



# CACREP 2018 Research Agenda

## CACREP Mission Statement

The mission of CACREP is to promote the professional competence of counseling and related practitioners through:

- the development of preparation standards;
- the encouragement of excellence in program development; and
- the accreditation of professional preparation programs.

## Structure of the CACREP Research Agenda

CACREP maintains an ongoing Research Agenda to identify significant information and advocacy needs as well as emerging issues relevant to its mission. CACREP believes these issues have short- and long-term impact on the quality of its accreditation process. The Research Agenda is not an exhaustive listing of research topics, but rather highlights priority topics that are directly related to CACREP's mission and strategic initiatives.

The Research Agenda will be carried out through student research, faculty research, and CACREP-commissioned research. The Research Agenda targets one to three primary themes as targeted research priorities which are annually reviewed.

## Current Research Agenda

In response to a growing number of counseling programs with different delivery systems (i.e., online, hybrid, distance education) seeking accreditation, reaccreditation, or making substantive change requests, the CACREP Board and staff realize the importance of commissioning and supporting research that delimits the landscape of distance education with the goal of understanding the efficacy of different delivery systems in counselor education.

## Request for Proposals

CACREP invites proposals for studies that examine accreditation standards and addresses their utility in counselor practice, with a focus on:

1. Delivery systems for online programs/landscape of online delivery systems in CACREP-accredited programs – looking for research with results that have implications for policy development, standards

revision (related to accreditation as well as best practices in counselor education) and also specific recommendations for future research/next steps. Examples of possible inquiries could include (but are not limited to):

- Comparison of student learning outcomes across different delivery modalities (e.g., virtual/online learning versus brick-and-mortar) within the same program.
- Evidence of knowledge, skill, or professional disposition development in both asynchronous and synchronous learning environments within and across distance delivery systems (e.g., virtual skill development versus residency-based skill development).
- Exploratory studies to identify the landscape of currently utilized learning management systems, virtual learning platforms, terminology/vernacular and pedagogical practices of online counseling programs to better understand current best practices in distance counselor education.

Please see the [Spring 2018 Faculty RFP](#) for more detail and how to apply.