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Speech-Language Pathology

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**Oklahoma Baptist University
Master of Science
Speech-Language Pathology Program
Strategic Plan: Spring 2025 - Spring 2029**



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OBU Mission, Vision, Values, Strategic Plan Alignment

The mission, vision, goals, and strategic plan of the Master of Science in Speech-Language Pathology (MS-SLP) program are aligned with the [mission, vision, and purposes](#) of Oklahoma Baptist University (OBU). The MS-SLP program was developed to fulfill the strategic objectives and critical projects outlined in OBU's strategic plan, the [Multiply Strategy](#), which was adopted in 2021. The development of the MS-SLP program is also an integral part of the OBU [Shape the Future](#) capital campaign, which was launched in 2024 and includes [academic investment, facility improvements, and campus life enhancement](#) as its three main initiatives. As a Christian liberal arts university, OBU and the MS-SLP program prioritize infusing biblical teaching and Christian ethics and values into all areas of academic knowledge and clinical training. We pursue these ideals to realize a Christian's calling to fulfill the Great Commission (Matthew 28:18-20) and the Great Commandment (Mark 12:30-31).

Envisioned Future

We envision a future where individuals with communication and swallowing disorders and their loved ones and care partners are positively impacted by speech-language pathologists (SLPs) that are trained to infuse their Christian faith into clinical practice, caring for each individual as a unique creation designed by God for a purpose.

OBU MS-SLP Mission

To prepare competent and professional service-minded leaders in speech-language pathology (SLP) who apply Christian principles and values to communication and swallowing disorder prevention, assessment, and intervention across the lifespan.

OBU MS-SLP Vision

To shape the future of speech-language pathology (SLP) education and practice through an innovative hybrid accelerated education model that pairs Christian ethics and values with dynamic academic and clinical education.

Program Goals/Outcomes

Within the [Scope of Practice for Speech-Language Pathology](#), graduates of the OBU MS-SLP program will be able to:

1. Demonstrate comprehensive knowledge of the biological, neurological, acoustic, and linguistic foundations of communication and swallowing across the lifespan.
2. Integrate theoretical knowledge, research evidence, clinical expertise and client/family preferences to make best practice decisions in the assessment and treatment of communication and swallowing disorders across the lifespan.
3. Apply principles of ethical and professional conduct consistent with the standards of the American Speech-Language-Hearing Association (ASHA) and relevant licensure/certification boards.
4. Engage in reflective practice and self-assessment to continually strengthen clinical competence, professionalism, interprofessional collaboration, ethical practice, and advocacy in service delivery.
5. Integrate biblical Christian principles and values into professional interactions and clinical practice.

Strategic Plan

(oversight and review: Program Director)

Executive Summary

The ability to communicate is a gift from God. Effective communication is a human right ([ASHA](#)). We were created to communicate with God - through His Word and the Holy Spirit - and with one another through reading, writing, speaking or signing, and singing. The ability to communicate effectively is fundamental to our identity as beings created by God.

Our MS-SLP program is designed to integrate Christian faith with professional practice, emphasizing the importance of communication in independent living, building relationships, expressing

faith, and worshipping God. This strategic plan outlines our goals and strategies to recruit and retain students, innovate our curriculum, provide robust clinical experiences, support faculty development, and integrate Christian principles into all aspects of our program.

This strategic plan meets standards set forth by the Council of Academic Accreditation in Communication Sciences and Disorders (CAA) and the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA). The plan outlines the foundational goals and strategies for the MS-SLP program at OBU, ensuring alignment with the institution's mission, vision, and values while striving for excellence in academic education and clinical preparation.

Schedule for Strategic Plan Analysis

Oversight of each focus area of the strategic plan has been assigned to a faculty director and oversight of evaluation, review, and revision of the strategic plan is the responsibility of the Program Director in collaboration with program faculty and faculty directors. The Program Director and faculty directors make up the Steering Committee and each faculty director oversees a committee made up of the faculty director and at least two additional full-time faculty members. The charge of each committee is to design assessments related to its assigned focus area(s), collect and analyze data related to its assigned focus area(s), and make recommendations for program improvements and/or strategic plan revisions based on the results of data analysis.

Monthly faculty meetings will include incremental discussion of strategic plan initiatives. Each committee will meet at least once per semester for planning, discussion, and data analysis related to its assigned strategic plan focus area. Lastly, all full-time faculty will participate in an annual faculty retreat at the end of each spring semester (first week of May), which will involve a full-scale analysis of the strategic plan with revision and improvements implemented as needed based on the results of data analysis. The data presented at the annual faculty retreat will be collected from focus area assessments and faculty meeting minutes and will be shared with program faculty and OBU administration through a presentation at the annual faculty retreat and a detailed written report. See OBU MS-SLP Committee and Meeting Structure document for additional information.

Focus Area 1: Student recruitment and retention.

(oversight: Director of Admissions and Director of Student Success)

Issue

As of 2023, there were 206,126 SLP members of ASHA. Historically, ASHA SLP membership has been predominantly white (83.5%) females (96.3%), highlighting a significant underrepresentation of individuals from a variety of backgrounds. According to the [ASHA 2023 Member and Affiliate Profile](#), 3.7% of SLPs self-identified as male (compared to 49.1% of the US population), 9.5% self-identified as belonging to a non-white racial or ethnic group (compared to 38.4% of the US population), and 7.0% self-identified as Hispanic or Latino (compared to 18.7% of the US population) (2020 US Census). Although there has been some progress, the representation of SLPs from various backgrounds still does not reflect the makeup of the general US population or the characteristics of individuals and families served by SLPs.

Outcome

Enroll and retain cohorts of students with varied backgrounds to bring different perspectives to the field of SLP.

Strategies	Assessment	Indicators of Success
1.1: Enroll cohorts of students whose backgrounds and perspective reflect a broader range of experiences than those currently represented in ASHA SLP membership.	The Director of Admissions will collect and analyze data for prospective, applicant, accepted, and enrolled students. Data will be reviewed annually to identify trends and potential areas of concern.	1.1: By the end of year 3, institutional admissions data will show that at least 30% of enrolled students represent backgrounds and characteristics not typically represented in the current ASHA SLP membership profile.
1.2: Develop outreach programs and community partnerships to attract potential students.	The Director of Student Success will develop an outreach program and continuously evaluate outreach effectiveness. Leveraging relationships with	1.2: Faculty will organize at least one outreach event each academic year aimed at informing high school students about career opportunities in SLP.
1.3: Implement mentorship and support programs to improve retention rates and		1.3: Community professionals will be invited to serve as mentors, ensuring each graduate student has access to

sense of belonging among students.	alumnae and professionals, a mentoring and support program will be developed to enhance student retention and foster a positive student experience.	mentorship from a practicing SLP. In addition, faculty will coordinate at least one relationship building activity per semester to strengthen peer connection and support.
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Focus Area 2: Curriculum innovation and academic excellence.

(oversight: Director of Curriculum and Director of Research and Scholarship)

Issue

CAA [Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology](#) standard 3.0B outlines standards for academic education in SLP. Additionally, the ASHA [2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#) standard IV delineates the knowledge outcomes from academic curriculum that must be met to earn the CCC-SLP national credential. Academic curriculum in the OBU MS-SLP program is designed to meet accreditation standards and professional credential requirements. The curriculum is reviewed annually by the Curriculum Committee and suggestions for curriculum changes are presented and discussed at the annual faculty retreat. Additionally, the program is delivered through an innovative hybrid accelerated educational model. This approach improves access to education and decreases time to degree, enabling qualified professionals to enter the workforce more quickly in areas that traditionally have limited access to healthcare professionals.

Outcome

Implement an innovative curriculum that incorporates current instructional best practices, meets standards for certification and licensure, and incorporates evidence-based teaching and learning principles.

Strategies	Assessment	Indicators of Success
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2.1: Establish a detailed curriculum review process to ensure utilization of innovative instructional technologies and teaching methodologies.	The Director of Curriculum will lead the development of a robust curriculum evaluation process. Faculty will be evaluated annually to ensure utilization of state-of-the-art educational technology as well as evidence-based instructional practices. Faculty will also have access to opportunities for high-quality professional development related to scholarship of teaching and learning and best practices in health sciences education. Each student enrolled in the program will complete a research project mentored by a faculty member.	2.1: Each academic year faculty will set achievable goals related to curriculum and instruction.
2.2: Provide faculty development related to instructional best practice and evidence-based teaching and learning principles.		2.2: Each faculty member will attend at least one professional development activity each academic year related to improving teaching and learning.
2.3: Create opportunities for students to engage in scholarly research initiatives and interdisciplinary learning activities.		2.3: Each faculty member will mentor at least three students engaged in research endeavors and will engage in at least one interdisciplinary learning activity per academic year.

Focus Area 3: Robust and varied clinical education experience.

(oversight: Director of Clinical Education).

Issue

CAA [Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology](#) standard 3.0B outlines standards for clinical education in SLP. Additionally, the ASHA [2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#) standard V delineates the skills outcomes from clinical education that must be met to earn the CCC-SLP credential. Clinical education in the OBU MS-SLP program is designed to meet accreditation standards and professional credential requirements. The goal is to provide students with a variety of clinical experiences in partnership with clinical educators in different settings to

prepare them for entry into the modern healthcare and education employment landscape. The student experience will be positively impacted when students are able to select clinical experiences that align with their interests.

Outcome

Provide varied and comprehensive clinical education experiences for students that meet licensure and certification requirements and align with the areas of clinical interest of the student.

Strategies	Assessment	Indicators of Success
3.1: Establish partnerships with a variety of clinical sites and clinical educators that provide students with opportunities to gain clinical experience with a variety of individuals with communication and swallowing disorders across the lifespan.	The Director of Clinical Education will oversee procurement of clinical site contracts from a variety of settings nationwide. Clinical orientation courses will be developed, assigned, and evaluated to prepare both clinical educators and students for the clinical experiences. Surveys will be used to gather feedback from clinical educators and students to inform program improvements. Clinical educators will be provided with professional development opportunities to improve their knowledge and skills.	3.1 Students will complete a survey at the end of each clinical placement related to experience with individuals from different cultural and linguistic backgrounds gained during the placement. At least 80% of responses will indicate that students gained experience working with a variety of clinical populations and clinical educators.
3.2: Establish a variety of partnerships with clinical sites so that students are placed in clinical settings that align with their interests.		3.2: Prior to clinical placement, students will complete a questionnaire about their clinical interests. At least 80% of students will be placed in their most desired clinical setting.
3.3: Develop simulation and telepractice experiences and other innovative clinical training opportunities to enhance clinical skills.		3.3: Students will achieve competencies during clinical simulations and externships with no more than 10% of students requiring remediation.
3.4: Monitor and evaluate clinical placements and clinical educators to ensure quality clinical experiences.		3.4: Clinical educators and students will complete evaluations during and after each clinical experience. At least 80% of evaluations will have an average rating of excellent or satisfactory.

3.5: Design a robust training for clinical educators and provide continuing education opportunities for clinical educators.		3.5: Clinical educators will complete training modules related to program policies, clinical education best practices, and rating student performance. Clinical educators will complete assessments related to the training content with a score of 90% or better.
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Focus Area 4: Faculty recruitment and development.

(oversight: Program Director and Director of Scholarship and Research)

Issue

CAA [Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology](#) standard 2.0 outlines accreditation standards related to faculty training, education, workload, qualifications, and lifelong learning. The OBU MS-SLP program aims to offer competitive employment opportunities to recruit and retain top faculty talent. A team-teaching model will be used in academic courses, providing students and faculty with engaging learning experiences. Multiple directors will oversee various aspects of program development and maintenance.

Outcome

Recruit and retain highly qualified faculty that are committed to the mission and vision of the program and institution.

Strategies	Assessment	Indicators of Success
4.1: Develop competitive recruitment packages to attract exceptional applicants.	The Program Director will collect and analyze data related to faculty position applications and will design team building experiences that promote development of a high performing faculty team.	4.1: Open full-time faculty positions will be filled by highly qualified professionals.
4.2: Offer ongoing professional development opportunities to faculty members specific to evidence-based teaching and		4.2: Faculty will participate in at least one on-campus or off-campus professional development opportunity related to evidence-based teaching and learning and/or their area of research emphasis each academic year.

learning and/or their area of research emphasis.	The Director of Scholarship and Research will develop faculty professional growth opportunities and design a faculty mentoring program to promote faculty satisfaction, success, recruitment, and retention.	
4.3: Foster a supportive and collaborative faculty environment through regular team-building activities and purposeful communication and mentoring.		4.3: Faculty will attend monthly faculty meetings and an annual faculty retreat, which will include team-building activities.
4.4: Encourage faculty involvement in research, publication, and professional organizations.		4.4: Faculty will maintain active membership in at least one professional organization and will present at one professional conference or publish one journal article per academic year. Faculty will be recognized on the website and social media for outstanding leadership and scholarship.
4.5: Implement a mentorship program for new faculty to support their integration and development.		4.5: New faculty will be paired with an experienced faculty member for mentoring. Faculty will complete evaluations related to the mentoring experience. At least 80% of evaluations will have an average rating of excellent or satisfactory.

Focus Area 5: Integration of Christian principles and values.

(oversight: Program Director and Director of Curriculum)

Issue

As a Christian liberal arts university, OBU is committed to integrating Christian principles and values into all aspects of education. This commitment is central to the mission, vision, and purposes of OBU. In alignment with this commitment, the MS-SLP faculty and administration will employ best practices to prepare students to incorporate their faith into clinical practice.

Outcome

Ensure the integration of Christian principles and values in all aspects of the program.

Strategies	Assessment	Indicators of Success
5.1: Incorporate biblical teaching and Christian ethics into the academic curriculum and clinical training.	The Program Director will collaborate with faith experts to develop a plan to instruct faculty and students to live out their faith in clinical practice.	5.1: Students and faculty will complete a survey related to effectiveness of faith integration into academic curriculum and clinical training. At least 80% of responses will have an average rating of excellent or satisfactory.
5.2: Offer workshops and seminars for faculty and students that provide training for integrating faith and professional practice.	The Director of Curriculum will develop a systematic method for evaluating the effectiveness of faith integration within the curriculum.	5.2: The program will engage a guest speaker with expertise in integrating faith with professional practice at least once per academic year.
5.3: Develop service-learning projects and high-fidelity simulations that encourage students to apply Christian principles and values in community settings.		5.3: Students will participate in at least one service-learning project and/or clinical simulation per course that provides instruction and experience incorporating Christian principles and values into clinical practice.