



Department of Social Work and Communication Sciences and Disorders

PCSD 315: Speech Sound Disorders

Course Information	
Class Term	Spring 2026
Course	PCSD 315: Speech Sound Disorders
Credits	3 hours

Instructor Information	
Instructor	Nichole Bailey, SLP.D., CCC-SLP, ASHA BCS-CL
Email	baileyns@longwood.edu
Office	Virtual Online
Office Hours	M-F 8 am- 6 pm, ET
Phone	Cell Phone/Text 334-797-9338 Call/text between 8 a.m. and 5 p.m., M-F, ET

****Our class and the university operate on Eastern Time.

Class Begins: January 14, 2026

Class Ends: May 8, 2026

Last Day to Add/ Drop: January 22, 2026 by 5:00 pm ET

Last day to Withdraw with no academic penalty (all tuition and fees still apply): April 4, 2026 by 5:00 pm ET

The Course

Course Description:

Etiology, evaluation, and treatment of individuals with speech sound disorders including articulation and phonological disorders and an introduction of transcription for disordered speech with the use of diacritics. 3 credits.

Pre-requisites:

CSDS 307 Phonetics

Course Structure:

This is an online course. Students are expected to spend a minimum of 12.5 hours receiving instruction per credit per semester. Thus, students will receive at minimum 37.5 hours of instruction. Additionally, students are expected to spend a minimum of 25 hours working on study or other course related activities per credit per semester, indicating students will spend 75 hours on out of class work.

Total instruction and work time should total approximately 112.5 minimum hours.

Course Objectives and Learning Activities:

The following information relates the course objectives to the learning opportunities, the Council on Academic Accreditation in Speech-Language Pathology and Audiology (CAA) standards, and Longwood's expectations for scientific and quantitative reasoning.

The table denotes the course objectives and the learning activities.

At the completion of the course students will be able to ...

Course Objectives	Learning Activities
Describe the normal sequence of articulation and phonological development.	Exams Discussion Board
Differentiate between normal and disordered speech systems.	Exams Discussion Boards
Describe potential etiologies for speech sound disorders.	Exams Discussion Boards
Identify and describe effective evaluation procedures and assessments.	Exams Discussion Boards Treatment Plan
Transcribe disordered speech using IPA and diacritics	Transcription Transcription Analysis Exams Discussion Boards
Identify and describe evidence-based interventions for speech sound disorders.	Treatment Plan Exams Discussion Boards
Identify and describe evidence-based practices to use during services for individuals with speech sound disorders.	Lesson Plan and Demonstration Exams Discussion Boards
Course Objectives	Learning Activities
Describe the normal sequence of articulation and phonological development.	Exams Discussion Board
Differentiate between normal and disordered speech systems.	Exams Discussion Boards
Describe potential etiologies for speech sound disorders.	Exams Discussion Boards
Identify and describe effective evaluation procedures and assessments.	Exams Discussion Boards

	Treatment Plan
Transcribe disordered speech using IPA and diacritics	Transcription Transcription Analysis Exams Discussion Boards
Identify and describe evidence-based interventions for speech sound disorders.	Treatment Plan Exams Discussion Boards
Identify and describe evidence-based practices to use during services for individuals with speech sound disorders.	Lesson Plan and Demonstration Exams Discussion Boards

CAA Standard	Components
<p>3.1.2B Foundations of Speech-Language Pathology Practice: The program must include content and opportunities to learn so that each student can demonstrate knowledge of</p>	<ul style="list-style-type: none"> - discipline of human communication sciences and disorders; - ability to integrate information pertaining to normal and abnormal human development across the life span; - nature of communication and swallowing processes elements <ul style="list-style-type: none"> ▪ articulation - knowledge of the above elements includes each of the following: <ul style="list-style-type: none"> - etiology of the disorders or differences, - characteristics of the disorders or differences, - underlying anatomical and physiological characteristics of the disorders or differences, - acoustic characteristics of the disorders or differences (where applicable), - psychological characteristics associated with the disorders or differences, - developmental nature of the disorders or differences, - linguistic characteristics of the disorders or differences (where applicable), - cultural characteristics of the disorders or differences.
<p>3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: The program must include content and opportunities to learn so that each student can demonstrate knowledge of</p>	<ul style="list-style-type: none"> - principles and methods of identification of communication and swallowing disorders and differences, - principles and methods of prevention of communication and swallowing disorders.
<p>3.1.4B Evaluation of Speech, Language, and</p>	<ul style="list-style-type: none"> - articulation

<p>Swallowing Disorders and Differences The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with</p>	
<p>3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in</p>	<p>-intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment. - intervention for disorders and differences of -articulation</p>

The American Speech-Language-Hearing Association (ASHA) Standards applicable to this course:
Standard III-B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-D. Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Course Organization:

All the PowerPoints and course assignments will be organized into modules on Canvas. Each module will include the necessary content for that area of study. For example, the modules will include the PowerPoint, required readings, assignments, and any other necessary material on the specific topic.

Canvas

Each student is responsible for verifying his or her access to *Canvas CSDS 315*. Additional information about class assignments, expectations, and announcements may be posted on *Canvas*. It is critical that students check for the relevant announcement when planning for the next scheduled class.

Choice of web browser is critical to successful interaction with Canvas. Some incompatibility issues have been observed when using Internet Explorer, particularly when taking online quizzes. You are encouraged to use Google Chrome when interacting with Canvas.

Required Readings

Required:

Text:

Introduction to Speech Sound Disorders:

Brosseau-Lapr e, F., & Rvachew, S. (2018). *Introduction to speech sound disorders*. Plural publishing.

Articles:

Diepeveen, S., van Haaften, L., Terband, H., de Swart, B., & Maassen, B. (2020). Clinical reasoning for speech sound disorders: Diagnosis and intervention in speech-language pathologists' daily practice. *American journal of speech-language pathology*, 29(3), 1529-1549.

Fabiano-Smith, L. (2019). Standardized tests and the diagnosis of speech sound disorders. *Perspectives of the ASHA special interest groups*, 4(1), 58-66.

Farquharson, K., & Boldini, L. (2018). Variability in interpreting “educational performance” for children with speech sound disorders. *Language, Speech, and Hearing Services in Schools*, 49(4), 938-949.

Hearnshaw, S., Baker, E., & Munro, N. (2019). Speech perception skills of children with speech sound disorders: A systematic review and meta-analysis. *Journal of Speech, Language, and Hearing Research*, 62(10), 3771-3789

Murray, E., Iuzzini-Seigel, J., Maas, E., Terband, H., & Ballard, K. J. (2021). Differential diagnosis of childhood apraxia of speech compared to other speech sound disorders: A systematic review. *American journal of speech-language pathology*, 30(1), 279-300.

Sugden, E., Baker, E., Munro, N., Williams, A. L., & Trivette, C. M. (2018). Service delivery and intervention intensity for phonology-based speech sound disorders. *International Journal of Language & Communication Disorders*, 53(4), 718-734.

Wren, Y., Harding, S., Goldbart, J., & Roulstone, S. (2018). A systematic review and classification of interventions for speech-sound disorder in preschool children. *International journal of language & communication disorders*, 53(3), 446-467.

Optional:

The Late Eight:

Bleile, K. M. (2017). *The late eight*. Plural Publishing.

Eliciting Sounds:

Secord, W. A., Boyce, S. E., Donohue, J. S., Fox, R. A., & Shine, R. E. (2007). *Eliciting sounds: Techniques and strategies for clinicians*. Cengage Learning.

Assignments and Grading

Assignment
Exams (3)
Discussion Board (4)
Transcription
Transcription Analysis
Treatment Plan
Lesson Plan and Demonstration

Detailed Description of Assignments:

Exams:

Students will take three, 100-point exams throughout the semester. The exams will include information from PowerPoints, lectures/discussions, and readings. The exams will be a combination of multiple-choice, fill in the blank, short answer, and essay questions.

Discussion Boards:

Students will respond to four posted discussion boards prior to coming to class. The discussion boards will be based off current articles, podcasts, or presentations and will help foster in-class discussions.

Transcription:

Part 1 of 4: The instructor will provide students with a speech sample of an individual who presents with disordered speech. The students will transcribe the speech sample using IPA.

Transcription Analysis:

Part 2 of 4: Students will write a two-page analysis of the client from their speech sample. They will provide a diagnosis using evidence from the literature and their transcription.

Treatment Plan:

Part 3 of 4: Students will formulate a treatment plan for their client from the speech sample using a template provided to them by the instructor. They will address an appropriate and effective intervention and write goals for their clients along with a rationale for their selected intervention and goals.

Lesson Plan and Demonstration:

Part 4 of 4: Students will create a lesson plan for their client from the speech sample using a template provided by the instructor. They will plan activities for an hour-long session. Students will select activities from the treatment plan and record a video conducting the activities.

Grading Scale (grades are earned, not given):

A	94 – 100%	C+	78 – 79.9%
A-	90 – 93.9%	C	73 – 77.9%
B+	88 – 89.9%	C-	70 – 72.9%
B	83 – 87%	F	0 – 69.9%
B-	80 – 82.9%		

Policies and Procedures

General Policies and Procedures:

Accessibility Resources Office:

If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note-taking support, extended time for tests, etc.), you must register with the [Accessibility Resources Office](#), Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Religious Diversity:

The instructor will accommodate adjustments to due dates that conflict with a student’s religious observation, if informed in writing by the end of the first week of class.

Mental Health Resources:

Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's Counseling and Psychological Services (CAPS), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the Longwood University Police Department at (434)395-2091.

Reporting of Crimes and Sexual Misconduct:

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff), they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

Academic Policies and Procedures:

Protecting Intellectual Property

Content and materials for this course are for your learning only and should not be shared with others outside of the class. This includes the materials located within the learning management system, information sent to you through email, and/or content provided to you through webcasting with your professor. You may not share your course connection information (login or password), your content received through Canvas, or any videos sent to you that are specifically for this course. This includes sharing postings or recordings made by the instructor or students without permission of the originator.

When you are attending a course through web-conferencing (for example, Zoom), there should not be other persons interacting with the system or attending the session.

Any violation of this policy can result in disciplinary action. Faculty or students may report those who violate University policies regarding intellectual property to the Office of Student Conduct and Integrity.

Responsibilities of the Learner:

All learners are expected to abide by the Honor Code and respect the intellectual property and copyright of others. Learners are expected to complete all assignments, including group projects, in a timely manner. Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others' opinions. Learners will recognize that they are part of a larger community of learners and that their diligent and regular participation in this course is to the benefit of all learners.

Honor Code:

All written work submitted for this class must be pledged with the Longwood Honor Code. Students shall write, in their own handwriting, and sign the following: "I have neither given nor received help on this work nor am I aware of any infraction of the Honor

Code.” You must pledge the honor code in the comments to instructor when submitting assignments in Canvas. Failure to pledge the honor code will result in a 2-point deduction. Of course you may receive “help” on written assignments from the LU Writing Center and you are very much encouraged to do so. You may not copy, download and save, or post anything related to this course on social media, YouTube, or any forum outside of this course. Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any in class or related violation will be investigated and university policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of “0” on the assignment in question, a grade of “F” in the course, and/or a referral.

Academic Integrity:

All Honor Code violations will be reported to Longwood University’s Office of Academic Integrity. Please guard your ethical reputation beginning now. You can find Graduate Writing support here:
<http://www.longwood.edu/graduatestudies/student-resources/graduate-studenttutoring/>

Plagiarism:

Any ideas, phrases, sentences, illustrations (including pictures, graphs, charts, and the like) and arguments that you present must be your own creative work. All text passages that are taken from another author’s work must be properly cited using APA format. This includes any text that you paraphrase, as well as another’s opinions, data, examples, and illustrations. Work that is quoted verbatim must be cited in APA format, including quotations and page numbers. It is deemed plagiarism if you copy work from an article, textbook, or website, EVEN IF you change a few words in each sentence. You must cite your source(s) in preparing any written or presented information for this class. There are several free online plagiarism checkers that you can use to be sure your wording is authentic. You will receive a grade of “0” on any assignment that contains evidence of cheating or plagiarism. This will also be considered a violation of Longwood University’s Honor Code.

Knowledge and Skills:

Activities have been developed which emerge from the established course objectives and which are now attached to this course through the *KASA*. In addition to achieving a final grade (B- or better) which demonstrates a cumulative understanding of the course content, students will also be expected to demonstrate that same level of competency on individual assignments. In other words, a student who earns a grade of C+ or lower on an individual assignment will be expected to meet with the instructor in order to develop a competency improvement plan which addresses the specific learning objective.

Competency with written language is also an expectation. Written assignments will most often be evaluated for content but also mechanics, word choice, and sentence construction which interferes with the transmission of meaning.

Matriculation:

Individuals who hold a bachelor’s degree may register for up to six credits of graduate-level course work prior to formal acceptance by the university into a specific graduate program. However, individuals who desire to earn a Master’s degree from Longwood University MUST be formally accepted into a graduate-level program for course work to be applied to the satisfaction of requirements for the Master’s degree. This university acceptance must be recorded PRIOR to registration for course work beyond the initial six-credit hours of non-matriculated study.

Late Assignments:

Students are expected to submit assignments **by midnight on the required date**. Work may be submitted late but will be charged a **10% penalty** of total possible points for each day occurring after due date until date of actual submission, **up to a total of 30%** of possible points. Work may not be submitted more than 7 days after the original due date. ****Quizzes and Exams may not be submitted late except in extreme circumstances and documentation will need to be provided to your instructor.**

Class Demeanor:

- Be courteous and respectful in all interactions
- Be kind and sensitive about others’ perspectives that may be different from your own
- Be respectful of your environment, take care of your space

Grading Policies:

1. Grades are earned: Students earn their grades through organization, diligence, planning, and execution. Students assume individual responsibility for the quality, presentation, and timeliness of their own work.
2. Students’ grades reflect how their overall performance aligns with the established rubrics. Therefore, it is imperative students review the grading rubrics before submitting assignments.
3. This instructor makes every effort to evaluate students’ work equitably and fairly. Grades are not negotiable.
4. The actual points earned will be used to determine the letter grade equivalency. Point values are rounded neither up nor down to assign a grade equivalent.
5. Individual requests for extra credit will not be honored. Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.

Communication:

Please check your Longwood email and the Announcements on the Course Canvas regularly, this is where I will communicate with you regularly. I will check Canvas and email between 8 am EST and 5 pm EST most weekdays and limit access on weekends and Longwood holidays/vacations. If you post on a Friday after 12pm EST I will respond on the next regular work/school day. I will make every effort to respond to all communications within 48 business hours.

Changes To Syllabus:

The instructor reserves the right to make changes to the syllabus as needed and will provide verbal and/or written communication about changes to the syllabus/schedule, should they occur.

Tentative Course of Study

Note: This course of study is a ***tentative timeline*** of topics that may be adjusted as we move through the sequence. Any alterations or adjustments to this course of study will be announced. I will upload the readings to Canvas the Sunday before class.

Date	Topic	Module	DUE
Jan. 14-Jan. 18	Start Here Meet and Greet	Start Here	Assurance Statement, Introduction Discussion Board
Jan. 19- Jan. 25	Module 1: Introduction to Phonetics and Phonology	1	Respondus LockDown Quiz
Jan. 26-Feb. 8	Module 1: Review of Phonetics	1	Discussion Board 1

			Transcription PROJECT
Feb. 9 – Feb. 15	Module 2: Phonological Development	2	
Feb. 16 – Mar. 1	Exam 1		Exam 1
Mar. 2 – Mar. 15	Module 3: Assessment	3	Discussion Board 2 Transcription Analysis PROJECT
March 16 – March 22	Module 4: Diagnosis	4	
March 23- March 29	Exam 2		Exam 2
Mar. 30 – April 5	Module 5: Treatment Planning	5	Discussion Board 3
April 6- April 12	Module 6: Input and Output Oriented Approaches	6	Treatment Plan PROJECT
April 13 – April 26	Module 6: Interventions	6	Discussion Board 4 Lesson Plan and Demonstration - PROJECT
April 27 – May 8	Exam 3		Exam 3