in their own career development.

2. Civilian paraprofessionals enter the Army at various grade levels with different capabilities, experience, training and aspirations. There is no one-size-fits-all training plan for all civilian paraprofessionals.

3. Training and professional development is a requirement for all paraprofessionals. Some civilian paraprofessionals will elect to serve the Army at one particular installation, depot, or division legal office for an entire career. These paraprofessionals are valuable resources and the career program will not impose mandatory mobility. A paraprofessional who is not mobile, however, may not have the same training and career development opportunities as another high performing employee who is willing to move to different locations for progressively challenging professional opportunities.

4. Training comes in many forms including self development, on-the-job training, formal classroom training, distributed learning, and developmental assignments.

5. Training decisions will be made by supervisors and management officials considering the best interests of the Army and the individual paraprofessional with the objective of ensuring excellence in client service.

6. All training decisions will be consistent with equal employment opportunity and merit principles.

7. Although there is no formal mobility requirement in the legal career program at this time, such requirements may be implemented in the future for consideration for select positions. Functional and geographical mobility is a factor in evaluating potential post-training utilization of long-term training nominees.

D. RESPONSIBILITIES **1. Employee.**

- a) Maintain core competencies.
- b) Seek appropriate training opportunities to assist in career development and increase excellence in client service.
- c) In conjunction with supervisory input, develop a 3yIDP that adequately addresses the employee's training needs.

2. Employee's Supervisor.

- a) Assist subordinate civilian paraprofessionals with developing their 3yIDP. Consider core, functional and leader competencies and input from the employee.
- b) At least annually meet with each subordinate civilian paraprofessional to discuss career development.
- c) Provide training opportunities for all civilian paraprofessionals under their supervision.
- d) Ensure civilian paraprofessionals are trained and competent to professionally provide quality client service in current position.
- e) Ensure civilian paraprofessionals who are supervisors and managers attend mandatory Army leader training.

- f) Support career development. Make every effort to provide leadership and management training and development opportunities for high potential civilian paraprofessionals.
- g) Train, mentor, coach and counsel.
- h) Provide on-the-job training and cross training opportunities.

3. Leaders at all Levels.

- a) Ensure that supervisors of civilian paraprofessionals satisfy their responsibilities under this plan.
- b) Support career development of civilian paraprofessionals.
- c) Develop and support organizational culture that encourages self development, cross training, continuing legal education, and leader development.
- d) Make every effort to provide leadership and management training and development opportunities for high potential civilian paraprofessionals.
- e) Train, mentor, coach and counsel.

**E. FUNCTIONAL
LEGAL TRAINING
(SHORT-TERM/
LONG-TERM)**

Collaboration and creativity are essential to an effective professional development plan. Supervisors should understand the goals and desires of their employees, and employees should realize the needs of, and constraints faced by, office leadership. By working together, with the assistance of this guide, the interests of both parties should be significantly met.

1. Self-Development. Self-development activities increase employees' knowledge and improve competence in an area of interest. A self-development activity is an individual, voluntary effort undertaken on the individual's own initiative. Employees may expand their knowledge through professional reading, participation in professional associations, professional writing, and teaching. As an example, there are numerous paralegal professional associations that provide opportunities similar to bar associations for attorneys. The American Bar Association (ABA) is an excellent starting point for exploring options. Information can be found at <http://www.abanet.org/legalservices/paralegals/>.

2. On-The-Job Training. On-the-job training is a primary component of paraprofessional training and development. It may be structured or unstructured. Ordinarily, an employee will work with or under the supervision of an experienced attorney or paraprofessional to learn a new skill or area of legal practice.

Formal training courses are a common component of on-the-job training; however, such training need not be expensive for the office or inconvenient to the employee. Employees and supervisors are encouraged to explore the distance learning opportunities outlined in Annex C. Often overlooked are the paraprofessional instruction opportunities provided by local community colleges and chapters of national paraprofessional organizations. The ABA site noted above includes a list of such providers organized by state.

Locations with more than one legal office may combine efforts and create a local paraprofessional training and development program with monthly or quarterly sessions. The program would be similar to in-house officer or leader development programs common for attorneys, but with a focus on topics connected to paraprofessional development.

3. Cross-Training. Cross-training is training outside the paraprofessional's specific area of expertise. Supervisors should encourage cross training of paraprofessionals within a legal office. Cross-training exposes paraprofessionals to other areas of practice, expands paraprofessional's skills and experience, assists the office in responding to surges in workload, and improves client service.

4. Developmental Assignments. Developmental assignments build knowledge, skills, and abilities by providing employees experiences not normally encountered within the legal office to which they are assigned. Such assignments can provide exposure to different echelons of command and to the legal issues unique to those commands. Developmental assignments can also provide invaluable cross-command experiences; specifically, between qualifying authorities. Such experiences broaden the perspectives and knowledge bases of the employee, while allowing the Army's legal services to benefit from shared best practices. Other benefits include:

- Broadening the knowledge base of those competing for greater responsibility positions.
 - Improved coordination and knowledge sharing between qualifying authorities.
 - Immediate source of talent to address mission surges.
 - Exposure to new offices/commands increases social capital and improves knowledge sharing networks.
- a) **Forms.** Developmental assignments have no set form and are generally only limited by the creativity of supervisors and employees. For purposes of ACTEDS, short-term

developmental assignments are defined as lasting 120 days or less, while long-term training is defined as more than 120 days. For specifics regarding administration and coverage of expenses by ACTEDS, see the ACTEDS Training Catalog, Chapter 3, www.cpol.army.mil/library/train/catalog. Centrally funded professional development must be approved through a competitive process. For more detailed information regarding the requirements for utilizing ACTEDS funds on Competitive Professional Development, see AR 350-1, Army Civilian Training Interim Policy Guidance.

The following is a non-exhaustive list of examples and supervisors are encouraged to contact their CP 56 Command Representative to discuss possible options.

- i. Project-based: Project-based assignments are defined by a discrete task to be accomplished. For example, an employee may be assigned to assist with a complex litigation case or be assigned to a policy development workgroup, etc. Project-based developmental assignments would likely develop in-depth knowledge and experience in specific areas of the legal practice. Such assignments will likely entail temporary duty for the duration or for a part of the assignment.
- ii. Time-limited: Unlike the project-based assignment which is limited by a defined progress toward the project's goal, the time-limited assignment is for a pre-determined period and not necessarily tied to the accomplishment of a specific end-product. For example, employees may be temporarily assigned for 60 or 90 days to assist with major litigation. Another example would be a multi-month assignment to The Judge Advocate General's Legal Center and School to assist with developing and presenting programs of instruction for paraprofessionals.
- iii. Local swaps: Many installations, USACE, and AMC legal offices are co-located within the same commuting area and provide opportunities for employees to take developmental assignments with differing commands. These local swaps further integrate the Army's legal services and facilitate knowledge sharing. Since the swaps are local, family disruption is limited and office disruption is minimized, and there is no resulting labor shortage/need to backfill. The local swap also improves skills and knowledge sharing by compelling the two participating employees to mentor each other during the temporary assignments.

iv. Local projects: Many offices have initiatives that are never undertaken due to overriding mission needs. Sponsoring organizations can solicit volunteers to undertake the special project. Although some travel may be involved, it is expected that a majority of the project would be accomplished at the permanent duty location.

5. Paralegal Certification. On an annual basis, CP-56 will competitively select a limited number of high-potential paraprofessionals to pursue basic and advanced paralegal certification. Typically, this certification will be conducted via dL; however, local classroom training may be funded when priced competitively with dL offerings and providing the same quality of learning. As an example of a likely dL provider, please consult the Graduate School USA Paralegal Certificate Course syllabus.

F. FUNCTIONAL LEGAL TRAINING (UNIVERSITY TRAINING)

The ACTEDS Training Catalog, Chapter 3, <http://www.cpol.army.mil/library/train/catalog/toc.html>, provides detailed guidance regarding the administration of competitive professional development (administrative processing, authorized expenses, performance management, leave, grades, etc.). On a case-by-case basis, the Career Program Planning Board may identify training opportunities appropriate for competitive professional development. Academic Degree Training must be approved prior to attendance by the ASA (M&RA).

G. LEADER DEVELOPMENT

1. Civilian Education System (CES).

The Civilian Education System (CES) is the foundation of the Army's leader development program for all Army Civilians, providing progressive and sequential education courses throughout their careers. CES is centrally funded by HQDA G-3/5/7 Training Directorate for most permanent Army Civilians, including but not limited to general schedule (GS), non-appropriated fund (NAF), local national (LN) and wage grade (WG) employees. Employees should include attendance at the CES course for which they are eligible in their Individual Development Plans (IDP).

Employees are eligible to attend the CES course that is targeted at their grade level. GS-01 through GS-09 employees are eligible to attend the CES Basic Course; GS-10 through GS-12 employees are eligible to attend the CES Intermediate Course; and GS-13 through GS-15 employees are eligible to attend the CES Advanced Course. NOTE: All Army Civilians who were hired after 30 September 2006 are required to take the Foundation Course prior to enrolling in either of the CES courses. More information on CES

courses, as well as instructions on how to enroll can be found on the Civilian Training and Leader Development website at <http://www.t3ac.army.mil/Pages/Homepage.aspx>.

- a) **Foundation Course.** A distributed learning course required for all newly hired team leaders, supervisors, and managers. Provides employees with an understanding of the structure of the U.S. Army, the Army's leadership doctrine, and the personnel system for Army civilians.
- b) **Basic Course.** Distance learning and a 2 week resident course. Required course for all Army civilians newly assigned as team leaders, supervisors or managers. Designed for civilians in leadership positions with responsibilities to effectively lead and supervise employees. Training focuses on basic education in leadership and counseling fundamentals, interpersonal skills and self awareness.
- c) **Intermediate Course.** Distance learning and a 3 week resident course. A required course for Army civilians with permanent appointments to a supervisory or managerial position. Designed for civilians in supervisory or managerial positions who are adaptive, innovative, self aware, and prepared to effectively lead and care for personnel and manage resources. Training and developmental exercises focus on planning, team building, establishing command climate, and stewardship of resources.
- d) **Advanced Course.** Distance learning and a 4-week resident course. Designed for Army civilian leaders who exercise predominately indirect supervision and who are adaptive, innovative, self-aware, and capable of effectively leading a complex organization, guiding programs, and managing associated resources. The training focus is on strategic thinking and assessment, change management, developing a cohesive organization, managing a diverse workplace, and management of resources.

2. Developmental Assignments. Details regarding the different forms of developmental assignments are provided in Section E, above. These assignments are equally applicable to leader development, with the primary difference being that leadership and not legal paraprofessional skill development is the assignment's focus. For example, rather than reviewing course materials for a conference/course, the individual is appointed as conference/course manager.

ANNEX D – FUNCTIONAL TRAINING COURSES

ARMY E-LEARNING is an excellent training source that can be utilized for general competency development. <https://usarmy.skillport.com/skillportfe/custom/login/usarmy/login.action>

GENERAL PARAPROFESSIONAL TRAINING

THE AMERICAN BAR ASSOCIATION. The ABA website is the first stop for paralegal resources. It lists ABA-approved paralegal programs and the site can be used to locate local community colleges, etc. that offer approved training.

GS GRADUATE SCHOOL. Training available on the GSA Schedule. The GS Graduate School offers classes and programs in a broad range of curricula from government-based specialties. The GS School offers instruction that can address all core and functional competencies.

LAW FOR PARALEGAL NONCOMMISSIONED OFFICERS COURSE, 512-27D/20/30, The Judge Advocate General's Legal Center and School (TJAGLCS). This 4 ½-day resident course focuses on essential paralegal training for Army paralegal NCOs and is open to civilian paraprofessionals. Included are intermediate level classes on the following topics: criminal law (pretrial and post-trial); office administration (Army legal writing, automated legal research, and legal office management); operational law (law office deployable law library and lessons learned from deployments); administrative and civil law (claims, legal assistance, and standards of conduct); leadership (maintaining a law library, family team-building, training subordinates, modification tables of organizational equipment (MTOE)/tables of distribution and allowance (TDA) management, NCO counseling, and government credit cards); and automation (LAAWS update and Legal Automation Training)..

PRE ADVANCED LEADER COURSE (ALC), JA 58 - OFFICE OF THE STAFF JUDGE ADVOCATE (OSJA) OPERATIONS, TJAGLCS. This is a dL course required for military noncommissioned officers prior to attending the resident ALC, but it provides information about OSJA operations that would be useful for anyone assigned to an OSJA. Lessons include: 1. OSJA Operations; 2. Military Justice Functions; 3. Claims and Litigation Functions; Administrative Law Functions; 5. Legal Assistance and Preventive Law Functions; 6. Contract Law; and 7. International Law.

PRE ADVANCED LEADER COURSE (ALC), JA 26 – ARMY LEGAL ASSISTANCE PROGRAM, TJAGLCS. This is a 6-hour dL module that provides administrative guidelines associated with providing legal assistance support.

SENIOR PARALEGAL COURSE, 512- 27D/DC SP, TJAGLCS. This 4 ½-day resident course presents essential paralegal training and office management techniques for U.S. Army Senior and Chief Paralegal NCOs. Included are advanced level classes on the following topics: office administration and management, military operations, leadership, training, and automation.

FREEDOM OF INFORMATION ACT FOR ATTORNEYS AND ACCESS PROFESSIONALS, Department of Justice (DOJ) National Advocacy Center, Columbia, SC. This 2-day program is designed for attorneys, FOIA specialists, and information officers with limited previous experience under the FOIA.

THE NATIONAL ASSOCIATION OF LEGAL ASSISTANTS, INC. (NALA), CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAMS. NALA's mission is to provide continuing education and professional development programs to all paralegals. NALA provides current information about the profession, continuing education materials and seminars, networking opportunities, professional certification programs, and manuals to help paralegals excel in the workplace.

NATIONAL FEDERATION OF PARALEGAL ASSOCIATIONS, INC. Cosponsors training with the American Institute of Paralegal Studies in a variety of online methods. Some of the training is co-delivered by West Group or LexisNexis.

NALS. . .THE ASSOCIATION FOR LEGAL PROFESSIONALS. NALS offers a great deal of continuing legal education at national, state, and local meetings and conferences. NALS also offers online education opportunities through the Online Basic Legal Training Course, its Online Learning Center, and via the Online Study Group. Both the Online Basic Legal Training Course (offered through Stetson University) and also the Online Study Group are set-up to assist those preparing to take a NALS Certification Exam, but the courses are open to the public and offer information and professional development for all legal support personnel.

**LEGAL RESEARCH,
WRITING, AND
ANALYSIS**

PRE SENIOR LEADER COURSE (SLC), JAA 151 – FUNDAMENTALS OF MILITARY LEGAL WRITING, TJAGLCS. This is a dL writing course that consists of several lessons, followed by three practical exercises, requiring the students to complete three writing samples.

PRE ADVANCED LEADER COURSE (SLC), JA 151B –WRITING FOR PARALEGALS, TJAGLCS. This is a 10-hour DL course that provides skills and procedures used as guidance for effective Army writing.

INTRODUCTION TO LEGAL CITATION, Department of Justice (DOJ) National Advocacy Center, Columbia, SC. This three day course is designed to teach both legal assistants and paralegals citation rules, cite checking, library and computerized research, Bluebook style rules, and proofreading. Students should have no more than five years of experience in the area of legal citation and research.

INTRODUCTION TO LEGAL CITATION AND LEGAL RESEARCH FOR SUPPORT STAFF SEMINAR, Department of Justice (DOJ) National Advocacy Center, Columbia, SC. This five day course is designed to teach citation rules, cite checking and computerized research, bluebook style rules, and proofreading. The course is intended to assist paralegals and legal assistants who use legal citation, research and analysis in their jobs and need to refine their skills.

WESTLAW/LEXIS LEGAL RESEARCH, Westlaw/Lexis representative

**GENERAL
LITIGATION
SUPPORT**

CIVIL LAW FOR SUPPORT STAFF SEMINAR, Department of Justice (DOJ) National Advocacy Center, Columbia, SC. This four and one-half day seminar is designed for paralegals who have worked in the civil area for less than three years. Legal assistants who can demonstrate significant job responsibilities in this area may also be considered. The course will

include an overview of substantive civil law areas, rules of procedure, motions, discovery by the United States and the opposition, and trial preparation.

COURTROOM PRESENTATIONS SEMINAR, Department of Justice (DOJ) National Advocacy Center, Columbia, SC. This three and a half-day course is a basic course designed to familiarize students with the use of currently available Legal Information Technology (LIT) applications in the trial phase of a criminal or civil case.

DOCUMENT IMAGING (LAW PREDISCOVERY) SEMINAR, Department of Justice (DOJ) National Advocacy Center, Columbia, SC. This three and one-half day course deals with using computer technology to electronically capture, store, and view documentary evidence in civil or criminal cases.

FUNDAMENTALS OF LITIGATION FOR CIVIL SUPPORT STAFF SEMINAR, Department of Justice (DOJ) National Advocacy Center, Columbia, SC. The three and one-half day course is designed to teach support staff working in the civil area for three years or less the skills needed for successful support of a federal practice, with a focus on organizing a case from its beginning through the trial stage.

MILITARY JUSTICE/VICTIM WITNESS

TRAINING FOR VICTIM SERVICE PROVIDERS: The DOJ Office for Victims of Crime Training and Technical Assistance Center (OVC TTAC) has several course offerings, which can be accessed through their website.

PRE ADVANCED LEADER COURSE (ALC), JA 30 – CRIMINAL LAW FOR PARALEGALS, TJAGLCS: This is a 6-hour dL module that covers the elements of and rationale for criminal law, the purposes of punishments, and the role of the military justice system.

PRE ADVANCED LEADER COURSE (ALC), JA 308 – PUBLISH A COURT-MARTIAL CONVENING ORDER, TJAGLCS: This is a 15-hour dL module that provides details about how to prepare a court-martial convening order.

PRE ADVANCED LEADER COURSE (ALC), JA 309 – REFERRAL TO TRIAL TO COURT-MARTIAL, TJAGLCS: This is an 8-hour dL module that provides details about how to prepare and complete Part V of the DD Form 458 Charge Sheet.

PRE SENIOR LEADER COURSE (SLC), JAO 131 – PRETRIAL PROCEDURE, TJAGLCS: This is a dL course that familiarizes the paraprofessional with required steps before the start of a court-martial.

COURT REPORTING

COURT REPORTER COURSE, 512-27DC5, TJAGLCS. This course provides paraprofessional with the training necessary to perform the duties of a court reporter. The course focuses on essential dictation speech recognition and court reporter training for Army paralegal NCOs and paraprofessionals.

SR. COURT REPORTING COURSE, 512-27DC6, TJAGLCS. Updates court reporters on significant changes and new developments in Army court reporting as well as to focus on government court reporting formats.

**OFFICE
MANAGEMENT**

REDICTION COURSE, 512-27DC7, TJAGLCS. This 4 ½-day resident course provides speech recognition training to mask-proficient military or civilian court reporters employed by the U.S. Government.

LEGAL ADMINISTRATOR COURSE, 7A- 270A1, TJAGLCS. This 4 ½-day resident course focuses on the technical and mid-level management aspects of Army Staff Judge Advocate Office administration, operations, and support services. A civilian paraprofessional performing legal administrator duties and who is nominated by his or her head of legal office may attend this course.

MANAGEMENT AND EMPLOYEE RELATIONS (MER) – BASIC COURSE, Civilian Human Resources Agency (CHRA). This 4 ½-day course covers the major components of the Management-Employee Relations program and provides a solid knowledge foundation for Management-Employee Relations practitioners to build their expertise.

LABOR RELATIONS – BASIC COURSE, CHRA. This 4 ½-day course covers the major components of the federal sector labor relations program and provides a solid knowledge foundation for Labor Relations practitioners to build their expertise.

EQUAL EMPLOYMENT OPPORTUNITY BASIC COUNSELOR PROGRAM (EEOBCP) NON-RESIDENT, Defense Equal Opportunity Management Institute. This 5-day/40-hour dL course develops a base of knowledge about the Army EEO Program.

INTRODUCTION, FEDERAL LABOR RELATIONS AUTHORITY (FLRA) ORGANIZATION, ULP PROCESS, FLRA Office of the General Counsel.

DEFENSE TRAVEL SYSTEM (DTS) TRAINING AND RESOURCE CENTER, <http://www.defensetravel.dod.mil/site/training.cfm>

ARMY RECORD INFORMATION MANAGEMENT SYSTEM (ARIMS) WEB-BASED TUTORIAL, Online at ARIMS website.

OFFICE OF GOVERNMENT ETHICS (OGE) TRAINING WORKSHOPS AND SEMINARS: OGE offers numerous workshops and seminars throughout the year, both in Washington, DC and in other parts of the country, for executive branch ethics officials.

SUPERVISOR DEVELOPMENT COURSE (SDC), Army CHRTAS website. This dL course provides supervisors or managers of Army Civilians the administration skills for management and basic supervision. The SDC contains lessons on topics mandated by the NDAA 2010. Topics include: Workforce Planning, Position Management and Classification, Hiring, Merit Systems Principles and Prohibited Personnel Practices, Onboarding, Performance Management, Training and Development, Recognition, Incentives and Awards, Coaching, Counseling and Mentoring, Leave Administration, Workers' Compensation, Labor Relations, Supervising a Diverse Workforce, Hostile Work Environment, Reasonable Accommodations, Creating an Engaging Work Environment, Managing Conflict, Valuing Individual Differences, Leading Change.

ANNEX E – MASTER INTERN TRAINING PLAN

A. GENERAL

This Master Intern Training Plan (MITP) describes the universal requirements for training and development of civilian paraprofessional interns, as well as the specialized requirements in each of the legal office practice areas. The MITP covers the 24-month period during which the intern resides on a centralized TDA and is funded through centralized ACTEDS funding. It provides a roadmap to be used by interns and supervisors in preparing the intern's 3-Year Individual Development Plan (3yIDP).

B. CAREER LADDER

Career ladders for intern development either progress as GS-5/7/9 or GS-7/9/11; depending upon the individual's qualifications at entry into the intern program. Ordinarily upon successful completion of one year of the program, the intern will be noncompetitively promoted to GS-7 or GS-9 as appropriate. Promotion to the target grade of GS-9 or GS-11 will occur at the end of the 2 year period if the intern has successfully completed all intern program requirements.

All interns will prepare a 3yIDP. The IDP should implement the master intern training plan by including planned rotational assignments and learning objectives for each rotation, short and long range goals, and all training activities.

Since the intern program covers only two years, the third year of the IDP will be used by supervisors to identify the next phase of professional development and training that graduating interns should accomplish in their first year at the journeyman level.

If necessary, the third year of the IDP may be used to identify experience, training, and education required before promotion to the target grade for interns who at the end of the two year internship lack some of the necessary qualifying experience, training and/or education required for successful completion of the intern program.

C. STRUCTURE & TERMINOLOGY

The MITP matrix (Figure 2) identifies universal training and training, methods of delivery, and timelines for completion. It is divided into the following five components:

- Army Orientation
- General Skills Training
- Core Competency Training
- Functional Training
- Rotational Assignments

MITP matrix heading descriptions are as follows:

- **Training Description:** Provides a course title, competency, or practice area to be developed.
- **Type:** Training can either be away from the workplace temporary duty (TDY), through distributed learning methods (dL), or performed at the duty station (Local).
- **Source:** This section indicates the training provider. Providers can include Army e-Learning, JAG University (JAGU), On-the-Job-Training (OJT), or through other providers such as the Department of Justice (DOJ).
- **Length:** Indicated in hours.
- **To Be Completed:** Indicates by when the required training must be completed during the 2-year tenure.
- **Approval:** Supervisory certification that the training plan element was satisfactorily completed.

D. ROLES & RESPONSIBILITIES

Clearly defined roles and responsibilities of those involved throughout an intern's 2-year tenure are important to the success of the intern program and the individual intern. Each participant contributes greatly to the overall development of the intern, both individually and in concert with other participants. Communication and coordination enhance the experience of both the interns and the organizations involved in the program. The major intern program participants are listed below, along with their primary responsibilities:

1. **Supervisors.** Supervisors provide instruction, guidance, and feedback to interns. The success of interns and the intern program is due in large part to the interaction interns have with their supervisors. An intern supervisor is responsible for:
 - Meeting with the intern to establish the office's expectations and conditions for evaluating performance and achieving developmental objectives;
 - Completing the intern's performance evaluation;
 - Assisting the intern in the development of an IDP which allows for a reasonable number of rotations;
 - Monitoring the execution of the intern's IDP;
 - Maintaining contact with the intern's rotational supervisors;
 - Assisting with administrative issues, e.g. travel, health benefits, etc.
 - Assigning the intern appropriate work;

- Initiating all appropriate personnel actions in a timely manner;
 - Providing regular feedback and guidance; and,
 - Maintaining a basic knowledge of the intern program.
2. **Interns.** An intern is offered many different learning opportunities throughout the 2-year program; however, the intern must also take control of their own career development and advancement by:
- Being flexible and developing a professional reputation;
 - Developing and following up on the goals established in the IDP; and,
 - Achieving goals and objectives established for each rotation by the intern and his/her supervisor.
3. **Rotational Supervisor.** The rotational supervisor is the manager responsible for the intern during the temporary assignments outside the primary supervisor's immediate supervision (e.g., the Chief, Legal Assistance, for an intern whose primary supervisor is the deputy head of the legal office). These supervisors are responsible for:
- Insuring that the intern is assigned a full and appropriate workload;
 - Developing objectives to be accomplished during the assignment;
 - Communicating the objectives to the intern prior to the beginning of the assignment; and
 - Evaluating the intern's performance during the rotation and providing an assessment to the supervisor.

E. ROTATIONAL ASSIGNMENTS

Rotational assignments are an important part of the intern experience. They allow interns to learn legal paraprofessional skills from the various practice area perspectives. Rotations must be carefully planned. Before a rotational assignment, a written learning objective planning memo should be developed. After action memos will be prepared to evaluate the interns' success in meeting these objectives.

The final rotation of the 2-year tenure will be for 90 days with a legal office falling under a Qualifying Authority (QA) that differs from that governing the previous rotational assignments (e.g., an intern assigned to Fort Drum performing a 90-day rotational assignment with an Army Materiel Command legal office). The intent of the cross-QA assignment is to provide exposure to differing practice areas and business practices. At the conclusion of this assignment, and as a condition of successful graduation from the intern

program, the intern will prepare a written assessment comparing and contrasting the legal office operations of the two QAs. The intern will also be responsible for an oral briefing of these findings.

F. SEQUENCING

The proper sequencing of training and rotational assignments is very important to the intern's professional development and growth. Certain events or training logically should occur before others. Each intern's IDP should be designed not only to fit the intern's unique needs and requirements, but also to accommodate the host organization as well.

Rotational assignments must begin almost at the outset of the 2-year period; therefore, it is essential that that the required training be carefully planned to occur concurrently. Since interns will be with multiple rotational supervisors, everyone must have a clear understanding of what additional training is planned and required while the intern is with each rotational supervisor. Communication between the intern, supervisor of record, and rotational supervisor will be critical.

G. PERFORMANCE STANDARDS AND EVALUATIONS

The single supervisor of record is responsible for completing the intern's interim and annual performance evaluation. After each rotation, the rotational supervisor should complete an evaluation. A copy should be provided to the supervisor. The supervisor will then incorporate the rotational performance evaluations into one annual evaluation in accordance with the agency's policies and procedures. The intern must have a satisfactory annual performance appraisal to be promoted during the internship and to be converted to a permanent competitive service position. The supervisor will work closely with the intern to correct any unsatisfactory performance.

CP 56 Paraprofessionals

Figure 2.

| Training Description | Type | Source | Length (Hours) | To Be Completed | Approval |
|--|-----------------|-----------------|--|--------------------|------------------|
| PART I — ORIENTATION | | | | | |
| A. CES Foundation Course | dL | Army | dL: self-paced (~ 57 hrs) | w/n first 90 days | Signature & Date |
| B. Legal Office Orientation | dL | JAGU | 21 | w/n first 60 days | |
| <ul style="list-style-type: none"> • Introduction [1] • Legal Operations [2] • Labor Management Relations [2] • Federal Employment Law [2] • Military Justice [2.5] • Contract & Fiscal Law [2] • Information Operations [1] • Security [2] • Military Writing [4] • Resource Management [2.5] | | | | | |
| PART II — GENERAL SKILLS TRAINING | | | | | |
| A. CES Basic Course | dL/ Resident | Army | dL: self-paced not to exceed 6 months; Resident: 2 weeks | 1st Year | |
| C. Basic Business Skills Course Package | dL | Army e-Learning | 16 | w/n first 90 days | |
| <ul style="list-style-type: none"> • Office IT tools [5] • Project Management Fundamentals [9] • Customer Service Fundamentals [2] | | | | | |
| D. Action Officer Course | dL | JAGU | TBD | w/n first 180 days | |
| PART III — CORE COMPETENCY TRAINING | | | | | |
| A. Written Communication | TBD | | | 1st Year | |
| B. Oral Communication | TBD | | | 1st Year | |
| C. Working Relationships | TBD | | | 1st Year | |

MASTER INTERN TRAINING PLAN

CP 56 Paraprofessionals

| Training Description | Type | Source | Length (Hours) | To Be Completed | Approval |
|---|------|--------|----------------|-----------------|----------|
| D. Issue Identification | TBD | | | 1st Year | |
| E. Legal Research & Writing | TBD | | | 1st Year | |
| F. Critical Thought/Analysis | TBD | | | 1st Year | |
| G. Customer/Mission focus | TBD | | | 1st Year | |
| H. Project/Time Management | TBD | | | 1st Year | |
| I. Information & Database Management | TBD | | | 1st Year | |
| J. Professional Responsibility & Ethics | TBD | | | 1st Year | |

PART IV — FUNCTIONAL TRAINING

| | | | | | |
|----------------------------------|-----|-----------|-----|-----|--|
| A. Law For Paralegals Course | TDY | T-JAGLCS | 40 | TBD | |
| B. Paralegal Certification | dL | GS School | TBD | TBD | |
| C. DOJ FOIA Professionals Course | TDY | DOJ | 16 | TBD | |

MASTER INTERN TRAINING PLAN

CP 56 Paraprofessionals

Figure 2.

| Training Description | Type | Source | Length (Hours) | To Be Completed | Approval |
|---|-------|--------|----------------|---|----------|
| PART V — ROTATIONAL ASSIGNMENTS | | | | | |
| A. Client Services [3 Months] | Local | OJT | 480 | TBD | |
| <ul style="list-style-type: none"> • Legal Assistance [320] • Claims [160] | | | | | |
| B. Military Justice [5 Months] | Local | OJT | 800 | TBD | |
| <ul style="list-style-type: none"> • Criminal Law [480] • Trial Defense [320] | | | | | |
| C. Administrative/Civil Law [6 Months] | Local | OJT | 960 | TBD | |
| <ul style="list-style-type: none"> • Contracts & Environmental Law [240] • Labor & Employment Law [240] • Civil Law (General) & Ethics [240] • Military Law [240] | | | | | |
| D. Legal Office Administration [3 Months] | Local | OJT | 480 | Concurrent with other rotational assignments to ensure experience with key components of the position | |
| E. Cross-Qualifying Authority Assignment [3 Months] | TDY | OJT | 480 | 2nd Year, Capstone | |

MASTER INTERN TRAINING PLAN

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