



POLICY TITLE: Curriculum Development and Revision Policy

POLICY CATEGORY: ACADEMIC

POLICY NUMBER:

POLICY OWNER: Provost / Vice-President Academic

POLICY APPROVER: Board of Governors

APPROVAL DATE: 12/3/2025

EFFECTIVE DATE: 9/1/2026

REVIEW PERIOD: Every 5 Years

REVIEWED: N/A Click or tap to enter a date.

REVISED: N/A Click or tap to enter a date.

1. Purpose

George Brown Polytechnic's Curriculum Development and Revision policy ensures that program and course offerings contribute to an inclusive, equitable, consistent, high-quality learner experience, align course and program offerings with George Brown Polytechnic's values and strategic vision while supporting our community by designing courses and programs that meet established quality standards and prepare graduates for success in current and future workplaces. George Brown is committed to continuous improvement to maintain the relevance and currency of course and program offerings while ensuring compliance with the Ministry of Colleges, Universities, Research Excellence and Security (MCURES); Credential Validation Services (CVS); Post-Secondary Education Quality Assessment Board (PEQAB); and other accreditation and regulatory requirements.

2. Scope

This policy applies to all credit and non-credit programs and courses offered at George Brown Polytechnic, including micro-credentials, certificates, diploma, degree and graduate programs. It is relevant to faculty and administrative teams involved in program and course design and delivery.

3. Definition of Terms

Accommodation: Accommodations are intended to offer students an equitable opportunity to meet essential program and course requirements. Accommodations are based on the specific nature of student need and academic program requirements. They do not modify curriculum or course objectives or change a program's core requirements.

Authentic Assessment: A model of evaluation that requires students to perform tasks that align with sector, industry, community and professional partner practices to demonstrate meaningful application of the expected knowledge and skills.

Competency-Based Learning Outcomes: Clear statements that specify the applied skills and tasks to successfully perform in sector, industry, community and professional contexts.

Corequisite Courses: George Brown programs may designate that certain courses or practical experiences must be taken at the same time to support student learning in a program. If a student is unsuccessful in a co-requisite course, the student may be required to repeat both courses and/or practical experiences. It is the student's responsibility to ensure that they are registered in and complete all appropriate co-requisite courses.

Course Learning Outcomes: Clear statements that specify the knowledge, skills, and abilities that students are expected to demonstrate by the successful completion of a course. Course learning outcomes must align with program learning outcomes.

Credential Validation Service: The Credential Validation Service (CVS) provides validation of programs of instruction to the colleges, ensuring consistency with the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) Binding Policy Directive, Framework for Programs of Instruction.

Ministry of Colleges, Universities, Research Excellence and Security (MCURES/ the Ministry): The Ministry is responsible for the administration of laws relating to education and skills training. For more information go to the Ministry Website.

Ontario Credentials Framework: The Post-secondary Education Choice and Excellence Act, 2000, introduced the first qualifications framework in Canada. It details a full range of postsecondary credentials including apprenticeship certificates.

Prerequisite Courses: George Brown programs may designate courses as prerequisites. These courses are designed to be completed in a specific sequence. These sequences are designed to support student learning in the program. It is the student's responsibility to ensure that they are registered in and complete all appropriate prerequisite courses.

Prior Learning Assessment and Recognition (PLAR): PLAR is a process that gives students the opportunity to obtain academic credit for one or more courses in a certificate, micro-credential, advanced diploma, diploma or degree program through the demonstration of the previous acquisition of the necessary skills and knowledge through life experiences. This may include work, training, independent study, and volunteering.

Program Learning Outcomes: Statements that specify the knowledge, skills, and abilities that students are expected to demonstrate by the completion of an educational credential. In vocational programs, Vocational Learning Outcomes (VLOs) define the specific skills and knowledge students are expected to demonstrate prior to successful program completion.

Policy: A statement of basic principles, rules, regulations and/or guidelines, developed and enforced to direct and/or limit actions and activities.

Procedure: The operational processes required to implement policy, to be provided as a clear sequence of instructions to be followed.

Program: An approved combination of courses in a subject area(s) that fulfils the requirements for a degree, advanced diploma, diploma, or certificate.

Universal Design for Learning (UDL): An educational framework for improving and optimizing teaching and learning grounded in scientific research regarding the variability of learners and diversity in learning.

4. Policy

Program Design Principles

- 4.1. Programs must meet all applicable requirements of governing and regulatory bodies, including the Ministry of Colleges, Universities, Research Excellence and Security (MCURES); Ontario Qualifications Framework (OQF); Credential Validation Services (CVS); Post-Secondary Education Quality Assessment Board (PEQAB); Industry and/or profession-specific accreditation bodies (e.g., College of Nurses of Ontario, Financial Services Regulatory Authority of Ontario)
- 4.2. George Brown programs ensure alignment with competency-based education through the provision of:
 - 4.2.1 Learning offerings aligned with Program Learning Outcomes (PLO).
 - 4.2.2 Embedded research competencies and methodologies that are aligned to industry / sectors.
 - 4.2.3 Supporting workplace readiness through experiential learning opportunities.
- 4.3. In alignment with George Brown's commitment to upholding the Accessibility for Ontarians with Disabilities Act (AODA), as well as Universal Design for Learning (UDL) principles, programs and courses are designed to remove barriers to admission, participation, progression, and completion. In support of accessibility principles, programs and courses prioritize:
 - 4.3.1. A commitment to no-cost learning materials—wherever possible and appropriate—including, but not limited to, materials provided by the Library Learning Commons and Open Educational Resources (OER).
- 4.4. When possible, credential laddering and pathways are created to promote learners' advancement to higher-level credentials with the intent to reduce barriers.
- 4.5. In alignment with George Brown's Equity and Belonging Statement, all programs and courses prioritize:
 - 4.5.1. Learning resources and material that include diverse perspectives and voices.
- 4.6. All programs, including micro credentials, will establish and maintain strong connections with sector, industry, community and professional partners by:
 - 4.6.1. Engaging industry partners in the Program Advisory Committee or Program Development Advisory Committees [See [GBP PAC policy](#)],
 - 4.6.2. Establishing outcomes, learning experiences, assessments, and problem solving focused on sector, industry, community and professional competencies and professional standards.

Course Design Principles

- 4.7. In support of George Brown's commitment, course offerings contribute to an inclusive, equitable, consistent, high-quality learner experience.
- 4.8. All George Brown courses will:
 - 4.8.1. Be designed with clear introductions to the course purpose, structure, and expectations.
 - 4.8.2. Scaffold learning tasks to support the development of sector, industry, community and professional competencies.
 - 4.8.3. Integrate technology to simulate sector, industry, community and professional environment tasks, and/or scenarios.
 - 4.8.4. Provide multiple access points for learner engagement.
 - 4.8.5. Articulate pre- and co-requisite requirements.
 - 4.8.6. Maximize access by removing enrolment restrictions such as pre- and co-requisite requirements wherever possible.
 - 4.8.7. Offer multiple ways for learners to acquire and demonstrate learning outcomes and competencies, in support of an inclusive learning environment that supports the varied needs and abilities of all students, including direction for students on how to contact Accessible Learning Services (ALS) and Work Integrated Learning (WIL) Accessible Learning Services (ALS).
 - 4.8.8. Meet AODA standards for accessibility.
 - 4.8.9. Include explicit expectations for:
 - 4.8.9.1. student engagement, including guidelines on professional communication.
 - 4.8.9.2. academic integrity including the use of Generative AI in alignment with George Brown's Academic Integrity policy.
 - 4.8.9.3. technology requirements, including providing access instructions for any unique technology requirements in both the course outline and the Learning Management System.
 - 4.8.9.4. the provision of Prior Learning and Assessment (PLAR) options based on the PLAR Policy.
- 4.9. Learning Outcomes in each course / module must:
 - 4.9.1. Explicitly align course learning outcomes with program learning outcomes and accreditation standards (where applicable), while ensuring they reflect sector practices.
 - 4.9.2. Simulate and reinforce the development of sector, industry, community and professional competencies.
 - 4.9.3. Engage learners in authentic tasks that develop sector, industry, community and professional tasks.

- 4.9.4. Establish observable and measurable competencies with clear assessment criteria that align to George Brown's Assessment of Student Learning Policy.
- 4.10. Course offerings will be structured into meaningful learning units / modules, where relevant and possible, by:
 - 4.10.1. Designing modules that indicate specific competency acquisition.
 - 4.10.2. Designing modules to function as stand-alone learning experiences, when applicable.
- 4.11. All course assessments will be designed to:
 - 4.11.1. Align with authentic sector, industry, community and professional competencies.
 - 4.11.2. Include clear, objective assessment criteria to support student success.
 - 4.11.3. Support timely feedback in accordance with the Assessment of Student Learning Policy.
 - 4.11.4. Ensure no additional direct or indirect costs to students beyond tuition, in accordance with the Fees Protocol Committee.
 - 4.11.5. Wherever possible, offer multiple formats to demonstrate competencies that reflect the UDL principle of providing multiple means of action and expression.
 - 4.11.6. Include clear academic integrity guidance, in alignment with George Brown policy. Offer specific instruction about what tools are permitted, with reference to George Brown resources on Generative AI.

Program and Course Changes

- 4.12. Program and course change requests are made to improve the learning experience and learner success and must align with program learning outcomes, internal and external requirements, and George Brown values.
- 4.13. Program and course changes will meet the following criteria:
 - 4.13.1. Requirements of the Ontario Qualifications Framework (OQF) for Programs of Instruction, PEQAB and other MCURES policies and directives, and, when necessary, seek necessary approvals.
 - 4.13.2. Support George Brown's commitment to ensuring equity, anti-racism, and diversity and inclusion articulated by the Office of Anti-Racism, Equity and Human Rights Services and to decolonizing the curriculum in support of George Brown's Indigenous Education Strategy.

- 4.13.3. Ensure pre-requisites, co-requisites and equivalencies are aligned with George Brown's commitment to excellence in teaching and learning and strive to eliminate barriers to student success.
- 4.13.4. Use consistent conventions for course names, credits and delivery hours.
- 4.14. Program and course changes will be assessed to determine the potential financial or resource impacts of the change.
- 4.15. Changes will abide by approval process guidelines and timelines.
- 4.16. Substantive curriculum changes are reviewed and approved by the Associate Dean, Dean, designates / representatives from the Provost / VPA's Office, CVS, PEQAB and/or MCURES, as required.

4.17. Institutional Regulations

- 4.17.1. This policy, sanctioned by George Brown Polytechnic, is an institutional regulation requiring compliance. Failure to comply with this policy may result in disciplinary measures up to and including dismissal commensurate with the offence in accordance with relevant academic and administrative codes of conduct and collective bargaining agreements.

5. Appendices

TBD

6. Forms and Templates

7. Related Materials

1. [1] Ministry of Training, Colleges and Universities. (2004). *Colleges of Applied Arts and Technology Policy Framework: Admissions Criteria*. <http://www.tcu.gov.on.ca/pepg/documents/AdmissionsPolicy.pdf>
2. Ontario College Quality Assurance Service. (2021). *Credential Validation Service*. <https://www.ocqas.org/credentials-validation-service/>
3. Ontario College Quality Assurance Service. (2021). *The Credential Validation Service (CVS) Handbook for New Program Submissions and Program Modifications*. https://www.ocqas.org/wp-content/uploads/2021/03/Handbook-The-Credential-Validation-Service_v8_Final_Feb17_2021.pdf
4. Ontario Ministry of Colleges and Universities (2018, December 14). *Ontario Qualifications Framework*. <http://www.tcu.gov.on.ca/pepg/programs/oqf/>
5. Ontario Ministry of Colleges and Universities. (2019, December 27). *Minister's Binding Policy Directives, and Operating Procedures*. <http://www.tcu.gov.on.ca/pepg/audiences/colleges/>
6. Postsecondary Education Quality and Assessment Board. (n.d.). *Manuals*. <http://www.peqab.ca/handbooks.html>

8. Related Policies

Acceptable Use Policy

Assessment of Student Learning Policy

Code of Non-Academic Student Behaviour

Course Outline Policy

Human Rights Discrimination and Harassment Policy

LMS Policy