



**COUNCIL FOR  
STANDARDS IN  
HUMAN SERVICE  
EDUCATION**

Self Study  
Standard 2  
Philosophical Base of Program

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base

**What is the difference between a philosophical statement and mission statement?**

Refer to Unger. D., 2017. Philosophical Statements, Mission Statements, Conceptual Frameworks. *Fall 2017 Bulletin*, p.5  
Members can access this on the CSHSE webpage, Member Resources. Log-in required. <https://cshse.org>

Standard 2 a Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum. Guiding values, beliefs, and assumptions of your human services program.

A philosophy statement describes what values guide the program's actions and how those actions affect the human services profession. It provides guidance for the program's mission.

“The program believes...”

“The program values...”

## Standard 2 b Include a mission statement for the program. Why the human services program exists, and its unique purpose.

A mission statement assures quality, consistency, and relevance of a program.

The mission statement (purpose of the program) may address the foci of the program, intent of the program, or how the purpose is achieved.

“The purpose of this program is to ...”



Standard 2 c Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.)

Identify the academic program organization of the institution and where the human services program is aligned: division, department, college, etc.

Standard 2 d. Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).

Review the program's philosophical statement (The program believes..., The program values...) and identify the theoretical and knowledge base that supports the program philosophy.

The theories and knowledge base should be evident in how the program's policies, procedures, and curriculum (conceptual framework) fulfill the program's philosophy and mission.



## Standard 2 e Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.

Multidisciplinary- combining or involving several academic disciplines or professional specializations in a curriculum approach, each maintains own perspective within the approach

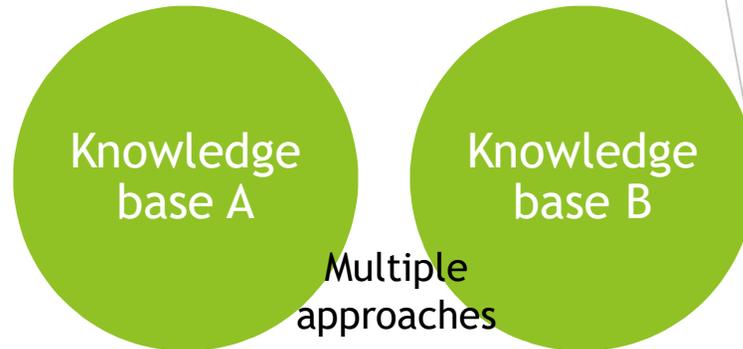
Interdisciplinary-of or relating to more than one branch of knowledge, each interacts together towards one approach

Transdisciplinary-relating to more than one branch of knowledge, each interacts together for one approach and includes external stakeholders (community, professionals from other disciplines)

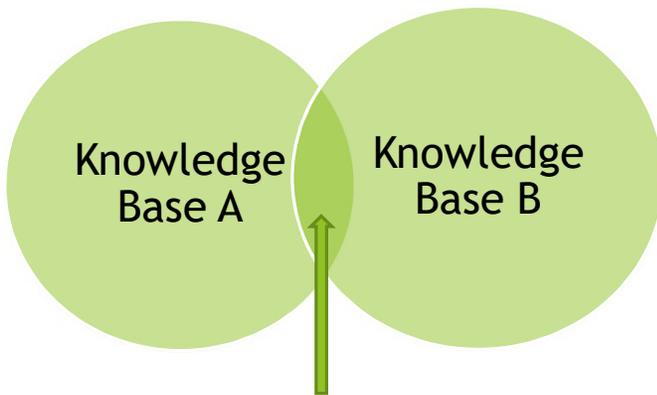
## Discipline



## Multidisciplinary

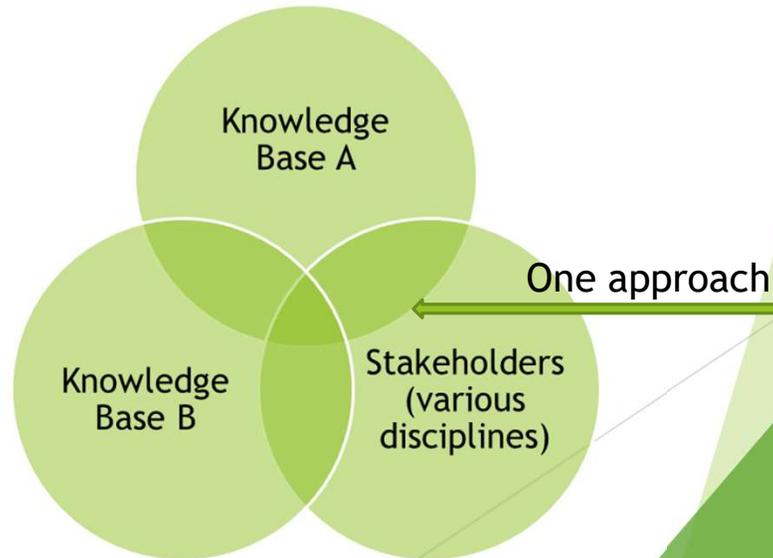


## Interdisciplinary



One approach

## Transdisciplinary



Standard 2 f Provide a matrix mapping the curriculum Standards (11-20) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the Self-Study narrative and the syllabi.

- The Matrix must include all courses, Human Services courses and general education courses, that are requirements for students and are used to demonstrate compliance with the Curriculum standards and specifications. If a general education course is a prerequisite for a Human Service course, then the general education course belongs in the Matrix and must demonstrate alignment to the appropriate Standard or specification.
- Do not include elective courses.
- Do not include general education courses that are not directly supporting the curriculum standards and specifications