

## EEQ CERT Criteria / DEAC Standards Crosswalk

The table below presents a crosswalk of the DEAC Accreditation standards and the EEQ CERT Criteria for Certification.

- Please note that DEAC standards are framed at the institutional level whereas the EEQ CERT Criteria are framed at the program level.
- An initial assessment of alignment is provided in the Comments column. In general, the EEQ CERT Criteria are more specific in some requirements.

GENERAL TOPIC	DEAC STANDARD	EEQ CERT CRITERIA	COMMENTS
<b>Learning Outcomes</b>	<b>III.B</b> Appropriate program outcomes clearly communicate the knowledge, skills, and abilities students will obtain upon completion of the educational offering. Program outcomes reflect the expected level of student achievement that promotes <b>critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning</b> , as applicable to educational offerings.	<b>Criterion 1.a</b> The program addresses and develops each of the Essential Employability Qualities.  <b>Criterion 1.c</b> The program articulates the required exit proficiencies for each of the EEQs.	<i>Strong Alignment</i>  <b>See also DEAC III.D.3, General Education</b> General education courses encompass written and oral communication; quantitative principles, natural and physical sciences; social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning. General education courses convey broad knowledge and intellectual concepts to students and develop skills and attitudes that contribute to civic engagement and advance

			professional attainment.
<b>Work- Relevant Learning Experiences</b>	<b>III.B.2</b> Capstone projects if required, are consistent with academic and professional standards based on commonly accepted higher education practices and any applicable relevant professional organizations. Capstone project learning outcomes are clearly stated.	<b>Criterion 1.b</b> All students have multiple opportunities to apply learning in work-relevant contexts (such as but not limited to: applied projects, capstones, simulations, case studies, internships, fieldwork, experiential activities, work-site projects, etc.).	<i>Weak Alignment</i>
<b>Student Achievement of Learning Outcomes / Exit Proficiencies</b>	<b>V.A</b> The institution evaluates student achievement by collecting data from outcomes assessment activities using direct and indirect measures. The institution maintains systematic and ongoing processes for assessing student learning and achievement, analyzes data, and documents that the results meet both internal and external benchmarks...	<b>Criterion 1.d.</b> The program assures that each graduate meets the required exit proficiencies for each of the EEQs. [L] [SEP]	<i>Weak Alignment</i>
<b>Student Records</b>	<b>IV.G</b> Transcripts are readily accessible and maintained permanently in print or digital form.	<b>Criterion 1.e</b> The program (or institution) provides all students with verifiable records that document	<i>Weak Alignment</i>

		their achievement of the EEQs.	
<b>Employer Engagement</b>	<p><b>III.D.1</b> The institution implements an Advisory Council for each major group of programs or major subject matter disciplines it offers. The Advisory Council includes members not otherwise employed or contracted at the institution, consisting of <b>practitioners and employers in the field for which the program prepares students.</b> The institution convenes an Advisory Council meeting at least annually to provide the institution with advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation. As a part of the institution's effectiveness planning activities, the Advisory Council provides the institution with recommendations on the adequacy of educational program outcomes, curricula, and course materials.</p>	<p><b>Category 3:</b> This category addresses the extent to which – and how – employers (and other relevant external stakeholders, such as community-based partners or industry group representatives) are engaged in the design, development, delivery, and/or evaluation of the program. The category also considers the degree to which labor market or employer-based data informs programs.</p> <ul style="list-style-type: none"> <li>a) Employers are engaged in developing, delivering, and/or reviewing program outcomes and learning experiences.</li> <li>b) Employers have clear mechanisms for providing feedback about students, graduates, and the program as a whole.</li> <li>c) The program systematically uses the information and feedback from employers to continuously improve.</li> </ul>	<i>Medium Alignment</i>

<p><b>Student / Alumni Engagement</b></p>	<p><b>V.B</b> The institution systematically seeks student and alumni opinions as one basis for evaluating and improving curricula, instructional materials, method of delivery, and student services. The institution regularly collects evidence that students are satisfied with the administrative, educational, and support services provided.</p>	<p><b>Category 4</b> This category addresses the extent to which – and how – students and alumni (graduates) of the program are engaged in assuring program quality.</p> <ul style="list-style-type: none"> <li>a. Current students have clear mechanisms for providing feedback about the program.</li> <li>b. Alumni have clear mechanisms for providing feedback about the program.</li> <li>c. The program systematically uses information and feedback from students and alumni to continuously improve.</li> </ul>	<p><i>Medium Alignment</i></p>
<p><b>Career Support Services</b></p>	<p><b>IV.I Student Support Services</b> The institution provides support services designed for the students enrolled, such as financial aid guidance, advising services, <b>employment assistance</b>, and/or alumni services. Appropriate academic support services are readily available. <b>Any career services and/or alumni services are offered as published in the</b></p>	<p><b>Category 2. Career Support Services</b> This category addresses the extent to which all students are supported throughout their program of study by the program and/or institutional services to aid in their employability.</p> <p>Career and employability support services are provided to all</p>	<p><i>Weak Alignment</i></p>

	<b>institution's materials.</b>	students throughout their program of study.	
<b>Public Information - Learning</b>	<b>III.A.</b> Program outcomes are clearly defined, simply stated, and indicate the benefits for students who are reasonably capable of completing the educational offering.	<b>Criterion 5.a.</b> The program provides information to the public about: <ol style="list-style-type: none"> <li>1) The Essential Employability Qualities that students will acquire.</li> <li>2) How students will acquire EEQs.</li> </ol>	<i>Medium Alignment</i>
<b>Public Information - Performance</b>	<b>V.C Performance Disclosures</b> The institution routinely discloses on its website reliable, current, and accurate information on its performance, including student achievement, as determined by the institution.	<b>Criterion 5.b</b> The program provides to the public the following data (3-year trend data where possible): <ol style="list-style-type: none"> <li>1) Program completion rates, including time to completion, disaggregated by gender, race, and ethnicity.</li> <li>2) Job placement information, further education rates, and/or advancement data of program graduates.</li> <li>3) Salary data of program graduates.</li> <li>4) Evidence of program graduates' effectiveness in</li> </ol>	<i>Medium Alignment</i>

		the workplace.	
<b>Public Information - General</b>	<p><b>VII.A. Advertising and Promotion</b> All advertisements, website content, and promotional literature are truthful, accurate, clear, and readily accessible to the public; affirmatively discloses that programs are offered via distance education; and <b>appropriately discloses any occupational opportunities as applicable.</b></p> <p><b>VII.A.2</b> The institution's website discloses all program requirements, course descriptions, <b>tuition and related costs</b>, program schedules, method of delivery, and its catalog prior to the collection of any personal student contact information.</p>	<p><b>Criterion 5.a.</b> The program provides information to the public about:</p> <ul style="list-style-type: none"> <li>3) The career pathways and professional opportunities for which they will be prepared.</li> <li>4) Current typical program costs</li> </ul>	<i>Medium Alignment</i>