



Republic of the Philippines
LEGAL EDUCATION BOARD
Quezon City

LEB Memorandum Order No. 24
Series of 2021

SUBJECT: THE REVISED MODEL CURRICULUM OF THE BASIC LAW PROGRAM

In line with the authority granted to the Legal Education Board (LEB) by Republic Act No. 7662 entitled the “Legal Education Reform Act of 1993” to prescribe basic curricula for a law course, and the corresponding Resolution of the Board En Banc dated 29 June 2021 the Revised Model Curriculum for the basic law program is hereby adopted:

Section 1. Constitutional and Statutory Bases.

- a. Section 1 of Article XIV of the Philippine Constitution mandates that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Section 5 (2) of the same Article guarantees the enjoyment of academic freedom in all institutions of higher learning.

- b. Section 7(f) of Republic Act No. 7662 expressly authorizes the LEB “to prescribe the basic curricula for the course of study aligned to the requirements for admission to the Bar, law practice and social consciousness, and such other courses of study as may be prescribed by the law schools and colleges”.

Section 7(c) of the same law guarantees the academic freedom of institutions of higher learning.

Section 2. Principles. The revision of the model law curriculum under LEB Memorandum Order (LEBMO) No. 1 (2011), is guided by the following key principles:

- a. Legal education, being intimately related to the issue of access to justice, is a matter of public interest.
- b. Legal education plays a vital role in national development, particularly in training law students for democratic governance and in empowering them to participate actively in national life.

- c. Legal education's intimate connection with the promotion and administration of justice means that the acquisition of legal education, by itself and independent of passing the bar examinations, is of value to society. Legal education should prepare law students for leadership in, and service to, the society.
- d. Legal education underpinned by its social and developmental function should be taught, whenever possible, in its deeper historical, developmental and philosophical context with openness to a multidisciplinary approach, thus imbuing the law students with a sense of history, responsibility and mission.
- e. The law curriculum must be designed to enable the law student to acquire the necessary legal knowledge, skills, and attitudes and be of tangible service to their local communities and the nation, at every level of legal studies, whether or not they qualify for the practice of law.
- f. The law curriculum must be responsive to the current challenges such as gender sensitivity, health and environmental issues, as well as to the future needs of the Philippines and the world.
- g. Legal education focuses on the holistic formation of law students, providing them with the foundational mindset, knowledge, skills, and attitudes to enable them to engage in lifelong learning.

Section 3. Legal Education Institution. Legal Education Institutions (LEIs) refer to recognized Higher Education Institutions (HEIs), public or private, offering LEB-registered law programs.

Section 4. Framework. Curricular design in higher learning is essentially a function of the LEI. It is safeguarded by minimum regulatory standards that provide a balance between regulation and academic freedom to protect and promote the public interest. In this respect, the revised model curriculum shall be guided by the following framework:

- a. The academic freedom of LEIs to design their curriculum of law study is preserved, subject only to the minimum courses required in the revised model curriculum pursuant to the mandate of law.
- b. The minimum standards under the revised model curriculum refer to the mandatory courses to qualify for the bar examinations. These include clinical legal education, minimum weight of electives, and mandatory perspective and skills courses. The desired attributes of a Filipino law graduates of leadership, service, responsibility, gender sensitivity, and adherence to and respect for rule of law are thereby achieved.
- c. LEIs have the discretion to determine the schedule and sequence of courses, subject to the observance of minimum prerequisite courses; provided, that the basic law program is made available by the LEI for completion in not less than four (4) academic years in compliance with Rule 138 of the Rules of Court.

The revised model curriculum recommends the teaching of procedural law courses alongside corresponding substantive law courses.

- d. LEIs shall have full discretion to create and provide electives and/or institutional requirements based on their academic philosophies without prejudice to the academic rights of their law faculty and students.
- e. The revised model curriculum allows LEIs to formulate optional academic tracks to develop basic practice specialization for graduates of the basic law program.
- f. The revised model curriculum provides recommendations as to innovative and diverse pedagogical approaches, teaching methodologies and assessment philosophies for application in the law classroom while recognizing the academic freedom of LEIs and the law faculty to determine how to teach.
- g. The revised model curriculum reduces the minimum academic unit load for each subject and the total units for the program. This allows the law students more time for reflective learning and to address health and well-being concerns. The result is a holistic approach to educating students by improving on traditional methods of teaching and learning that are more appropriate for higher learning and graduate studies.
- h. The revised model curriculum is rooted in the context that the basic law program is a graduate level of study. It recognizes that the law faculty and the law students equally share in the responsibility of achieving academic goals. This is premised on the concept that the law student is an adult learner, is self-directed, an independent and experiential learner, and a co-creator of knowledge.

Section 5. General outcomes. The basic law program through the revised model curriculum shall produce graduates who are professionally competent, practice-ready, active, self-directed and lifelong learners, responsible, highly ethical, honorable, socially mindful and gender sensitive; willing leaders and servants; and, thinkers and innovators in law. This goal is without prejudice to the academic freedom of LEIs to enhance their program design.

Section 6. Typology. For purposes of reference, the following typology of courses shall be followed for the revised model curriculum:

- a. *Mandated Core Courses* – These are courses mandated by the LEB as part of the minimum requirements of the basic law degree for taking the Bar Examinations;
- b. *Mandated Non-Core Courses* – These are courses related to the mandated core courses as part of the minimum requirements of the basic law degree;
- c. *Institutionally Required Courses* - These are courses required by LEIs in addition to those mandated by the LEB; and,
- d. *Elective Courses* – These pertain to optional courses and those taken for academic tracks.

Section 7. Units. The revised model curriculum shall be composed of a minimum of one hundred thirty-five (135) total units consisting of one hundred twenty (120) units of

mandated core courses, five (5) units of mandated non-core courses, and ten (10) units of electives.

Section 8. Mandated Core Courses. The mandated core courses under the revised model curriculum shall have the following optional code for each of the subjects, prescribed minimum unit weights and minimum prerequisites:

CODE	DESCRIPTIVE TITLE	UNITS	PREREQUISITES
JD101	Philosophy of Law	2	None
JD102	Statutory Construction	2	None
JD103	Legal Research and Writing	2	None
JD104	Legal Forms	2	None
JD105	Clinical Legal Education	2	None
JD201	Basic Legal and Judicial Ethics	3	None
JD202	Legal and Judicial Ethics and Practical Exercises Review and Integration	2	JD104, JD201
JD301	Constitutional Law I	4	None
JD302	Constitutional Law II	3	None
JD303	Administrative Law and Law on Public Officers	2	JD301
JD304	Election Laws	1	JD301
JD305	Laws on Local Government	2	JD301
JD306	Public International Law	3	JD301
JD307	Political and International Law Review and Integration	5	JD301, JD302, JD303, JD304, JD305, JD306
JD401	Criminal Law I	3	None
JD402	Criminal Law II	4	JD401
JD403	Criminal Law Review and Integration	3	JD401, JD402
JD501	Persons and Family Law	3	None
JD502	Obligations and Contracts	5	None
JD503	Property and Land Law	4	None
JD504	Basic Succession Law	2	JD501
JD505	Torts and Damages	2	JD502
JD506	Private International Law	2	JD501, JD502, JD503, JD504, JD701, JD702, JD703, JD801, JD901
JD507	Civil Law Review and Integration	6	JD501, JD502, JD503, JD504, JD505, JD506
JD601	Criminal Procedure	3	None
JD602	Civil Procedure I	3	None
JD603	Civil Procedure II	3	JD602
JD604	Evidence	3	JD601, JD602, JD603
JD605	Special Rules and Proceedings	3	JD504
JD606	Remedial Law Review and Integration	6	JD601, JD602, JD603, JD604, JD605

JD701	Agency, Trust and Partnership Law	2	JD502
JD702	Corporation and Basic Securities Law	3	JD502
JD703	Commercial Laws I	3	JD502, JD702
JD704	Commercial Laws II	4	JD502, JD702
JD705	Commercial Law Review and Integration	5	JD701, JD702, JD703, JD704
JD801	Labor Law and Social Legislation	4	JD302
JD802	Labor Law Review and Integration	3	JD801
JD901	Basic Taxation Law	3	JD301
JD902	Taxation Law Review and Integration	3	JD901
	TOTAL	120	

Section 9. Mandated Non-Core Courses. The mandated non-core courses under the revised model curriculum shall have the following optional code for each of the subjects, prescribed minimum unit weights and minimum prerequisites:

CODE	DESCRIPTIVE TITLE	UNITS	PREREQUISITES
JD308	Environmental and Natural Resources Law	2	None
JD607	Medical Jurisprudence	1	JD604
JD803	Gender Sensitivity, and Laws on Women and Children's Rights	2	None
	TOTAL	5	

Section 10. Course Specifications. The following are the optional codes for each subject, course titles, prescribed unit weights, and course description of the mandated core courses:

CODE	TITLE	UNITS	DESCRIPTION
JD101	Philosophy of Law	2	A study of the historical roots of law from Roman times, the schools of legal thought that spurred the growth and development of law, and the primordial purpose of law and legal education. <i>No prerequisite course.</i>
JD102	Statutory Construction	2	A course that explores the use and force of statutes and the principles and methods of their construction and interpretation. The course also includes a discussion on the language of the law, and the interpretation and effectivity of laws as provided under the Civil Code.

			<i>No prerequisite course.</i>
JD103	Legal Research and Writing	2	<p>The course introduces the structures to the methodology of legal research and the preparation of legal opinions, memoranda, or expository or critical paper on any subject approved by the law faculty member. It also includes legal writing technique and style; it involves applied legal bibliography, case digesting and reporting analysis, and legal reasoning. The course also provides an overview of legal communications.</p> <p><i>No prerequisite course.</i></p>
JD104	Legal Forms	2	<p>The course links knowledge and application on the various legal documents and forms used in practice, pleading and procedure, as well as in conveyancing. It also includes various forms specifically used for commercial transactions.</p> <p><i>No prerequisite course.</i></p>
JD105	Clinical Legal Education	2	<p>The course introduces students to a limited practice of law as required under Rule 138-A of the Rules of Court, including the ethical considerations of lawyering. It may cover, depending on the certification level of law student practitioners, court appearances, drafting and submission of pleadings and documents before trial and appellate courts and quasi-judicial and administrative bodies. It also covers assisting in mediation and other modes of alternative or appropriate dispute resolution, legal counselling and advice, and such other activities as may designed under the Clinical Legal Education Program of the LEI's law clinic. The course also includes apprenticeship, externship and internship programs.</p> <p>The course may be offered at any year beginning the first semester of Year 2.</p> <p><i>No prerequisite course.</i></p>
JD201	Basic Legal and Judicial Ethics	3	<p>This course focuses on the canons of legal ethics, pertinent provisions of laws and rules on norms of conduct, and other similar principles involving the duties and responsibilities of the lawyer and law student practitioners with respect to the public or society, the Bar or legal profession, the Courts</p>

			<p>and the client. The course also covers the ethical norms of conduct for the members of the judiciary, whether judicial or non-judicial.</p> <p>This course is an enhancement of the previous Basic Legal Ethics course.</p> <p><i>No prerequisite course.</i></p>
JD202	Legal and Judicial Ethics and Practical Exercises Review and Integration	2	<p>A review course intended for bar examinees focusing on problem areas and advanced topics in legal and judicial ethics, as well as related jurisprudence. The course also centers on problem solving through application of the legal canons. It also provides survey and review of key legal forms and memoranda. More importantly, the course provides integration of key principles, and discussion of updates on jurisprudence and trends as may be projected to be covered in the bar examinations.</p> <p><i>Prerequisites: Legal Forms, and Basic Legal and Judicial Ethics</i></p>
JD301	Constitutional Law I	4	<p>Alternatively entitled as <i>Foundations and Principles of the Philippine State</i>, it entails a survey and evaluation of basic political foundations of the structure of the Philippine Government, and the policies, principles and powers of the Philippine state. The course also covers all other constitutional provisions except those covered in Constitutional Law II.</p> <p><i>No prerequisite course.</i></p>
JD302	Constitutional Law II	3	<p>Alternatively entitled as <i>Constitutional and Human Rights</i>, it is a comprehensive study of the Bill of Rights, other constitutional rights and judicial review of the acts affecting them. The course also emphasizes the importance of gender and child sensitivity under the equal protection clause and in the aspects of protecting, defending and redressing violations of human rights in the Philippines.</p> <p><i>No prerequisite course.</i></p>
JD303	Administrative Law and Law on Public Officers	2	<p>The course will survey the interplay of key laws that deal with public office and civil service covering the basic principles and doctrines governing administrative agencies,</p>

			and the essential standards and rules applicable to public servants. <i>Prerequisite: Constitutional Law I</i>
JD304	Election Laws	1	The course covers the laws regulating the conduct of elections, and the law on preproclamation contests and election protests, and as well as related jurisprudence. <i>Prerequisite: Constitutional Law I</i>
JD305	Laws on Local Governments	2	This is a study of the general principles governing local governments. The course also covers the laws affecting the creation, organization and government of provinces, cities, municipalities, municipal districts, and barangays; the scope and application of the powers of municipal corporations, including municipal ordinances, contracts, liabilities, and enterprises; as well as the laws on autonomous regions, and the National Capital Region. <i>Prerequisite: Constitutional Law I</i>
JD306	Public International Law	3	A study of the general principles of international law and an overview of the legal principles governing international relations based, among others, on the United Nations Charter, treaty law, the doctrines of well-known and recognized publicists, and the decisions of international tribunals and bodies. <i>Prerequisite: Constitutional Law I</i>
JD307	Political and International Law Review and Integration	5	A review course intended for bar examinees focusing on constitutional law, including political law, administrative law, electoral laws and related subjects. More importantly, the course provides integration of key principles, and discussion of important updates on jurisprudence and trends as may be projected to be covered in the bar examinations. <i>Prerequisites: Constitutional Law I and II, Administrative Law and Law on Public Officers, Election Laws, Laws on Local Government, and Public International Law</i>
JD308	Environmental and Natural Resources Law	2	A study of the constitutional provisions, international conventions, and special laws protecting the environment and the ecosystem.

			<p>The study includes existing laws governing the use and disposition of natural resources, as well as prevailing rules that are geared towards stemming climate change.</p> <p><i>No prerequisite course.</i></p>
JD401	Criminal Law I	3	<p>Alternatively entitled as <i>Foundations and Principles of Criminal Law</i>, it is a detailed examination into the characteristics of criminal law, the nature of felonies, stages of execution, circumstances affecting criminal liability, persons criminally liable; the extent and extinction of criminal liability as well as the understanding of penalties in criminal law, their nature and theories, classes, crimes, habitual delinquency, juvenile delinquency, the Indeterminate Sentence Law and the Probation Law.</p> <p>The course covers Articles 1-113 of the Revised Penal Code and related laws.</p> <p><i>No prerequisite course.</i></p>
JD402	Criminal Law II	4	<p>Alternatively entitled as <i>Crimes and Penalties</i>, it is a study of the important felonies penalized in Book II of the Revised Penal Code as amended, and the important and common crimes found in special penal laws, their nature, elements and corresponding penalties.</p> <p>The course is an enhancement of the previous Criminal Law II course.</p> <p><i>Prerequisite: Criminal Law I</i></p>
JD403	Criminal Law Review and Integration	3	<p>A review course intended for bar examinees focusing on criminal laws, important and common special penal laws and related jurisprudence. More importantly, the course provides integration of key principles, and discussion of important updates on jurisprudence and trends as may be projected to be covered in the bar examinations.</p> <p><i>Prerequisites: Criminal Law I and II</i></p>
JD501	Persons and Family Law	3	<p>A basic course on the law of persons and the family that first examines the effect and application of laws, and then proceeds to deal with the legal norms affecting civil personality, marriage, property relations between husband</p>

			<p>and wife, legal separation, the matrimonial regimes of absolute community, conjugal partnership of gains, and complete separation of property; paternity and filiation, adoption, guardianship, support, parental authority, surnames, absence and emancipation.</p> <p><i>No prerequisite course.</i></p>
JD502	Obligations and Contracts	5	<p>An in-depth study of the nature, kinds and effect of obligations and their extinguishment; contracts in general, their requisites, form and interpretation; defective contracts, quasi contracts, natural obligations, and estoppel. The course also covers civil code provisions on Sales as a special contract; the application of provisions of contracts and obligations in contract of sales and the special rules under Art.1458-1637 which are applicable to sales only.</p> <p>The course is an enhancement of the previous Obligations and Contracts course through the integration of the basics of the law on sales.</p> <p><i>No prerequisite course.</i></p>
JD503	Property and Land Law	4	<p>A course offering the study and analysis of the basic laws on property, including different classification of property and the modes of acquiring ownership. The course also covers the important principles governing titles and registration of real property under the Public Land Act.</p> <p>The course also integrates the key principles, discussion of important updates and trends and the relevant legal forms.</p> <p>The course is an integration of the previous Property, and Land Titles and Deeds courses.</p> <p><i>No prerequisite course.</i></p>
JD504	Basic Succession Law	2	<p>The course covers the introduction to the law on Succession, which focus on the examination and analysis of the basic and key provisions of the law on testate and intestate succession. The course also takes up the basic rules of procedure on the settlement and administration of the estate of deceased persons.</p>

			<p>The course integrates the key principles, discussion of important updates and trends and the relevant legal forms for the course.</p> <p><i>Prerequisite: Persons and Family Law</i></p>
JD505	Torts and Damages	2	<p>The course focus on the analysis of the law on quasi-delicts as well as the nature, classes and extent of damages. It includes discussions on the principle of Abuse of Rights under the civil code provisions on Human Relations.</p> <p>The course explicitly integrates medical jurisprudence.</p> <p><i>Prerequisite: Obligations and Contracts</i></p>
JD506	Private International Law	2	<p>A course dealing with legal transactions with emphasis on the choice of law, including problems on jurisdiction and the recognition and enforcement of foreign judgments.</p> <p><i>Prerequisites: Persons and Family Law, Obligations and Contracts, Agency, Trust and Partnership Law, Corporation and Basic Securities Law, Labor Law and Social Legislation, Basic Succession Law, Property and Land Law, Commercial Laws I, and Basic Taxation Law</i></p>
JD507	Civil Law Review and Integration	6	<p>A review course intended for bar examinees focusing on civil law, including persons and family law, obligations and contracts, basic succession, laws on property and titles, private international law, torts and related subjects. More importantly, the course provides integration of key principles, and discussion of important updates on jurisprudence and trends as may be projected to be covered in the bar examinations.</p> <p><i>Prerequisites: Persons and Family Law, Obligations and Contracts, Property and Land Law, Basic Succession Law, Torts and Damages, and Private International Law</i></p>
JD601	Criminal Procedure	3	<p>A study of the procedural rules governing the investigation, trial, and disposition of criminal cases in court, including jurisdiction of courts in criminal cases and independent civil actions.</p>

			<p>The course also develops familiarity with relevant legal forms.</p> <p>The course explicitly integrates medical jurisprudence.</p> <p><i>No prerequisite course.</i></p>
JD602	Civil Procedure I	3	<p>A study on the interplay of procedural laws in the resolution of civil disputes, with an in-depth focus on the jurisdiction in civil actions, Rules 1 to 39 of the 1997 Rules of Court as amended, and small claims. The course also includes discussion of appropriate modes of dispute resolution such as mediation, barangay conciliation and the like. The study of the rules is supplemented by a study of applicable jurisprudence. The course also develops familiarity with relevant legal forms.</p> <p><i>No prerequisite course.</i></p>
JD603	Civil Procedure II	3	<p>A study on the interplay of procedural laws in the resolution of civil disputes, with an in-depth focus on Rules 40 to 71 of the 1997 Rules of Court as amended, including Provisional Remedies. The study of the rules is supplemented by a study of applicable jurisprudence. The course also develops familiarity with relevant legal forms.</p> <p><i>Prerequisite: Civil Procedure I</i></p>
JD604	Evidence	3	<p>A course which looks into the rules of presentation, admissibility, and weight and sufficiency of evidence, including burden of proof and presumption. It also covers medical jurisprudence on forensic and evidence gathering. The course also develops familiarity with relevant legal forms.</p> <p><i>Prerequisites: Criminal Procedure, and, Civil Procedure I and II</i></p>
JD605	Special Rules and Proceedings	3	<p>A study of Rules 72-109 of the Revised Rules of Court dealing with the procedural rules on the settlement of estate, will, letters testamentary and administration, escheats, guardianship, appointment of trustees, adoption, change of name, cancellation and correction of entries in the Civil Registry and appeals on special proceedings and the special rules under the Family Code on special</p>

			<p>proceedings. The course similarly surveys important special rules outside of the rules of court such as those in environmental and commercial cases. The course also develops familiarity with relevant legal forms.</p> <p><i>Prerequisite: Basic Succession Law</i></p>
JD606	Remedial Law Review and Integration	6	<p>A review course intended for bar examinees focusing on remedial laws, particularly those found under the Rules of Court, and related statutes, other sources of procedural law, as well as relevant jurisprudence. More importantly, the course provides integration of key principles, and discussion of important updates on jurisprudence and trends as may be projected to be covered in the bar examinations.</p> <p><i>Prerequisite: Criminal Procedure, Civil Procedure I and II, Evidence, and Special Rules and Proceedings</i></p>
JD607	Medical Jurisprudence	1	<p>The course provides an overview of the principles relating to medico-legal cases, including the procedure of presenting and examining a medical expert witness.</p> <p><i>Prerequisite course: Evidence</i></p>
JD701	Agency, Trust and Partnership Law	2	<p>A course focusing on important provisions of the Civil Code on Agency (Title X), Partnership (Title IX) and Trusts (Title V).</p> <p><i>Prerequisite: Obligations and Contracts</i></p>
JD702	Corporation and Basic Securities Law	3	<p>A study of the key principles governing private corporations, including foreign corporations and the concept of doing business in the Philippines as found in the Corporation Code and other special laws. The course also includes an analysis of the applicable common law and commercial principles underlying the various relationships in the corporate setting, including joint ventures, with emphasis on the corporation being a medium for business enterprise and a means of providing for the equity investment market.</p> <p>The course includes the study of the basic and pertinent provisions of the Securities Regulation Code.</p>

			<i>Prerequisite: Obligations and Contracts</i>
JD703	Commercial Laws I	3	<p>A survey of the important principles and concepts of basic laws on commercial transactions, with a particular focus on Civil Code provisions on loans, mortgages, pledges and guaranty, and similar credit transactions, as amended by the Personal Property Securities Act. Additionally, the course integrates discussion on relevant provisions of laws on banking, negotiable instruments and financial rehabilitation.</p> <p><i>Prerequisite: Obligations and Contracts, and Corporation and Basic Securities Law</i></p>
JD704	Commercial Laws II	4	<p>A survey of emerging and relevant commercial laws dealing with public interest, including Transportation Law, Insurance Law, Intellectual Property Code, Competition Act, and Data Privacy Act.</p> <p><i>Prerequisite: Obligations and Contracts, and Corporation and Basic Securities Law</i></p>
JD705	Commercial Law Review and Integration	5	<p>A review course intended for bar examinees focusing on commercial laws and related jurisprudence. More importantly, the course provides integration of key principles, and discussion of important updates on jurisprudence and trends as may be projected to be covered in the bar examinations.</p> <p><i>Prerequisites: Agency, Trust and Partnership Law, Corporation and Basic Securities Law, and, Commercial Laws I and II</i></p>
JD801	Labor Law and Social Legislation	4	<p>A study of social legislation laws with a particular focus on labor rights and welfare. The course also touches on important provisions and jurisprudence on labor standards and relations under the Labor Code and special laws, as well as an introduction in the Rules of Procedure of the National Labor Relations Commission.</p> <p>The course also surveys social justice legislation to highlight the special protections for vulnerable sectors, key principles of</p>

			<p>agrarian reform laws, and welfare laws such as SSS and GSIS laws.</p> <p>The course is an integration of the previous Labor Law I, Labor Law II and Agrarian Law and Social Legislation courses.</p> <p><i>Prerequisite: Constitutional Law II</i></p>
JD802	Labor Law Review and Integration	3	<p>A review course intended for bar examinees focusing on labor laws, social legislation and related jurisprudence. More importantly, the course provides integration of key principles, and discussion of important updates on jurisprudence and trends as may be projected to be covered in the bar examinations.</p> <p><i>Prerequisite: Labor Law and Social Legislation</i></p>
JD803	Gender Sensitivity, and Laws on Women and Children's Rights	2	<p>The course seeks to provide students with a keen understanding of gender and child sensitivity and equality and non-discrimination. Feminist legal theories and international instruments relating to women's and children's rights will be examined and analyzed. The course also introduces the students to the legal framework of protection for women and children, and the psycho-social dimensions of handling their cases. Focus will also be given on institutions that create, maintain and perpetuate gender inequalities and child abuse, in particular the legal framework and how it contributes to the institutionalization of gender differences. Special issues and concerns, such as rights of indigenous women and children, violence against women and children, sexual harassment and human trafficking, will be highlighted to provide illustrations of how discrimination and abuse occur.</p> <p><i>No prerequisite course.</i></p>
JD901	Basic Taxation Law	3	<p>The course covers the constitutional aspects of taxation, and general principles of income, transfer and local taxation. The course also provides a general survey of concepts and principles underlying the key taxes provided in the National Internal Revenue Code, as amended.</p>

			<i>Prerequisite: Constitutional Law I</i>
JD902	Taxation Law Review and Integration	3	A review course intended for bar examinees focusing on taxation laws and related jurisprudence. More importantly, the course provides integration of key principles, and discussion of important updates on jurisprudence and trends as may be projected to be covered in the bar examinations.
			<i>Prerequisite: Basic Taxation Law</i>

Section 11. Electives.

- a. LEIs may introduce new electives without the approval of the LEB; provided that the LEI shall submit a written report to the LEB within 30 days before the start of the academic year regarding the electives offered, the number of units per elective, and when these will be offered. The LEB shall duly acknowledge the report within three (3) working days from receipt. The LEI shall likewise inform the students about the LEB acknowledgement through an advisory posted in the school's bulletin board. Furthermore, the LEI shall indicate in the student's enrollment form that the LEB has acknowledged the receipt of the report on the electives.
- b. Failure to submit this report shall result in the non-recognition of the electives offered by the LEI which shall bear the consequences of the non-recognition. Students who enrolled in these electives in good faith shall not be prejudiced by the non-recognition of the electives.

Section 12. Schedule and Sequence. The revised model curriculum shall be offered for a period of at least four (4) academic years up to the maximum residency as may be determined by the LEI, following the recommended schedule and sequence of courses outlined below:

*Juris Doctor Program
135 units*

First Term			YEAR I			Second Term		
COURSE	UNIT	PREREQUISITE	COURSE	UNIT	PREREQUISITE	COURSE	UNIT	PREREQUISITE
Philosophy of Law	2	None	Legal Research and Writing	2	None	Constitutional Law II	3	None
Statutory Construction	2	None	Criminal Law II	4	Criminal Law I	Obligations and Contracts	5	None
Basic Legal and Judicial Ethics	3	None	Civil Procedure I	3	None			
Constitutional Law I	4	None	Subtotal	17		Subtotal	17	
Criminal Law I	3	None						
Criminal Procedure	3	None						
First Term			YEAR 2			Second Term		
Public International Law	3	Constitutional Law I	Administrative Law and Law on Public Officers	2	Constitutional Law I	Property and Land Law	4	None
Persons and Family Law	3	None	Basic Succession Law	2	Persons and Family Law			
Civil Procedure II	3	Civil Procedure I						

Agency, Trust and Partnership Law	2	Obligations and Contracts	Evidence	3	Criminal Procedure, and Civil Procedure I and II
Corporation and Basic Securities Law	3	Obligations and Contracts	Commercial Laws I	3	Obligations and Contracts, and Corporation and Basic Securities Law
Labor Law and Social Legislation	4	Constitutional Law II	Basic Taxation Law	3	Constitutional Law I
Clinical Legal Education*	2	None			
Subtotal	20		Subtotal	17	
First Term		YEAR 3		Second Term	
Laws on Local Government	2	Constitutional Law I	Election Laws	1	Constitutional Law I
Environmental and Natural Resources Law	2	None	Medical Jurisprudence	1	Evidence
Torts and Damages	2	Obligations and Contracts	Gender Sensitivity and Laws on Women and Children's Rights	2	None
Private International Law	2	Persons and Family Law, Obligations and Contracts, Property and Land Law, Basic Succession Law, Agency, Trust and Partnership Law, Corporation and Basic Securities Law, Commercial Laws I, Labor Law and Social Legislation, and Basic Taxation Law	Electives	10	As applicable
Special Rules and Proceedings	3	Basic Succession Law			
Commercial Laws II	4	Obligations and Contracts, and Corporation and Basic Securities Law			
Legal Forms	2	None			
Subtotal	17		Subtotal	14	
First Term		YEAR 4		Second Term	
Political and International Law Review and Integration	5	Constitutional Law I and II, Administrative Law and Law on Public Officers, Election Laws, Laws on Local Government, and Public International Law	Legal and Judicial Ethics and Practical Exercises Review and Integration	2	Basic Legal and Judicial Ethics, and Legal Forms
Civil Law Review and Integration	6	Obligations and Contracts, Persons and Family Law, Basic Succession Law, Property and Land Law, Torts and Damages, and Private International Law	Remedial Law Review and Integration	6	Criminal Procedure, Civil Procedure I and II, Evidence, and Special Rules and Proceedings
Criminal Law Review and Integration	3	Criminal Law I, Criminal Law II	Commercial Law Review and Integration	5	Commercial Laws I, and II, Agency,

					Trust and Partnership, and Corporation and Basic Securities Law
Labor Law Review and Integration	3	Labor Law and Social Legislation	Taxation Law Review and Integration	3	Basic Taxation Law
	Subtotal	17		Subtotal	16

**The mandated CLE course may be offered at any year level of study starting on the first term of Year 2.*

Section 13. Clinical Legal Education.

- a. The clinical legal education (CLE) program shall be offered by LEIs, based on their own design, in line with the Supreme Court requirements under Revised Rule 138-A to qualify for the bar examinations.
- b. The mandated CLE course (JD105) with a weight of two (2) units shall be considered as minimum curricular compliance, without prejudice to the offering of additional and enhanced clinical courses based on the LEI's discretion. Electives may also be offered as enhancement courses of the CLE course, cognizant of the twin benefits of experiential education of allowing students to learn the law while serving their community and country.
- c. The mandated CLE course (JD105) may be offered at any year level of study starting on the first term of Year 2.
- d. A single CLE course may also be accomplished in two or more terms at the option of the LEI in which case the total number of units shall be divided among the applicable terms.

Section 14. Drafting and Use of Legal Documents and Forms.

- a. Law students shall be trained in the drafting and use of legal documents and forms. Such training shall be integrated in the teaching of substantive law courses such as Basic Succession Law, and Corporation and Basic Securities Law, etc.
- b. Law students shall also be trained in the preparation and use of common and important legal forms in litigation and judicial processes. The training shall be explicitly integrated in the teaching of the procedural law courses such as Criminal and Civil Procedure.

Section 15. Medical Jurisprudence.

- a. In line with the requirements of the Supreme Court for a law student to qualify for the bar examinations, the topic of medical jurisprudence shall be taught in the law curriculum as a mandated non-core course.
- b. Under the revised model curriculum, relevant elements of medical jurisprudence shall also be expressly integrated in the mandated core courses like Criminal Procedure (JD601), Evidence (JD604), and, Torts and Damages (JD505), without prejudice to the academic freedom of LEIs to further enhance their offerings.

Section 16. Enhancement and Tracks.

- a. Subject to the reasonable exercise of academic freedom, LEIs may enhance the revised model curriculum through the following options:
 1. Adding institutionally required courses;
 2. Identifying list of electives to be offered;
 3. Expanding the unit weight of courses;
 4. Expanding the course descriptions;
 5. Adding or expanding prerequisites;
 6. Determining when courses shall be offered, and in what sequence, subject only to the observance of minimum prerequisites;
 7. Determining when the CLE course shall be offered, and the number of terms it may be accomplished; or,
 8. Other similar actions in consultation with the LEB.
- b. LEIs shall not reduce the minimum number of units of the prescribed mandated core and non-core courses, the minimum total units of electives, and the minimum coverage of the course descriptions.
- c. Academic tracks aimed at developing basic specializations for students based on the academic philosophies of the LEI may also be used to enhance the revised model curriculum. The academic track shall require a minimum number of elective units to be earned by a law student upon accomplishing the academic requirements set by the LEI.
- d. LEIs may establish consortia with each other for the sole purpose of establishing joint offering of academic tracks.

Section 17. Thesis. Thesis or similar research courses may be offered by LEIs either as electives or institutionally required courses.

Section 18. Pedagogical Approaches. LEIs and the law faculty have the academic freedom to determine the manner of teaching. Pedagogical approaches that may be employed either singly or in combination with each other include:

- a. *Collaborative Approach* – This refers to a variety of educational approaches involving the sharing of ideas between and among law students and law faculty together.ⁱ It enables development of higher-level thinking, oral communication, self-management and leadership skills, and leads to exposure to and an increase in understanding of diverse perspectives. This approach allows law students to develop the value of cooperation, respect, camaraderie and tolerance.ⁱⁱ
- b. *Constructivist Approach* – This approach views law students as active constructors of meaningful knowledge. They construct knowledge rather than just passively receive information. As they experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge.ⁱⁱⁱ

- c. *Inquiry-Based Approach* – The approach emphasizes questioning, investigating, proving, probing, explaining, predicting, and establishing connection between pieces of evidence. Instead of initially discussing the doctrines and principles of law, the law faculty starts by presenting a range of scenarios, questions and problems for law students to consider for resolution and application. The approach thereby develops critical and creative thinking skills in law students.^{iv}
- d. *Integrative Approach* – This approach highlights the importance of connections and relationship of ideas and concepts between and among different disciplines. It challenges law students to discover the application of complex multidisciplinary concepts to various situations thereby expanding thinking beyond the traditional boundaries of a subject.^v
- e. *Reflective Approach* – The development of skills on what and why the law students need to learn and how to go about it is central to their academic and professional development within a discipline. It is an evidence-based, integrative, analytical, and capacity-building process that serves to generate, deepen, critique, and document learning. In particular, the student’s ability to reflect on one’s practice when confronted by a novel, unusual, or complex situation is enhanced.^{vi}

Section 19. Teaching Methodologies. Models of teaching methods^{vii} that may be adopted by the law faculty, either singly or in combination with other methods, include:

- a. *Case Method* – A system of legal teaching that focuses on studying previous case law to highlight principles and prevailing doctrines. Students are assigned to read cases before attending a class, and are usually quizzed orally during class through the Socratic method.^{viii}
- b. *Clinical Method and/or Experiential Learning* – Method of learning through applying theory in practical scenarios such as ‘on project’ experience, and may employ a coaching approach to students on the practice of real-time cases, including a feedback mechanism, and mentoring and honing of legal skills.^{ix} Closely related to service learning, the classroom may be a legal clinic where the student engages in limited practice of law essentially learning by doing, or learning through practice and reflection while serving the community.
- c. *Collaborative Method* – Law students undertake group projects and discussions where they actively participate in the learning process by interacting with each other and listening to other’s point of view. Group members negotiate tasks, roles and responsibilities. The students learn indirectly from the law faculty through constructed group work, and directly from other students.^x
- d. *Field Action Project Method* – This method involves the conduct of student projects in communities or sectors. The focus is to investigate and inquire into issues affecting the members of society, and to arrive at suggested remedial measures to solve them. This deepens the student’s understanding and appreciation of the role of law in addressing societal problems.^{xi}

- e. *Interactive Method* – A form of learning whereby law students gain practical skills as they are confronted with simulated situations, and play the role of lawyers to solve the problems. Some of the most common interactive learning methods include: role playing, simulations, moot courts, mock trials, case studies (which is different from the case law method), small group discussions, and debates.^{xii}
- f. *Lecture Method* – A traditional method where an oral presentation of information and insights is done by the law faculty. The students are exposed to the reading, research, and experiences of the lecturer. This provides the student with substantive knowledge and understanding to develop their own perception and application of the law.
- g. *Problem Method* – A method which uses hypothetical fact situations as the center piece for student analysis and discussions. The problems typically present plausible situations of varying detail and complexity. Law students then select a course of conduct, or predict a court’s decision based on a variety of legal and other materials either provided to the students or readily available to them. The students are enabled to identify issues and applicable doctrines in the resolution of problems presented.^{xiii}
- h. *Research Method* – Refers to the adoption of legal research tasks to enhance learning. This method highlights different dimensions and tools of doctrinal legal research utilizing either quantitative or qualitative approach, as well as non-doctrinal legal research or socio-legal research. The law students are able to produce quality research, and develop writing and analytical skills, and a better understanding of the law as it applies to various issues that may confront them in the future.^{xiv}
- i. *Seminar Method* – This approach involves structured group discussion based on paper presentations by students on specific themes. The participants in a seminar learn from the discussion, and develop analytical skills, facility of expression, and articulation of thoughts about the presentation.^{xv}
- j. *Socratic Method* – The law faculty utilizes this method of teaching by posing questions to elicit understanding by the law students of legal concepts and principles. This method encourages students to come up with different ways of framing an argument, and develops critical thinking and proper application of legal principles and doctrines to new set of facts.^{xvi}

In the implementation of any teaching methodology, law professors and students must promote gender sensitivity in the classroom, and prevent discrimination on the basis of gender.

Section 20. Foundations for pedagogical methods. The following are some of the considerations in the selection of effective teaching strategies for the revised model curriculum:

- a. *Absorptive capacity* – This refers to the acquisition of a clear and accurate perception, a complete knowledge, a strong, tenacious grasp of unchangeable principles of law, its details, consequences, and application to human affairs.^{xvii}
- b. *Integration of ethics in every subject* – Inclusion of ethical considerations in the discussion of legal principles and cases; it emphasizes the proper moral choices that would-be lawyers make when faced with ethical dilemmas. It may include a discussion on choices made by society for the delivery of legal services and the socio-economic pressures which can shape the behavior of legal professionals.^{xviii}
- c. *Mental wellness* – This should address the development of a broad range of skills including time management, stress management, resilience and emotional intelligence. Learning may incorporate appropriate self-management techniques including the ability to learn and work independently, and make use of feedback as appropriate, to support personal and professional development.^{xix}
- d. *Learning time/contact vs non-contact hours* – There should be a balance of contact hours with non-contact hours. Contact hours entail discussion, guidance, and transfer of skills, which takes place in the presence of a law faculty member, and is intended for over-all instruction. Non-contact hours are individual or largely student-led learning utilizing resources judiciously chosen to support training, practice, and development of personal skills and competencies.^{xx}
- e. *Flexible learning* – An approach to legal education that takes into account a wide range of delivery modes considering the appropriate learning environment needs.
- f. *Leveraging technology* – Emphasis on the adoption of state-of-the-art technologies in the study and application of the law, particularly data security, and legal, financial and critical aspects of technology to facilitate the application of a holistic view of the law.^{xxi}

Section 21. Methods of assessment and feedback. Building on the academic freedom of LEIs and the law faculty, the following principles and methods of assessment and feedback^{xxii} shall be encouraged:

- a. Assessments are tools used to obtain and document information about student achievement, skills, and ability. Assessments determine whether students have achieved the desired competencies and intended learning outcomes, as well as provide feedback on how they can improve their learning skills.
- b. Assessment methods and requirements influence how and what students learn. Prompt feedback from the law faculty is a critical step in the learning loop which enables students to reflect on what they have learned and what they need to improve on, thereby enhancing the learning experience and improving student performance.
- c. Types of assessments.

1. *Formative (non-graded) assessments* — Also known as “assessments for learning”, formative assessments aid learning by providing feedback to students and the law faculty on student learning. They are not directly used to assign grades or rank students. Examples include practice problems and self-graded quizzes.
 2. *Summative (graded) assessments* — Also known as “assessments of learning”, summative assessments assign grades or otherwise indicate the extent to which students have achieved the intended course learning outcomes. Summative assessments usually take place once, at the end of the semester, usually in the form of final exams.
 3. *Formative-summative assessments* — These are graded assessments administered prior to the end of the semester that provide feedback to students regarding their progress and help them improve their performance. Examples include graded quizzes and midterm exams.
 4. *Performance assessments* — These are assessments that measure students’ ability to perform a task.
 5. *Cognitive assessments* — These are assessments that test the acquisition of applicable knowledge of substantive law.
 6. *Norm-referenced assessments* — These are assessments that evaluate student performance in relation to the performance of all the students in the class, where students are graded based on a statistical curve.
 7. *Criterion-referenced assessments* — These are assessments that evaluate student performance in relation to specific standards or objective criteria.
- d. Law faculty must strive to ensure that their assessment methods are constructively aligned with their intended course learning outcomes, course content, and teaching methods. They are also encouraged to use formative assessments as the primary form of assessment, use multiple methods to assess student learning, and ensure that their assessment methods are criterion-referenced, valid, reliable, and fair.

Section 22. Implementation.

- a. The revised model curriculum may be implemented beginning the Academic Year 2021–2022 at the option of the LEI.
- b. Beginning Academic Year 2022-2023, the revised model curriculum shall be mandatory for all LEB accredited LEIs.
- c. The revised model curriculum shall apply only to newly admitted students at the time of its implementation; provided that, existing students under the former model curriculum may, with LEB approval and upon recommendation of the LEI, enroll under the revised model curriculum; provided further that, these enrollees

shall be allowed to graduate not earlier than the Academic Year 2024-2025; provided finally that, LEB's approval shall be subject to such rules and guidelines it may issue later with regard to equivalence of courses or credit units between the former model curriculum and the revised model curriculum.

Section 23. Application.

- a. LEIs optionally adopting the revised model curriculum shall submit the following:
 1. Application Letter signed by the Dean;
 2. List of the LEI's Mandated Core and Non-Core Courses, Elective Courses, and Institutionally Required Courses;
 3. The Curriculum Outline showing the revised model curriculum, as optionally enhanced by the LEI;
 4. In cases of enhancements and academic tracks, brief write up explaining the enhancements; and,
 5. Other relevant information such as pedagogical approaches, teaching methodologies and methods of assessment and feedback that will be adopted by the LEI.
- b. In preparation for the mandatory implementation of the revised model curriculum, all LEIs shall submit the documents listed in the foregoing paragraph before the end of the Academic Year 2021-2022.

Section 24. Repealing clause.

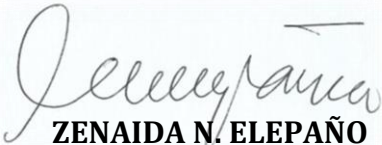
- a. The Model Curriculum of the basic law program under LEBMO No. 1 is repealed in so far as it is inconsistent with the provisions of this Memorandum Order.
- b. LEBMO No. 14 is likewise repealed.

Section 25. Separability clause. If any part of this LEBMO is declared invalid or unconstitutional, all other provisions shall remain valid and effective.

Section 26. Effectivity. This LEBMO shall become effective 15 days after its publication in a newspaper of general circulation and deposit in the National Administrative Register of the University of the Philippines Law Center.

Issued under the seal of the Legal Education Board this 30th day of June, 2021 in Quezon City.

Approved:


ZENAIDA N. ELEPAÑO
OIC Chairperson



JOSEFE C. SORRERA-TY
Member



ABELARDO T. DOMONDON
Member



CATHERINE P. PEDROSA
Member

ⁱ Smith, B. L., & MacGregor, J. T. (n.d.) quoted in *Active and Collaborative Learning*. Teaching and Learning Transformation Center, University of Maryland, USA. <https://tltc.umd.edu/active-and-collaborative-learning>.

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^x See Note vii

^{xi} Ibid

^{xii} Ibid

^{xiii} Ibid

^{xiv} Ibid

^{xv} Ibid

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