



A. English Language Proficiency Requirement

Individuals providing professional services in audiology or speech-language pathology must demonstrate that they are sufficiently proficient in the English language. Individuals applying for registration with the College of Speech-Language Pathologists and Audiologist of Saskatchewan (CSASK) shall provide evidence that they meet the language proficiency criteria for English.

Applicants meet the English language proficiency requirement in one of the following ways:

- a) Graduation from an English program accredited by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology ([CACUP](#)).
Evidence required: Official academic documentation (diploma, transcripts) required to meet the education requirement of registration.
- b) Evidence of completion of an entire audiology or speech-language pathology university degree in English (this must include all didactic learning and clinical practice).
Evidence required: Academic credential assessment report which includes indication of language of didactic and clinical instruction or official attestation.
- c) Achievement of the required minimum score on a standardized language fluency test in the required language. All components of the test must be completed using the same test.
Evidence required: Official test results from one of the tests indicated below, completed within the two years prior to application.

The acceptable standardized language tests and scores are as follows:

Language English Test	Required minimum scores			
TOEFL internet-based test (iBT)	Speaking: 26	Listening: 26	Reading: 22	Writing: 24
IELTS (AC or GT))	Speaking: 7.5	Listening: 8	Reading: 7.5	Writing: 7.5

Note: The language proficiency requirement must be met to write the CETP exam. If you have studied in French, you may meet the French language proficiency requirement for exam eligibility, however you will need to meet the English language proficiency requirement for licensure in Saskatchewan.

B. Academic and Supervised Clinical Practice Hours Requirements

The CSASK has adopted the *Academic Equivalency Framework (AEF)*, developed in collaboration with other regulators across Canada, which sets out the minimum academic and supervised clinical practice hours requirements for entry-to-practice as an audiologist and a speech-language pathologist in Saskatchewan.

The minimum academic requirements, as outlined in the *AEF*, are based on the minimum level of study offered by programs at accredited Canadian teaching institutions. It is this coursework that relates to the legislated mandate of the CSASK to protect and serve the public.

The minimum requirement of academic study is the completion of a master's degree program (or equivalent) in audiology or speech-language pathology.

Supervised clinical practice is an important component of audiology and speech-language pathology education programs, during which a student demonstrates application of the knowledge acquired through their academic course work. While many aspects may be covered during the clinical practicum, this requirement pertains to **direct client contact activities**. It is these activities that relate to the legislated mandate of the CSASK to protect and serve the public.

All students are required to obtain a minimum of **350 hours** of supervised clinical practice within the master's degree program of study.

Note: The academic and clinical requirements must be met to be eligible to write the CETP exam.

For more content details about the academic and clinical requirements review the *Summary of Academic and Supervised Clinical Practice Hours Requirement* document on the CSASK website.

C. Course Syllabi

Applicants who did not graduate from a Canadian accredited university program and who are not currently registered in another regulated Canadian jurisdiction are required to submit the course syllabi/course description for all courses that fulfill the academic and supervised clinical practice hours requirements.

The course syllabi/description must include the following:

- course objectives and format
- detailed course content
- total number of lecture hours
- required assignment(s) or report(s)
- required text(s)
- required reading(s)
- type and method of examination(s)

D. Third-Party Academic Credential Assessment Requirement

All education completed outside of Canada must include an academic third-party credential assessment by one of the following agencies

A minimum of a Masters' level or equivalent in the areas of practice is required.

The academic credential assessment must be completed by one of the following agencies:

- [World Education Services](#) – Canada (WES): You will need to request the Comprehensive Course-by Course Report.
- [International Qualifications Assessment Service](#) (IQAS): You will need to request the Specialized Assessment.
- [Comparative Education Service \(CES\) University of Toronto](#): You will need to apply for “ECA for General Purposes.”

E. Practice Currency Requirement

As part of the CSASK quality assurance program, full practising registrants are required to maintain 750 hours of practice currency in the most recent three years.

At the time of application, new/recent graduates or applicants who are currently registered in another Canadian regulated jurisdiction are not required to meet this criterion. All other applicants must provide proof of completing this requirement by requesting that a current or previous employer complete and submit an “Employer Verification of Currency” form directly to the CSASK office.

Note: If you are an international applicant and have been practising for more than five years, please submit your resume including details about your work experience and continuing education.

To report currency refer to the information below:

REPORTING CURRENCY	
CLINICAL PRACTICE (paid or volunteer)	<p>Professional activities directly related to clinical practice include direct and indirect clinical hours. Some examples of activities that may meet this definition of “clinical practice” are:</p> <ul style="list-style-type: none"> • Direct intervention sessions • Report writing • Case discussion (ex: IEP, multi-team meeting) • Session preparation • Phone or e-mail correspondence with clients or other professionals involved in case discussion • Supervision/Mentorship of university students, provisional registrants, or practising audiologists or speech-language pathologists • Formal and informal assessment • Classroom intervention/consultation/observation
RELATED WORK	<p>Professional activities that require registrants to make judgments or decisions based, in whole or in part, on knowledge of the practice of the profession of audiology or speech-language pathology. Some examples of activities that may meet this definition of “related work” are:</p> <p>a) Teaching</p> <ul style="list-style-type: none"> • Education of audiology or speech-language pathology concerning services or products that may be employed in the assessment or management of patients with communication disorders. <p>b) Consulting</p> <ul style="list-style-type: none"> • Working with allied professionals in case management. <p>c) Management and administration</p> <ul style="list-style-type: none"> • Administration of clinical audiology or speech-language pathology services where the member engages in one or more of the following: <ul style="list-style-type: none"> ○ Oversees or evaluates the clinical work of audiologists or speech-language pathologists (e.g., Conducts performance evaluations or case reviews, assesses written reports, monitors professional standards) ○ Makes decisions on the organization and delivery of clinical services in speech-language pathology or audiology ○ Determines, on professional grounds, whether individual clients should receive or be discharged from audiology or speech-language pathology services ○ Administration within professional organizations where the member sets or maintains professional standards of practice for audiologist and speech-language pathologists <p>d) Research</p> <ul style="list-style-type: none"> • Research in audiology or speech language pathology that involves the assessment or the management of patients with communication disorders.

F. Document Translation

All documents received in languages other than English must be accompanied by official translations. It is the applicant's responsibility to have course syllabi and transcripts translated. Translated documents will only be accepted from the following agencies:

- the consulate, high commission, or embassy (in Canada) of the country that issued the documents;
- a Canadian consulate, high commission, or embassy in the country from which you emigrated;
- a translator who is certified by a member organization of the [Canadian Translators, Terminologists, and Interpreters Council \(CTIC\)](#); or
- a translator accredited by a federal, provincial, or municipal government in Canada.

All translations must be original and accompanied by the translator's statement confirming:

- that their translation is accurate and authentic.
- that the translator belongs to one of the categories listed above (identification number and/or seal, name, address, and telephone number of the translator are required).
- the full printed name and signature of the translator.

Applicants are responsible for all document translations and associated costs.

G. Professional Liability Insurance (PLI) Requirement

It is a mandatory requirement of licensure for all practising, provisional and temporary registrants of CSASK to hold a minimum Professional Liability Insurance (PLI) coverage of **two-million dollars per claim per year**. In addition, registrants providing private practice services are advised to research and obtain additional coverage (e.g. general commercial liability, cyber security, private breach, etc.).

The required PLI coverage may be:

- A. obtained directly by the individual, or
- B. provided indirectly through the group policy of an employing agency, so long as it covers the entire practice of audiology or speech-language pathology of the individual registrant.

Applicants who will rely SOLELY on the employer-provided coverage shall download, complete and submit the *Professional Liability Insurance and Employer Group PLI Coverage Form* in lieu of the personal PLI certificate.

H. Entry-to-Practice Exam Requirement

All new candidates entering the professions of audiology and speech-language pathology in Saskatchewan are required to complete the *Canadian Entry-to-Practice Exam (CETP Exam)* as one part of the licensing process in Saskatchewan. Applicants re-entering the profession may also be required to meet this requirement as part of their re-integration program.

The CETP Exam is based on the *Canadian Alliance of Speech-Language Pathology and Audiology Regulators' (CAASPR) National Competency Profiles for each profession*. The CETP Exam questions were developed by Speech and Audiology Canada (SAC) according to the requirements set out in the CAASPR Blueprint. *Exam Blueprints and the Essential Competencies* are available on the CSASK, and exam websites.

Once applicants have been determined eligible to write the CETP exam, they are required to register for the exam. Their name will be shared with the exam vendor (SAC) to confirm their eligibility. It is expected that candidates will register for the next available exam sitting. Candidates who have been determined eligible to write the CETP exam, may be approved to practise under supervision in Saskatchewan with a provisional licence while they meet this requirement.

I. Supervised Practice Plan

In Saskatchewan, all candidates entering the professions of audiology and speech-language pathology are required to complete a period of supervised practice for a minimum 750 hours and until such time they have provided evidence of completing the *Canadian-Entry-to-Practice Exam (CETP Exam)*. Candidates may practise in Saskatchewan with a provisional licence while they meet this requirement.

The duration of the period of supervised practice for entry-to-practice:

- covers an equivalent of six months of full-time employment with a minimum 750 hours of patient care and evidence of obtaining a passing score on the CETP Exam;
- provides an average of approximately two hours per week or eight hours per month of supervision, based on full time employment for a total of 48 direct supervision hours;
- completion of 24 hours of the direct supervision in each half of the supervision period;
- includes a minimum of 24 hours of the supervisor **directly observing** the provisional registrant engaging in clinical practice.

For more information about practising audiology and speech-language pathology in Canada:

Information about the accreditation of Canadian University programs in audiology and speech-language pathology and to obtain a list of programs that are accredited:

- **The Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP)** www.cacup-aslp.ca

Information about working in Saskatchewan:

- **Saskatchewan government** - Ministry of Immigration and Career Training [Job Training and Financial Support Programs | Jobs, Working and Training | Government of Saskatchewan](#)
- **Canadian Free Trade Agreement** [Home - Canadian Free Trade Agreement | Accord de libre-échange canadien \(cfta-alec.ca\)](#)

Information about the national association for audiology and speech-language pathology:

- **Speech and Audiology Canada (SAC)** www.sac.ca

Information about the national association for audiology:

- **Canadian Academy of Audiology (CAA)** <https://canadianaudiology.ca/>

Information that can be found on the CSASK Website www.csak.ca “Applicant” menu item:

- Registration Requirements and Application Information
- Applicant Streams Checklists
- Application Forms
- Canadian Entry to Practice (CETP) Exam for Audiology and Speech-Language Pathology
- CSASK Fees



SUMMARY OF ACADEMIC AND CLINICAL PRACTICUM REQUIREMENTS AUDIOLOGY (APPENDIX A)

The legislated mandate of the CSASK is to protect and serve the public by regulating, supporting and ensuring competent, safe and ethical practice of audiologists and speech-language pathologists. One of the ways in which the CSASK protects and serves the public is by establishing requirements for entry-to-practice.

The CSASK has adopted the Academic Equivalency Framework, developed in collaboration with other regulators across Canada, which sets out the minimum academic and supervised clinical practice requirements for entry-to-practice as an audiologist in Saskatchewan.

The minimum academic requirements, as outlined in the Academic Equivalency Framework, are based on the minimum level of study offered by programs at accredited Canadian teaching institutions. The applicant must summarize their undergraduate and graduate coursework using the “Summary of Transcript Information Form” to demonstrate that they have met the minimum academic requirements for entry-to-practice.

Supervised clinical practice is an important component of an audiology education program, during which a student demonstrates application of the knowledge acquired through their academic course work. While many aspects may be covered during the clinical practicum, the hours that must be reported on the “Summary of Supervised Clinical Practice Form” pertain to direct client contact activities.

AUDIOLOGY CURRICULUM COMPONENTS = 765 Hours

SECTION 1: BASIC KNOWLEDGE SPECIFIC TO THE PROFESSION

Clinical experience in assessment, intervention and prevention of auditory and vestibular functions.

At least one course is required in the area of:

- Anatomical, physiological and neurological basis of speech, language and hearing functioning (e.g. Anatomy and Physiology of Speech and Hearing; Introduction to Neurosciences for Communication Disorders, Neuroanatomy for Audiology and Speech-Language Pathology)

At least two courses are required in the area of:

- Physical basis and perceptual processes of hearing (e.g. Hearing Science, Acoustics)

Minimum Requirement:
135 Hours

Undergraduate courses
are accepted.

SECTION 2: BASIC KNOWLEDGE RELATED TO OTHER PROFESSIONS OR DISCIPLINES

To provide exposure to speech-language pathology assessment, intervention, and/or prevention

At least two courses are required in the area of:

- Basic principles and methods involved in conducting research in human behaviour (e.g. Statistics, Research Methods)

At least one course is required in the area of:

- Psychological and social aspects of human development. Study must provide information from related fields (e.g. psychology, education) pertinent to communication disorders. Study must include at least one of the following:
 - Theories of learning and behaviour that have application to communication disorders (e.g. verbal learning, behaviour modification, neuropsychology)
 - Study of personality development, abnormal behaviour (e.g. Abnormal psychology, Child Development)
 - Study of development and education of special populations, psychometric evaluation, school psychology (e.g. Human Development in Education).
 - Counselling and interviewing. (e.g. Counselling in Communicative Disorders)

At least one course is required in the area of:

- Professional practices and issues or administrative organization of audiology or speech-language pathology programs (e.g. Professional Issues; Principles of Clinical Practice).

Minimum Requirement:
180 Hours

Undergraduate courses
are accepted.

SECTION 3: PROFESSIONAL COMPETENCIES - AUDIOLOGY

Knowledge, skills and behaviours which are specifically applicable to the profession.

Coursework must include development of competencies in each of the following areas:

- Hearing measurement;
- Audiological assessment;
- Electrophysiological and other diagnostic measurements;
- Basic and advanced concepts in amplification (systems, selection, fitting, verification and validation);
- Implantable hearing devices;
- Calibration and maintenance of instrumentation;
- Auditory and vestibular disorders involving both peripheral and central pathways of hearing;
- Assessment and management of tinnitus, including hyperacusis;
- Paediatric audiology
- Habilitation and rehabilitation procedures applied to children, adults, the elderly and specific populations (e.g. developmental delay, occupational hearing loss); and
- Professional Practice Issues specific to audiology.

Minimum Requirement:
405 Hours

Courses **must** be at the
graduate level.

SECTION 4: PROFESSIONAL COMPETENCIES - ALL COMMUNICATION DISORDERS

Knowledge, skills and behaviours which are applicable to the entire field of human communication disorders.

Coursework:

Speech and language development, delays and disorders (e.g. screening/identification programs and procedures for speech, language and hearing problems throughout the lifespan; potential impact of hearing loss on speech and language acquisition).

Minimum Requirement:
45 Hours

Courses **must** be at the
graduate level.

NOTE:

Every hour of attendance at laboratory exercises is equal to one half hour. For example, 30 hours of attendance at a laboratory exercise is equivalent to 15 hours of lecture for theory-based courses.

CLINICAL PRACTICUM COMPONENTS = 350 HOURS OF SUPERVISED CLINICAL EDUCATION (maximum 50 hours simulated)

SECTION 1: PROFESSIONAL COMPETENCIES - AUDIOLOGY

Must include:

- Minimum 50 hours with children;
- Minimum 50 hours with adults;
- Minimum 50 hours of assessment; and
- Minimum 100 hours of intervention.

Must include the following activities:

- Hearing measurement;
- Audiological assessment;
- Electrophysiological and other diagnostic measurements;
- Amplification (systems, selection, fitting, verification and validation); and
- Implantable hearing devices.

Should include the following activities:

- Calibration and maintenance of instrumentation;
- Auditory and vestibular disorders involving both peripheral and central pathways of hearing;
- Assessment and management of tinnitus, including hyperacusis; and
- Habilitation and rehabilitation procedures applied to children, adults, the elderly and specific populations (e.g. developmental delay, occupational hearing loss)

Minimum Requirement:
300 Hours Direct
Contact or Simulation

SECTION 2: PROFESSIONAL COMPETENCIES, ALL DISORDERS

To include exposure to speech-language pathology assessment, intervention and/or prevention activities

Minimum Requirement:
20 Hours Direct Contact
or Simulation

GLOSSARY – CLINICAL PRACTICUM

Direct Contact	<p>A supervised practical learning experience where the student clinician actively participates in patient/client service. The patient/client or significant communication partner (i.e. spouse, parent, work colleague) need not be present for all activities, but these should be focused on the client’s specific needs (e.g. team meetings, discussion with supervisor). This category is not meant to capture activities that are of a general nature (e.g. delivering a presentation on a disorder type).</p> <p>The participation may be unaided or assisted:</p> <ul style="list-style-type: none"> ▪ Unaided Participation - Patient/client services provided by student where the student’s supervisor is readily available to assist or support the student but does not directly participate in the services provided. ▪ Assisted Participation - Patient/client services provided by student where the student’s supervisor directs or guides the services provided.
Graduate Level	University study leading to degrees beyond a bachelor's degree.
Practicum	A supervised practical learning experience conducted in connection with a program of study in audiology or speech-language pathology. The supervisor must be a qualified individual in the area of supervision.
Simulation	A practical learning experience where the student clinician participates in an activity that utilizes a real-life imitation of a patient/client with a set of problems. Simulations may be computerized or may involve an individual who is trained to act as a real patient/client.
Children	Patient/clients from birth to 18 years of age.
Adults	Patient/clients over the age of 18.



SUMMARY OF ACADEMIC AND CLINICAL PRACTICUM REQUIREMENTS SPEECH-LANGUAGE PATHOLOGY (APPENDIX B)

The legislated mandate of the CSASK is to protect and serve the public by regulating, supporting and ensuring competent, safe and ethical practice of audiologists and speech-language pathologists. One of the ways in which the CSASK protects and serves the public is by establishing requirements for entry-to-practice.

The CSASK has adopted the Academic Equivalency Framework, developed in collaboration with other regulators across Canada, which sets out the minimum academic and supervised clinical practice requirements for entry-to-practice as a speech-language pathologist in Saskatchewan.

The minimum academic requirements, as outlined in the Academic Equivalency Framework, are based on the minimum level of study offered by programs at accredited Canadian teaching institutions. The applicant must summarize their undergraduate and graduate coursework using the “Summary of Transcript Information Form” to demonstrate that they have met the minimum academic requirements for entry-to-practice.

Supervised clinical practice is an important component of a speech-language pathology education program, during which a student demonstrates application of the knowledge acquired through their academic course work. While many aspects may be covered during the clinical practicum, the hours that must be reported on the “Summary of Supervised Clinical Practice Form” pertain to direct client contact activities.

SPEECH-LANGUAGE PATHOLOGY CURRICULUM COMPONENTES = 765 HOURS

SECTION 1: BASIC KNOWLEDGE SPECIFIC TO THE PROFESSION

Theory based courses designed to impart knowledge specific to client service in the area of human communication disorders.

At least one course is required in the area of:

- Anatomical, physiological and neurological basis of speech, language and hearing functioning (e.g. Anatomy and Physiology of Speech and Hearing; Introduction to Neurosciences for Communication Disorders, Neuroanatomy for Audiology and Speech-Language Pathology)

At least two courses are required in the area of:

- Fundamental information pertaining to the use of speech and language processes (e.g. Linguistics, Psycholinguistics, Normal Acquisition of Speech and Language; Phonetics; Phonology)

Minimum Requirement
135 Hours

Undergraduate courses are accepted.

SECTION 2: BASIC KNOWLEDGE RELATED TO OTHER PROFESSIONS OR DISCIPLINES

Theory based courses which include the study of other professions or disciplines and deemed necessary in the area of human communication disorders.

At least two courses are required in the area of:

- Basic principles and methods involved in conducting research in human behaviour (e.g. Statistics, Research Methods)

At least one course is required in the area of:

- Psychological and social aspects of human development. Study must provide information from related fields (e.g. psychology, education) pertinent to communication disorders. Study must include at least one of the following:
 - Theories of learning and behaviour that have application to communication disorders (e.g. verbal learning, behaviour modification, neuropsychology).
 - Study of personality development, abnormal behaviour (e.g. Abnormal Psychology, Child Development)
 - Study of development and education of special populations, psychometric evaluation, school psychology (e.g. Human Development in Education).
 - Counselling and interviewing. (e.g. Counselling in Communicative Disorders)

At least one course is required in the area of:

- Professional practices and issues or administrative organization of audiology or speech-language pathology programs (e.g. Professional Issues; Principles of Clinical Practice).

Minimum Requirement
180 Hours

Undergraduate courses are accepted.

SECTION 3: PROFESSIONAL COMPETENCIES - SPEECH-LANGUAGE PATHOLOGY

Knowledge, skills and behaviours which are specifically applicable to the profession.

Coursework must include development of competencies in each of the following areas:

- Articulation/phonological disorders;
- Preschool/school-aged language development and literacy;
- Developmental language disorders;
- Acquired language disorders;
- Cognitive communication disorders;
- Voice disorders;
- Resonance disorders or structurally related disorders (e.g. Cleft lip and Palate);
- Fluency disorders;
- Neurologically based speech disorders;
- Augmentative and alternative communication;
- Dysphagia; and
- Professional practice Issues specific to SLP.

Minimum Requirement
405 Hours

Courses **must** be at the
graduate level.

SECTION 4: PROFESSIONAL COMPETENCIES - ALL COMMUNICATION DISORDERS

Knowledge, skills and behaviours which are applicable to the entire field of human communication disorders.

Coursework:

- Development of normal hearing;
- Hearing disorders and related speech-language disorders (e.g. symptoms of hearing disorders including associated speech, language and voice profiles);
- Screening procedures and basic audiometric testing;
- Application of audiometric information to the speech-language assessment;
- Modification in speech and language procedures to accommodate varying degrees of hearing loss;
- Approaches to habilitation and rehabilitation of speech and language of the hearing impaired;
- Use, care and maintenance of hearing aids, assistive listening devices, and amplification systems).

Minimum Requirement
45 Hours

Courses **must** be at the
graduate level.

NOTE:

Every hour of attendance at laboratory exercises is equal to one half hour. For example, 30 hours of attendance at a laboratory exercise is equivalent to 15 hours of lecture for theory-based courses.

CLINICAL PRACTICUM COMPONENTS = 350 HOURS OF SUPERVISED CLINICAL EDUCATION (maximum 50 hours simulated)

SECTION 1: PROFESSIONAL COMPETENCIES - SPEECH-LANGUAGE PATHOLOGY

Must include:

- Minimum 50 hours with children;
- Minimum 50 hours with adults;
- Minimum 50 hours of assessment; and
- Minimum 100 hours of intervention.

Must include a variety of disorder types from the following:

- Articulation/phonological disorders;
- Preschool/school-aged language development and literacy;
- Developmental language disorders;
- Acquired language disorders;
- Cognitive communication disorders;
- Voice disorders;
- Resonance disorders or structurally related disorders (e.g. Cleft lip and palate);
- Fluency disorders;
- Neurologically based speech disorders;
- Augmentative and alternative communication;
- Dysphagia;
- Prevention and identification activities.

Minimum Requirement:
300 Hours Direct Contact or
Simulation

SECTION 2: PROFESSIONAL COMPETENCIES, ALL DISORDERS

To Include exposure to audiology assessment, intervention and/or prevention activities.

Minimum Requirement:
20 Hours Direct Contact or
Simulation

GLOSSARY - CLINICAL PRACTICUM

Direct Contact	<p>A supervised practical learning experience where the student clinician actively participates in patient/client service. The patient/client or significant communication partner (i.e. spouse, parent, work colleague) need not be present for all activities, but these should be focused on the client’s specific needs (e.g. team meetings, discussion with supervisor). This category is not meant to capture activities that are of a general nature (e.g. delivering a presentation on a disorder type).</p> <p>The participation may be unaided or assisted:</p> <ul style="list-style-type: none"> ▪ Unaided Participation - Patient/client services provided by student where the student’s supervisor is readily available to assist or support the student but does not directly participate in the services provided. ▪ Assisted Participation - Patient/client services provided by student where the student’s supervisor directs or guides the services provided.
Graduate Level	<p>University study leading to degrees beyond a bachelor's degree.</p>
Practicum	<p>A supervised practical learning experience conducted in connection with a program of study in audiology or speech-language pathology. The supervisor must be a qualified individual in the area of supervision.</p>
Simulation	<p>A practical learning experience where the student clinician participates in an activity that utilizes a real-life imitation of a patient/client with a set of problems. Simulations may be computerized or may involve an individual who is trained to act as a real patient/client.</p>
Children	<p>Patient/clients from birth to 18 years of age.</p>
Adults	<p>Patient/clients over the age of 18.</p>