

CALIPSO Features Matched to CAA & CFCC Standards

CALIPSO helps institutions demonstrate the meeting of standards set forth by the CAA (Council on Academic Accreditation) and CFCC (Council for Clinical Certification.) The standards below can be met, partially or fully, by information collected by CALIPSO.

CAA Standards (2017, August 2020 rev)

Standard 1.0 Administrative Structure and Governance

1.9

- Student Achievement Data feature

Standard 2.0 Faculty

2.1

- KASA Summary Form

2.3

- Supervisor Credentialing & Eligibility feature
- License Expirations feature

2.4

- CCC Continuing Education requirement
- Supervisor Credentialing & Eligibility feature
- License Expirations feature

Standard 3.0A Curriculum for Audiology Programs

3.1A

- Clock Hour Experience Record (clock hour totals and work settings)
- Clock Hour Log Form (breadth and depth of clinical disorders)
- KASA Summary Form (establishes knowledge and skills objectives)
- Clinical Performance Evaluation (serves as a clear process for evaluating clinical skills)
- Cumulative Evaluation (demonstrates plan of study across practice settings)
- Clock Hours by Course (demonstrates hours gained by course/ by semester)
- My Checklist feature (outlines requirements for national credentialing)
- Certification Application feature

3.1.1A

- Clinical Performance Evaluation and Cumulative Evaluation

3.1.2A

- KASA Summary Form

3.1.3A

- KASA Summary Form

3.1.4A

- KASA Summary Form

3.1.5A

- KASA Summary Form

3.1.6A

- KASA Summary Form

3.2A

- KASA Summary Form, Cumulative Evaluation, & Clinical Performance Evaluation are updated when Standards change

3.3A

- Clinical Course/Experience List (provides list and sequence of clinical courses)
- Cumulative Evaluation (displays areas needing clinical experience to gain competency)

3.4A

- Cumulative Evaluation by way of the Clinical Performance Evaluation completed by clinical supervisors provides an inventory of cultural and linguistic diversity experience

3.5A

- KASA Summary Form (tracks acquisition of basic sciences prerequisites, research methods, and basics of communication sciences)

3.6A

- CAA Re-Accreditation Data feature (displays clinical population data for clinical sites, including clinical settings, populations, and age groups)
- Clock Hour Experience Record (displays breadth of clinical practice, diverse populations, work settings)
- Supervisor Credentialing & Eligibility feature

3.7A

- Observation Percentages Report (reports how much supervision a student receives across clinical curriculum)
- Clinical Performance Evaluation (demonstrates that each performance evaluation is discussed with the student)
- Clinical Performance Summary (demonstrates student's performance across clinical curriculum)

3.8A

- Observation Percentages Report (reports how much supervision a student receives per semester and across clinical curriculum)
- Clinical Performance Evaluation (completion at midterm and final documents the provision of services)
- Lesson Plans, if used, can be uploaded to the Documents feature showing the planning of services of services
- Clinical Handbooks can be uploaded to the Documents feature which would include policies and procedures, standards of ethical practice, and state and federal regulations

3.9A

- Site Information Forms
- Student Evaluation of Off-Campus/Clinical Placements

Standard 3.0B Curriculum for Speech-Language Pathology Programs

3.1B

- Clock Hour Experience Record (clock hour totals and work settings)
- Clock Hour Log Form (breadth and depth of clinical disorders, Big 9)
- KASA Summary Form (establishes knowledge and skills objectives)
- Clinical Performance Evaluation (serves as a clear process for evaluating clinical skills)
- Cumulative Evaluation (demonstrates plan of study across practice settings)
- Student Evaluation of Off-Campus/Clinical Placement (evaluates quality of clinical placements)
- Clock Hours by Course (demonstrates hours gained by course/ by semester)
- My Checklist feature (outlines requirements for national credentialing)
- Certification Application feature

3.1.1B

- Clinical Performance Evaluation and Cumulative Evaluation

3.1.2B

- KASA Summary Form

3.1.3B

- KASA Summary Form

3.1.4B

- Cumulative Evaluation
- KASA Summary Form
- Clock Hour Experience Record

3.1.5B

- Cumulative Evaluation
- KASA Summary Form
- Clock Hour Experience Record

3.1.6B

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form
- Clinical Handbook created by Program can be uploaded to CALIPSO's Documents
- Clock Hour Approval Form (displays minimal supervisory % requirements)
- Student Self-Evaluation Feature

3.2B

- KASA Summary Form, Cumulative Evaluation, & Clinical Performance Evaluation are updated when Standards change

3.3B

- Clinical Course/Experience List (provides list and sequence of clinical courses)
- Cumulative Evaluation (displays areas needing clinical experience to gain competency)

3.4B

- Cumulative Evaluation by way of the Clinical Performance Evaluation completed by clinical supervisors provides an inventory of cultural and linguistic diversity experience

3.5B

- KASA Summary Form (tracks acquisition of prerequisites, research methods, and basics of communication sciences)

3.6B

- CAA Re-Accreditation Data feature (displays clinical population data for clinical sites, including clinical settings, populations, and age groups)
- Clock Hour Experience Record (displays breadth of clinical practice, diverse populations, work settings)
- Supervisor Credentialing & Eligibility feature

3.7B

- Observation Percentages Report (reports how much supervision a student receives across clinical curriculum)
- Clinical Performance Evaluation (demonstrates that each performance evaluation is discussed with the student)
- Clinical Performance Summary (demonstrates student's performance across clinical curriculum)

3.8B

- Observation Percentages Report (reports how much supervision a student receives per semester and across clinical curriculum)
- Clinical Performance Evaluation (completion at midterm and final documents the provision of services)
- Lesson Plans, if used, can be uploaded to the Documents feature showing the planning of services of services
- Clinical Handbooks can be uploaded to the Documents feature which would include policies and procedures, standards of ethical practice, and state and federal regulations

3.9B

- Site Information Forms Feature
- Student Evaluation of Off-Campus/Clinical Placements

Standard 4.0 Students

4.3

- Clinical Performance Evaluation (provides a letter grade)
- Cumulative Evaluation (provides inventory of clinical skills met and not met)
- Documents feature and KASA Summary Form feature (allows for uploading of remediation plans)

4.4

- My Checklist feature (outlines requirements for national credentialing)

4.6

- KASA Summary Form (allows for academic advising tracking and notes upload)

4.7

- KASA Summary Form
- Cumulative Evaluation
- My Checklist

4.8

- CALIPSO is a web application, so students have access to their data and progress in meeting the requirements at all times.

Standard 5.0 Assessment

5.1

- KASA Summary Form
 - Knowledge and skills acquisition
 - Academic advising and notes upload
- Cumulative Evaluation

5.2

- KASA Summary Form
 - Serves as both summative and formative assessment
 - Allows for recording of approving faculty members' names and dates
- Cumulative Evaluation
 - Serves as formative assessment
- Clinical Clock Hour Database
 - Provides list of clinical faculty for each student

5.3

- Cohort Cumulative Evaluation
- Clinical Course Cumulative Evaluation
- Supervisor Feedback Form
- Student Evaluation of Clinical Placement
- Cumulative by Patient Population
- Student Achievement Data feature

5.5

- Student Achievement Data feature

5.6

- Student Achievement Data feature

5.7

- Student Achievement Data feature

5.9

- Supervisor Feedback Form

CFCC Standards for Audiology (2020)

Standard II-A

- KASA Summary Form

Standard II-B

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard II-C

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard II-D

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard II-E

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard II-F

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard III

- Cumulative Evaluation
- KASA Summary Form
- Supervisor Credentialing & Eligibility feature
- Clock Hour Experience Record
- Observation Percentages Report
- Clinical Performance Evaluation

Standard IV

- Student Achievement Data feature

CFCC Standards for Speech-Language Pathology (2020)

Standard III

- KASA Summary Form

Standard IV-A

- KASA Summary Form

Standard IV-B

- KASA Summary Form

Standard IV-C

- KASA Summary Form

Standard IV-D

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard IV-E

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard IV-F

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard IV-G

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard IV-H

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard V-A

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard V-B

- Clinical Performance Evaluation
- Cumulative Evaluation
- KASA Summary Form

Standard V-C

- Clock Hour Experience Record
- Supervisor Credentialing & Eligibility feature

Standard V-D

- Clock Hour Experience Record
- Clinical Clock Hour Database

Standard V-E

- Supervisor Credentialing & Eligibility feature
- Observation Percentages Report

Standard V-F

- Cumulative Evaluation
- Clock Hour Experience Record

Standard VI

- Student Achievement Data feature

CAA & CFCC Standards Matched to CALIPSO Features

Student Achievement Data

- Documents the results of “Student Outcome Data” or “Student Achievement Data” for the most recently completed 3 academic years, to include the number and percentage of Program Completion Rates, Praxis Pass Rates, and Graduate Employment Rates (Std 1.9)
- Serves to evaluate the quality of the program (Std 5.3)
- Documents program completion rates (Std 5.5)
- Documents Praxis pass rates (Std 5.6, AUD Std IV, SLP Std VI)
- Documents graduate employment rates (Std 5.7)

Clinical Performance Evaluation

- Demonstrates a clear process to evaluate student achievement of the program’s established objectives (Std 3.1A/B)
- Documents that each student demonstrates the following attributes and abilities and demonstrate those attributes and abilities in the manners identified: Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice (Std 3.1.1A/B)
- Documents that each student demonstrates knowledge and skills in identification and prevention of hearing loss, tinnitus, and vestibular disorders (Std 3.1.3A, AUD Std II-B)
- Documents that each student demonstrates knowledge and skills in assessment of the structure and function of the auditory and vestibular systems (Std 3.1.4A, AUD Std II-C)
- Attests to reviewing the CALIPSO application systematically and on a regular basis to stay consistent with current knowledge and practice guidelines of the profession. Content and forms are based on current standards of audiology practice (Std 3.2A)
- Documents that each performance evaluation is reviewed and discussed with the student in an effort to support student development (Std 3.7A/B)
- Documents students’ provision of services in accordance with recognized standards of ethical practice and relevant federal and state regulations (Std 3.8A/B, SLP Std IV-E)
- Documents that each student demonstrates knowledge and skills applicable to professional practice, including ethical conduct, contemporary professional issues and advocacy, professionalism, and interaction skills (Std 3.1.6B, SLP Std IV-E, SLP Std IV-G)
- Provides a numeric and letter grade which allows programs to identify students who need intervention or remediation within the clinical component of the curriculum (Std 4.3)
- Documents that each student demonstrates knowledge and skills in counseling (AUD Std II-D)

- Documents that each student demonstrates knowledge and skills in audiologic rehabilitation across the life span (AUD Std II-E)
- Documents that each student demonstrates knowledge and skills in pediatric audiologic rehabilitation (AUD Std II-F)
- Documents interprofessional education and interprofessional collaborative practice IPE/IPP (AUD Std III)
- Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for each of the nine areas specified in the standard for individuals with communication and swallowing disorders (SLP Std IV-D)
- Demonstrates knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (SLP Std IV-F)
- Demonstrates skills in oral and written or other forms of communication sufficient for entry into professional practice (Std V-A)

Cumulative Evaluation

- Demonstrates a plan of study that encompasses the following domains:
 - professional practice competencies;
 - foundations of audiology practice;
 - identification and prevention of hearing loss, tinnitus, and vestibular disorders;
 - assessment of the structure and function of the auditory and vestibular systems;
 - assessment of the impact of changes in the structure and function of the auditory and vestibular systems;
 - intervention to minimize the effects of changes in the structure and function of the auditory and vestibular systems on an individual's ability to participate in his or her environment (Std 3.1A)
- Demonstrates that each student demonstrates the following attributes and abilities and demonstrate those attributes and abilities in the manners identified: Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice (Std 3.1.1A/B)
- Documents that each student demonstrates knowledge and skills in identification and prevention of hearing loss, tinnitus, and vestibular disorders (Std 3.1.3A, AUD Std II-B)
- Attests to reviewing the CALIPSO application systematically and on a regular basis to stay consistent with current knowledge and practice guidelines of the profession. Content and forms are based on current standards of audiology practice (Std 3.2A)
- Demonstrates how the delivery of clinical experiences can be ... integrated across all elements of the program to allow each student to meet the program's established learning goals and objectives (Std 3.3A/B)
- Documents experience with diversity throughout the clinical program (Std 3.4A/B)

- Demonstrates a plan of study that encompasses the following domains:
 - professional practice competencies;
 - foundations of speech-language pathology practice;
 - identification and prevention of speech, language, and swallowing disorders and differences;
 - assessment of speech, language, and swallowing disorders and differences;
 - intervention to minimize the impact for speech, language, and swallowing disorders and differences (Std 3.1B)
- Documents that each student demonstrates knowledge and skills in evaluation of speech, language, and swallowing disorders and differences across the nine disorder areas (Std 3.1.4B, AUD Std II-C)
- Serves as a formative assessment in the clinical performance of each student (Std 5.2)
- Documents ... that each student demonstrates knowledge and skills in intervention to minimize the effects of changes in the speech, language, and swallowing mechanisms across the nine disorder areas (Std 3.1.5B)
- Documents that each student demonstrates knowledge and skills applicable to professional practice, including ethical conduct, contemporary professional issues and advocacy, professionalism, and interaction skills (Std 3.1.6B, SLP Std IV-E, SLP Std IV-G)
- Provides a numeric score and highlighting which allows programs to identify students who need intervention or remediation within the clinical component of the curriculum (Std 4.3)
- Documents student progress toward meeting clinical skills needed for the completion of the graduate degree and professional credentialing requirements (Std 4.7)
- Demonstrates regular assessment of student learning and consistent feedback (Std 5.1)
- Documents that each student demonstrates knowledge and skills in counseling (AUD Std II-D)
- Documents that each student demonstrates knowledge and skills in audiologic rehabilitation across the life span (AUD Std II-E)
- Documents that each student demonstrates knowledge and skills in pediatric audiologic rehabilitation (AUD Std II-F)
- Documents clinical experiences that were sufficient to demonstrate the acquisition of the knowledge and skills identified in Standard II (AUD Std III)
- Documents interprofessional education and interprofessional collaborative practice IPE/IPP (AUD Std III)
- Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for each of the nine areas specified in the standard for individuals with communication and swallowing disorders (SLP Std IV-D)
- Demonstrates knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (SLP Std IV-F)
- Demonstrates skills in oral and written or other forms of communication sufficient for entry into professional practice (Std V-A)
- Supervised practicum included experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span (Std V-F)

KASA Summary Form

- Documents how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3 (Std 2.1)
- Documents students' acquirement of the knowledge and skills required in Standard 3 (Std 2.1.1)
- Documents that each student acquires the knowledge and skills needed for entry into independent professional practice, consistent with the scope of practice for audiology, ... (Std 3.1A) or for speech-language pathology (Std 3.1B)
- Demonstrates a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into independent professional practice (Std 3.1A/B)
- Documents that each student demonstrates knowledge of the foundations of audiology practice (Std 3.1.2A, AUD Std II-A) or of speech-language pathology practice (Std 3.1.2B)
- Documents that each student demonstrates knowledge and skills in identification and prevention of hearing loss, tinnitus, and vestibular disorders (Std 3.1.3A, AUD Std II-B)
- Documents that each student demonstrates knowledge and skills in assessment of the structure and function of the auditory and vestibular systems (Std 3.1.4A, AUD Std II-C)
- Documents that each student demonstrates knowledge and skills in the assessment of the impact of changes in the structure and function of the auditory and vestibular systems (Std 3.1.5A, AUD Std II-C)
- Documents that each student demonstrates knowledge and skills in intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in his or her environment (Std 3.1.6A)
- Documents that each student demonstrates knowledge of the foundations of speech-language pathology practice (Std 3.1.2B)
- Documents that each student demonstrates knowledge and skills in identification and prevention of speech, language, and swallowing disorders and differences (Std 3.1.3B)
- Documents that each student demonstrates knowledge and skills in evaluation of speech, language, and swallowing disorders and differences across the nine disorder areas (Std 3.1.4B)
- Documents that each student demonstrates knowledge and skills in intervention to minimize the effects of changes in the speech, language, and swallowing mechanisms across the nine disorder areas (Std 3.1.5B)
- Documents that each student demonstrates knowledge and skills applicable to professional practice (Std 3.1.6B)
- Attests to reviewing the CALIPSO application systematically and on a regular basis to stay consistent with current knowledge and practice guidelines of the profession. Content and forms are based on current standards of audiology practice (Std 3.2A) and of speech-language pathology practice (Std 3.2B)

- Documents knowledge in the basic sciences, basic science skills, and basics of communication sciences (Std 3.5A/B)
- Allows for uploading of remediation plans for the academic and clinical component of the curriculum (Std 4.3)
- Allows for academic advising tracking and record maintenance (Std 4.6)
- Documents student progress toward completion of the graduate degree and professional credentialing requirements (Std 4.7)
- Documents regular assessment of student learning (Std 5.1)
- Documents that each student is provided feedback through academic advising and documentation upload (Std 5.1)
- Serves as a formative and summative assessment for each student (Std 5.2)
- Allows for recording of approving faculty members' names (Std 5.2)
- Documents that each student demonstrates knowledge and skills in counseling (AUD Std II-D)
- Documents that each student demonstrates knowledge and skills in audiologic rehabilitation across the life span (AUD Std II-E)
- Documents that each student demonstrates knowledge and skills in pediatric audiologic rehabilitation (AUD Std II-F)
- Documents academic course work and clinical experiences that were sufficient to demonstrate the acquisition of the knowledge and skills (AUD Std III, SLP Std III)
- Demonstrates knowledge of the biological sciences, physical sciences, statistics, and social sciences (Std IV-A)
- Demonstrates knowledge of statistics, as well as basic human communication and swallowing processes (SLP Std IV-B)
- Demonstrates knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the nine areas noted in the standard (SLP Std IV-C)
- Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for each of the nine areas specified in the standard for individuals with communication and swallowing disorders (SLP Std IV-D)
- Demonstrates knowledge of standards of ethical conduct (SLP Std IV-E)
- Demonstrates knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (SLP Std IV-F)
- Demonstrates knowledge of contemporary professional issues (Std IV-G)
- Demonstrates knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice (Std IV-H)
- Demonstrates skills in oral and written or other forms of communication sufficient for entry into professional practice (Std V-A)

Supervisor Credentialing & Eligibility

- Demonstrates that the qualifications and competence to provide clinical education are evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education (Std 2.3)
- Demonstrates that all individuals who have responsibility to deliver clinical components of the graduate program maintain continuing competence (Std 2.4)
- Documents that clinical education experiences are provided by experienced audiologists or speech-language pathologists who will service as effective educators (Std 3.6A/B)
- Documents that clinical practicum is supervised by an experienced ASHA-certified audiologist (1) who has a minimum of 9 months of full-time clinical experience, and (2) who has completed at least 2 hours of professional development in the area of clinical instruction/supervision (AUD Std III, SLP Std V-E)

License Expirations

- Demonstrates that all individuals providing clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided (Std 2.3, 2.4)
- Demonstrates that all individuals who have responsibility to deliver clinical components of the graduate program maintain continuing competence (Std 2.4)
- Demonstrates that all individuals who have responsibility to deliver the graduate program pursue lifelong learning [by virtue of maintaining CCCs] (Std 2.4)

Clock Hour Log Form

- Demonstrates that each student acquires skills in sufficient breadth and depth ... (Std 3.1)
- Demonstrates students' knowledge in the process of supervision through minimal supervisory % requirements (Std 3.1.6B, SLP Std V-E)

Clock Hour Experience Record

- Documents a minimum of 12 months' full-time equivalent of supervised clinical experiences distributed throughout the program of study (Std 3.1A, AUD Std III)
- Documents the completion of clock hour requirements (375 direct contact, 25 observation hours, and a minimum of 325 of the 375 gained at the graduate level) distributed throughout the program of study (Std 3.1B, SLP Std V-C, SLP Std V-D)
- Documents that each student acquires the knowledge and skills across the range of practice settings (Std 3.1A/B, AUD Std III)
- Documents the breadth and depth of clinical practice, diverse populations, and work settings (Std 3.6A/B, AUD Std III, SLP Std V-B)

- Documents direct contact with individuals seeking services, consultation, recordkeeping, and administrative duties relevant to professional service delivery in audiology (Std 3.6A/B)
- Documents that each student obtains skills in evaluation of speech, language, and swallowing disorders and differences across the nine disorder areas (Std 3.1.4B)
- Documents that each student obtains skills in intervention of speech, language, and swallowing disorders and differences across the nine disorder areas (Std 3.1.5B)
- Tracks that 10% of an applicant's supervised clinical experiences can be obtained through clinical simulation (AUD Std III)

Clock Hour Database

- Demonstrates multiple clinical faculty involvement by listing all clinical faculty members involved with student learning (Std 5.2)

Clock Hour By Course

- Demonstrates that the clinical program is offered on a regular basis so that students are able to satisfy degree and other requirements within the published time frame (Std 3.1A/B)

CAA Re-Accreditation Data

- Demonstrates that the clinical education program has access to a base of clients located in a variety of clinical settings and consisting of diverse disorders and ages (Std 3.6A/B)

Observation Percentages Report

- Demonstrates that student development is supported and that each student acquires the independence needed to enter professional practice (Std 3.7A/B)
- Documents that the type and structure of the clinical education are commensurate with the development of knowledge and skills of each student (Std 3.7A/B)
- Documents the amount of supervision provided to each student during direct contact (Std 3.8A/B, SLP Std V-E)

My Checklist

- Demonstrates opportunities to qualify for state and national credentials that are required for entry into independent professional practice that are consistent with the program mission and goals (Std 3.1A/B)
- Outlines the requirements for professional credentialing (Std 4.4)
- Documents student progress toward completion of the graduate degree and professional credentialing requirements (Std 4.7)

Clinical Courses

- Demonstrates how the clinical experiences are organized and sequenced and allows for integration across all elements of the program (Std 3.3A/B)

Clinical Performance Summary

- Documents a student's performance across the clinical curriculum. The numeric scores, in conjunction with a Rating Scale, demonstrates the student's preparedness to enter independent professional practice.

Student Self-Evaluation

- Documents that each student self-evaluates effectiveness of practice (Std 3.1.6B)

Student Evaluation of Clinical Placement

- Demonstrates how a program monitors clinical education in external facilities to verify that educational objectives are met (Std 3.9A/B)
- Collects evaluations of the clinical facilities from students (Std 5.3)

Supervisor Feedback (by student)

- Collects evaluations of the clinical educators from students (Std 5.3)
- Documents the effectiveness of the clinical faculty in delivering the clinical education program (Std 5.9)

Site Information Form

- Allows for monitoring and uploading of agreements between the program and the external facility (Std 3.9A/B)
- Documents that a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student (Std 3.9A/B)

Statistical Reports to include Cohort Cumulative Evaluation, Clinical Course Cumulative Evaluation, Cumulative by Patient Populations

- Allows for evaluation of the academic and clinical aspects of the program to facilitate quality improvement (Std 5.3)

CALIPSO is a web application, so students have access to their data and progress in meeting the requirements at all times (Std 4.8)