

# Request for Proposal (RFP): Curriculum Development

National Association of Career Colleges (NACC)

<https://www.nacc.ca/>

Submission Deadline: June 15, 2026

Send proposals to: [djmackinnon@nacc.ca](mailto:djmackinnon@nacc.ca)

## The Opportunity

The National Association of Career Colleges (NACC) is seeking proposals from qualified vendors to provide comprehensive curriculum packages for adult learners in the regulated career colleges sector. The goal of this RFP is to select a vendor capable of delivering high-quality, engaging, and standards-aligned educational content that meets the needs of our learners and educators for a **1000-hour Community Service Worker Diploma** and a **1000-hour Bookkeeping/Taxation Technician Diploma**.

### 1. Objectives

The selected vendor will be expected to provide curriculum packages that:

- Align with provincial /national educational standards.
- Include detailed lesson plans, activities, assessments, and other resources.
- Support diverse learning styles and promote student engagement.
- Offer options for both in-person and remote learning environments.
- Provide professional development opportunities or training for teachers.
- Include materials that are both printable and digital where possible.

### 2. Scope of Work

The contractor will provide the following services:

- Development and/or supply of comprehensive curriculum materials.
- Customization of materials, where necessary, to meet specific local or district needs.
- Integration of assessment tools to measure student progress.
- Ongoing support, including updates to materials as necessary.
- Evidence of Program Advisory Council input in program development.
- Development of document packages for submission to provincial Ministries of Education.

### 3. Proposal Requirements

Proposals must include the following information:

- A company overview, including experience with curriculum development.
- A description of the curriculum packages offered, including grade levels, subjects, and learning areas.
- Examples of previous curriculum packages or materials developed.
- The methodology and approach to curriculum design.
- A detailed timeline for the delivery and implementation of the curriculum.
- Professional development and training support offered.
- References from previous clients or educational institutions served.

### 4. Evaluation Criteria

Proposals will be evaluated based on the following criteria:

#### 4.a.

- Alignment with educational standards and objectives.
- Quality and relevance of the curriculum materials.
- Support for diverse learning needs and differentiated instruction.
- Experience and qualifications of the curriculum design team and project manager.
- Cost-effectiveness and transparency.
- Contractor's ability to meet timelines and provide ongoing support.
- Proof of program approval abilities in various provinces.
- Should program be an accredited program, demonstration of ability to obtain and maintain such accreditation.
- Non-disclosure agreement, to protect both parties, to be signed by all reviewing parties prior to curriculum sharing and review process.
- Following signature of non-disclosure agreement by all parties, review process will include NACC staff and independent Program Advisory Council (PAC).

#### 4.b.

- Alignment with the attached document "Appendix A: NACC Curriculum Standards Checklist."

## 5. Submissions Guidelines

- The deadline for submission of proposals is **June 1, 2026**
- All proposals must be submitted in PDF format via email to Doris J. MacKinnon, Director of Education, [djmackinnon@nacc.ca](mailto:djmackinnon@nacc.ca).
- Late submissions will not be considered.
- For any questions or clarifications regarding this RFP, please contact Doris J. MacKinnon at [djmackinnon@nacc.ca](mailto:djmackinnon@nacc.ca).

## 6. What to Include in Your Proposal

- Company overview
- Curriculum package description
- Curriculum design approach
- Demonstrated alignment with Appendix A outlined on page 4, 5 and 6
- Sample curriculum materials
- Project timeline
- Budget
- Training and ongoing support
- Program approval/accreditation experience (if applicable)
- References

## 7. Terms and Conditions

- All materials provided must be original or licensed for educational use.
- The selected contractor will enter into a formal contract with the National Association of Career Colleges (NACC) outlining payment terms, deliverables, and other requirements.
- The selected contractor understands that the agreement will include working with NACC to make this curriculum available to all NACC members in good standing.

## Appendix A - NACC Curriculum Standards

### General Review Checklist

Curriculum Element	Bloom's Taxonomy Standards	UDL Standards	Comments
Graduate Profile	Clear, measurable, and aligned with program objectives and real-world applications.	<ul style="list-style-type: none"> <li>Career pathways appeal to students with diverse interests.</li> <li>Language used is clear and avoids technical jargon.</li> </ul>	Comprehensively outlines the skills, knowledge and competencies achieved upon completion
Program Learning Outcomes	<ul style="list-style-type: none"> <li>Clear, measurable, and aligned with program objectives and real-world applications.</li> </ul>	Outcomes should be interesting/motivating and provide opportunity for diverse means of expression.	
Curriculum Elements Mapping Document	<ul style="list-style-type: none"> <li>Clearly aligns each curriculum element to program LOs.</li> </ul>	Learning activities are varied in format and presentation.	
Course Syllabi	<ul style="list-style-type: none"> <li>Clear Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of inclusive practices</li> </ul>	Should include: <ul style="list-style-type: none"> <li>Transparency in communication of learning outcomes</li> </ul>
Hy-Flex/Hybrid Learning Design	<ul style="list-style-type: none"> <li>Varied assessment methods.</li> </ul>	<ul style="list-style-type: none"> <li>Offers flexibility to engage in both in person and online learning modules.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent assessment methods (formative and summative assessments).</li> </ul>
Course Learning Outcomes	Should be: <ul style="list-style-type: none"> <li>Clear and specific</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes offer flexibility and options for personalization</li> </ul>	<ul style="list-style-type: none"> <li>Integration with industry standards</li> </ul>
Course Learning Activities	<ul style="list-style-type: none"> <li>Align with program/course objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Varied modalities and formats</li> </ul>	<ul style="list-style-type: none"> <li>Engaging, innovative, and interactive.</li> </ul>
Course Resources (including textbook)	<ul style="list-style-type: none"> <li>Cover range of cognitive levels</li> </ul>	<ul style="list-style-type: none"> <li>Available in alternative</li> </ul>	<ul style="list-style-type: none"> <li>Integration and alignment with</li> </ul>

lists, multi-media)		formats (audio textbook, video captions/transcripts).	learning activities and outcomes
Formative Assessments (variety)	<ul style="list-style-type: none"> <li>• Alignment with learning outcomes.</li> <li>• Clear rubrics and criteria for evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Various assessment forms (written, oral, group, multimedia).</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency and variety</li> <li>• Cultural sensitivity</li> </ul>
Summative Assessments (variety)	<ul style="list-style-type: none"> <li>• Alignment with learning outcomes.</li> <li>• Clear rubrics and criteria for evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Various assessment forms (written, oral, group, multimedia).</li> </ul>	<ul style="list-style-type: none"> <li>• Must be aligned with CLO and provide a comprehensive overview of knowledge and skills.</li> </ul>
Grading Rubrics	<ul style="list-style-type: none"> <li>• Clearly outlines the criteria used for evaluation/success of specific cognitive levels and provide specific descriptors.</li> </ul>	<ul style="list-style-type: none"> <li>• Valid and reliable (accurately measures intended outcome and consistently produces same results)</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns with LO</li> </ul>
Classroom Instructional Supports	<ul style="list-style-type: none"> <li>• Varied instructional methods</li> </ul>	<ul style="list-style-type: none"> <li>• Resources, software, technology are easily accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessment and feedback.</li> </ul>
Daily Lesson Plans	<ul style="list-style-type: none"> <li>• Variety of instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible materials and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers guidance on effective teaching strategies</li> </ul>
Instructor Manual	<ul style="list-style-type: none"> <li>• Alignment with learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides strategies for differentiating instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides guidance on use of technology, assessments evaluation, and feedback strategies.</li> </ul>
Instructor Resources	<ul style="list-style-type: none"> <li>• Resources specifically foster development across skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional support and resources</li> </ul>	
Student Manual	<ul style="list-style-type: none"> <li>• Manual provides</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of</li> </ul>	

	guidance on using resources, engagement, and access to support.	manual are clear, accessible, inclusive, and support diverse learning.	
Content Format	•	•	Electronic files for all material
Work Integrated Learning Module	• Program requires real-world applications of classroom learning	• Program provides opportunities for all students to participate	
Work Integrated Learning Skills Passbook	• Program includes structured framework to track and reflect on learning experiences	• Varied options are available to track and reflect on learning experiences	
Program Advisory Committee	• PAC represents diverse perspectives and stakeholders	• Opportunities are in place to review accessibility of program	
Labour Market Information			• Data is current, accurate, and comprehensive, relevant to current labour market
Ministry Approval Support Document Package			• Ensure program meets requirements for ministry approval
Certification Body Support Document Package			• Ensure program meets the latest standards issued by the certifying body.
Graduate Outcomes and Alumni Success		• Diverse representation of graduate outcomes.	
Student Feedback	• Positive reviews	•	