

Graduate Certificate Psychological Science

Under Review | Spring 2026

Proposal Information

Workflow Status

In Progress

Graduate Council Agenda Preparation, Graduate College Curriculum

expand ▲

Waiting for Approval | Graduate Council Agenda Preparation

- Amanda Morales-Calderon
- Lisa Anderson
- Amy Glasscock
- Sophia McGovern
- Kayla Durazo

Proposal to Establish a New Program

Requested Term & Year (The first term for which applications will be accepted and students admitted.) ⓘ

Spring 2026

This proposal can also be viewed at:
<https://asu.kuali.co/cm/#/programs/view/68ac8bf814eae6a014d072f0>

General Information

Select Program Level and Type

Graduate certificate

General Program Information

College/School/Institute

New College of Interdisciplinary Arts and Sciences (CAS)

Department/Division/School ?

School of Social and Behavioral Sciences (CSOC&BEH)

Name of Program

Graduate Certificate - Psychological Science | Review

Program

Psychological Science

Degree Type

Proposing Faculty Group ?

School of Social and Behavioral Sciences

Responsible Faculty Member or Director

Baoyu Wang

Campus or Location options

Add a Different Campus or Location

No

Are you requesting an online offering?

Yes

Complete the Request for Digital Immersion Implementation.

Program Description/Justification



The Graduate Certificate in Psychological Science provides students with advanced exposure to the scientific foundations of psychology. Coursework engages students in core areas such as the history and scope of psychological science, research methodology and quantitative approaches, emotion, family dynamics, and advanced perspectives on positive psychology. This broader sequence emphasizes not only individual well-being but also the cultural, developmental, and methodological dimensions that shape psychological science as a field.

Students will build advanced competencies in research design, data interpretation, and critical evaluation of psychological theory and evidence. By examining psychology across both scientific and cultural contexts, students learn to connect theoretical perspectives with empirical methods, equipping them with a more rigorous and comprehensive academic

foundation. The program develops higher-level analytical and integrative skills that are essential for graduate-level research and for applying psychology to complex human and societal issues.

By offering this certificate, ASU demonstrates its Charter commitment to inclusion—measured not by whom we exclude, but by whom we include and how they succeed. Delivered entirely in Mandarin, the program is unique at ASU as the only psychology-focused graduate credential of its kind in that language. It expands access to graduate education for Mandarin-speaking students, provides an academically rigorous platform for professional and academic growth, and prepares students for success in advanced graduate study or related career fields.

Program Need



In China, higher education is divided into multiple tracks, with Zhuanke (专科) and Benke (本科) representing distinct levels of study. Zhuanke programs, typically three years in length, are offered by vocational or specialized colleges and emphasize applied skills and professional training. Graduates receive only a Zhuanke Graduation Certificate, not a bachelor's degree. As a result, Zhuanke graduates—despite completing years of postsecondary study—are not currently admissible to graduate programs at Arizona State University (ASU) or most U.S. institutions.

The Graduate Certificate in Psychological Science is specifically designed to expand access for Mandarin-speaking students in China who hold a Zhuanke credential. Each year, approximately 5.4 million students graduate with this qualification. By completing this 15-credit certificate, students develop deeper knowledge of psychology across scientific and cultural domains, strengthening their preparation for advanced graduate study while also gaining a stand-alone academic credential.

CinLearn (Cintana partner data). Recruitment data highlight Zhuanke graduates as one of the largest pools of educated students in China seeking opportunities for graduate education abroad. CinLearn reports that 25% of all leads for ASU's Mandarin-language graduate degrees came from Zhuanke graduates, reflecting strong and consistent demand for access to high-quality international study. The certificate addresses this demand by providing a transparent, performance-based academic mechanism for students to demonstrate readiness for graduate-level study.

Career pathways. Beyond academic advancement, the certificate enhances employability in areas where psychology-related knowledge is valued. Graduates will be better prepared for roles in human resources, counseling support services, community programs, and educational or academic environments, especially in organizations where cross-cultural and Mandarin-language expertise is an asset. While not a terminal professional qualification, the certificate equips students with analytical, methodological, and theoretical skills that are increasingly relevant in fields emphasizing well-being, human development, and applied psychology.

Bureau of Labor Statistics (BLS). U.S. workforce data confirm growing demand for psychology-related training. The BLS projects that employment for psychologists will increase by 6% from 2022 to 2032, above the average for all occupations. Growth is particularly strong in mental health and counseling-related fields: substance use, behavioral disorder, and mental health counselors are projected to grow 18%, with about 42,000 openings annually (BLS Occupational Outlook Handbook; BLS TED Report). These trends highlight the broader relevance of graduate-level psychology education in addressing global needs related to stress, well-being, and resilience.

Comparison with other programs. Within ASU, there are currently no other graduate certificate programs in psychology, making this the first of its kind. At peer institutions, graduate certificates in psychology or related areas (e.g., positive psychology at the University of Missouri, applied psychology at Colorado State University, and counseling-focused certificates at various public R1 universities) serve different audiences, are offered in English, and do not focus on the Zhuanke population. The ASU certificate is therefore unique in both its delivery in Mandarin and its mission to provide equitable access to advanced psychology training for students excluded from traditional graduate programs.

By expanding access for a large, underserved population while maintaining academic rigor, the Graduate Certificate in Psychological Science directly fulfills ASU's Charter commitment to inclusion—measured not by whom we exclude, but by whom we include and how they succeed. It extends ASU's role in global engagement and provides a fair, academically grounded opportunity for motivated Zhuanke graduates in China to pursue advanced study in psychology.

Specialized Accreditation

N/A

State Authorization and Professional Licensure:

State Authorization and Professional Licensure:

Does this degree program include learning placement opportunities (clinical, externship, internship, research, student teaching, etc.)?

N

Will this degree program be offered via distance education (whole or in-part)?

N

Will in-person instruction be occurring in any jurisdiction, other than the State of Arizona?

N

Does this degree program potentially lead to professional licensure or certification (attorney, nurse, physician, teacher, etc.) for the student?

N

Collaborating Units

Are two or more academic units collaborating on this program?

No

Is this an officially recognized joint program?

No

Collaboration and Impact

List other academic units or programs that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs) and how the programs might complement each other. If there are no comparable programs, describe why the program is unique at ASU. ⓘ

While there are many programs in general psychology offered at ABOR universities, there are no graduate certificate programs specializing general psychology. New College of Interdisciplinary Arts and Sciences offers graduate certificates in areas like Industrial & Organizational Psychology and Behavioral Data Science. The College of Liberal Arts and Sciences offers specialized certificates in Addiction and Substance-Use Related Disorders and Applied Prevention Science; however, the content is specialized. This certificate complements ASU's offerings by building a pipeline to the general MS Psychology program without overlapping with more specialized degrees.

Attach a PDF copy of the letter of collaboration and impact from each Dean, or Dean's designee at the Assistant or Associate Dean level, from impacted programs and units consulted. ⓘ

- Psychological Science Grad Cert and Psychology of Well-being Microcert - CISA support.pdf
- Psychological Science Grad Cert and Psychology of Well-being Microcert - Watts support.pdf

Course Development

Will a new course subject be required for this program?

No

Will new courses be established? ⓘ

No

Graduate Degree Curriculum

Is the proposed certificate a microcertificate of 9 credit hours?

No

Allow 400-level courses? ⓘ

No

Minimum Credits Required for the Program ⓘ

15

Curriculum Requirement Option 1 ⓘ

15 credit hours

Add another option?

No

Curriculum Requirement Option 1

15 credit hours	Min credits required for this option 15
Primary Requirement (Culminating experience) Not Required	Additional Requirement(s)

Curriculum option course requirements**Required Core****9**

Total Credits

- Complete all of the following
 - Complete 3 credits from the following courses:
 - PSY503 - History and Scope of Psychological Science (3)
 - Complete 3 credits from the following courses:
 - PSY585 - Advanced Positive Psychology (3)
 - Complete 3 credits from the following courses:
 - PSY586 - Emotion (3)

Electives**3**

Total Credits

- Complete all of the following
 - Complete 3 credits from the following courses:
 - PSY598 - Special Topics (1 - 4)
 - The approved Special Topics Title is Family Dynamics in Chinese Culture

Research**3**

Total Credits

- Complete all of the following
 - Select one of the following courses and complete it for three credit hours. Courses should be selected in consultation with your program advisor.
 - Complete 3 credits from the following courses:
 - PSY500 - Research Methods (1 - 12)
 - PSY513 - Fundamentals in Quantitative Methods (3)

Grand Total Credits: 15**Additional Curriculum Information**

N/A

Sharing of Credit Hours with a Degree

Will this proposed certificate program allow sharing of credit hours from another ASU degree program to be used as part of this certificate program?

Yes, credits completed in this certificate will be shareable with the MS Psychology (ASPGSMS) program.

Projected Enrollment

Enrollment Headcounts

	Number of Students Majoring
1st Year	15
2nd Year (Yr 1 continuing + new entering)	30
3rd Year (Yr 1 & 2 continuing + new entering)	30
4th Year (Yrs 1, 2, 3 continuing + new entering)	30
5th Year (Yrs 1, 2, 3, 4 continuing + new entering)	30

Additional Enrollment Information

N/A

Estimated Timeframe to Complete Program

What is the minimum timeframe that this program can be completed?

1 year or less

If necessary, please provide additional information.

N/A

Resources (Faculty, Staff and Others)

Current Faculty ⓘ

Name	Title	Highest Degree Obtained	Area of Specialization or Expertise	Estimated Level of Involvement
Baoyu Wang	Assistant Teaching Professor	PhD	Psychology	High
Kai Sun	Assistant Teaching Professor	PhD	Psychology	Low
Jinghui Zhang	Assistant Teaching Professor	PhD	Psychology	Medium
Lifan Yu	Assistant Teaching Professor	PhD	Psychology	Low
Tonghui Zhu	Assistant Teaching Professor	PhD	Psychology	Low
Bowen Wang-Kildegarrrd	Assistant Teaching Professor	PhD	Psychology	Medium

New Faculty

We do not anticipate additional hires to support this Graduate Certificate.

Is your college in the process of reviewing the new faculty? Or has new faculty already been approved?

No

Administration of the Program

The proposed program will be administered through the established infrastructure of New College Graduate Student Services, which provides comprehensive support for admissions, advising, and enrollment management. A dedicated team of 12 professionals oversees the admissions process, ensuring timely decisions, enrollment tracking, and academic advising in compliance with ASU Graduate College policies. This team also develops and maintains advising resources, including websites and policy manuals, to support students throughout their academic journey. Additionally recruitment and marketing efforts will be led by the Director of Recruitment and Assistant Director of Graduate Recruitment. Program operations such as orientation, course scheduling, and ongoing student support will be coordinated collaboratively across teams to ensure seamless delivery and high-quality student experiences. Both teams work closely with faculty and provide holistic administrative support.

Baoyu Wang will be the program lead.

Required Resources

We do not anticipate needing additional resources at the time of launch.

Resource Acquisition

N/A

Graduate Program Admission Requirements

The below sections are for initial admission criteria setup for new programs. Once the program is approved, this section will display the admission text as it appears in the academic catalog/degree search.

Applicants must fulfill the requirements of both the Graduate College and the **[name of college]**. Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in **[subject area]** or related field; from a regionally accredited institution. Applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in an applicable master's degree program.

Name of College ⓘ

New College of Interdisciplinary Arts and Sciences (CAS)

Subject Area(s) ⓘ

Psychology

Is the minimum required cumulative GPA in the last 60 hours of bachelor's degree higher than the standard minimum of 3.00?

No

Is the minimum required cumulative GPA in an applicable master's degree program higher than the standard minimum of 3.00?

No

Applicants are required to submit:

- graduate admissions application and application fee
- official transcripts
- proof of English proficiency

Select additional requirements:

Additional Application Requirements/Materials

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency. If applicable, list any English proficiency requirements that are supplementary to the Graduate College requirement. ?

Note: This program will be delivered in Mandarin.

If any required components require further explanation, explain here.

N/A

Additional Admission Information:

Eligibility is strictly limited to Mandarin-speaking applicants from China. Applicant's who hold Benke Graduation Certificate without a degree are eligible to apply.

Graduate Application Information

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time. The regular session is only available for summer.

Note: It is the academic unit’s responsibility to display program deadline dates on their website.

Campus or Location	Term	Session
ASU Online	Spring	Regular
ASU Online	Spring	Session B (ASU Online only)
ASU Online	Fall	Regular
ASU Online	Fall	Session B (ASU Online only)
ASU Online	Summer	Regular

Application Deadlines ⓘ

Modality	Term	Session	Deadline	Type
Online	Spring	Session A/C	2026/01/02	Rolling
Online	Spring	Session B (Online Only)	2026/03/03	Rolling
Online	Fall	Session A/C	2026/08/06	Rolling
Online	Fall	Session B (Online Only)	2026/09/30	Rolling
Online	Summer	Session A/C	2026/05/04	Rolling

Program Admission Deadline Website Address

<https://newcollege.asu.edu/admissions/deadlines#webspark-anchor-link-5977>

Fees

Is a program fee required? ⓘ

Yes

Is the unit willing and able to implement the program if the fee is denied OR if an existing fee is determined to not apply to this program?

Yes, we are able to implement the program.

Degree Search and Operational Information

Marketing Description ⓘ

Curious about how psychological science explains thoughts, emotions, and behavior? This Mandarin-taught program offers a scientific perspective on the mind, enhancing self-understanding and learning. Explore research-based insights into decision-making, relationships, and well-being while strengthening analytical and reflective thinking for both academic growth and purposeful, mindful living.

Degree Search Program Description ⓘ

The Graduate Certificate in Psychological Science provides students with a strong foundation in understanding human behavior, decision-making, and well-being. Unlike many certificate programs, this curriculum includes training in research methods, reflecting psychology's emphasis on evidence-based knowledge and preparing students to critically evaluate how findings are produced. Coursework emphasizes the application of psychological concepts across a wide variety of professional contexts, encouraging students to think critically about how psychology informs both personal and organizational growth.

Students engage with material relevant to fields such as education, human resources, organizational development, and community services. While the program is designed as preparation for further graduate study in psychology, it also equips students with practical insights that enhance effectiveness in their current or future careers. Through a rigorous curriculum, students develop skills in analysis, reflection, research literacy, and problem-solving that deepen professional competence and broaden opportunities for impact.

Provide a brief description of career opportunities available for this program. ⓘ

The foundational knowledge in psychology gained through the program can support students in a wide variety of professional contexts. Concepts related to human behavior, decision-making, and well-being are broadly applicable and may enhance students' effectiveness in fields such as

- education
- human resources
- organizational development
- community services

In this way, while the program's central role is as a pathway to admission, it also provides students with insights that can contribute positively to their current or future careers.

Global Experience: Provide a brief description of global opportunities or experiences (study abroad, international internships) available for this program.

N/A

ONET/SOC Codes: Career Options ⓘ

21-1093.00 Advocate 21-1099.00 Community Specialist 11-1021.00 General Manager (GM) 25-1066.00 Psychology Professor
19-4061.00 Human Behavior Researcher

Professional Licensure

N/A

Additional Professional Licensure Information

N/A

Degree Search Contact Information and Support

Building Code

Faculty Admin (FAB)

Room Number

N101

Program Email Address ⓘ

NC.AZXSupport@asu.edu

Program Office Telephone Number ⓘ

602.543.3000

Program Website Address<https://newcollege.asu.edu/advising/graduate>**Keywords** ⓘ

Well-beingPsychologyPsychologicalApplied Psychology

List New Keywords

Select one (1) primary area of interest from the list below that applies to this program

Social and Behavioral Sciences

Select one (1) secondary area of interest from the list below that applies to this program

Social and Behavioral Sciences

Program Assessment

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE's approval of your assessment plan for this program. ⓘ

- CERT1756154831_UOEEE_received FINAL.pdf

Supporting Documents

Additional Supporting Documentation (Impact statements should be above under Collaboration and Impact)

Please describe the attached files and their relevance to the proposal.

Dependencies

Dependencies

There are no dependencies

James Corbeille

From: Manuel Aviles-Santiago
Sent: Tuesday, September 9, 2025 12:42 PM
To: Todd Sandrin (Dean)
Cc: Stephen Toth; Aaron Hess; James Corbeille; Kielii Lilavois
Subject: Re: Statement of Impact Request - Psychological Science Certificate and Fundamentals of Well-being Microcertificate

Hi Todd,

Thank you for giving me the opportunity to review the proposals for the **Psychological Science (graduate certificate)** and the **Psychological Fundamentals of Well-being (graduate microcertificate)**. After reviewing the materials in Kuali and discussing with colleagues in CISA's **School of Counseling and Counseling Psychology**, we did not identify any areas of concern.

We see these programs as a strong complement to ASU's existing offerings and believe they can open additional pathways for students, particularly in China. We're pleased to offer our support and look forward to seeing these move forward.

Please don't hesitate to reach out if further discussion would be helpful.

Best,

Manuel Aviles-Santiago

Interim Dean and Professor
College of Integrative Sciences and Arts
Arizona State University



Co-author of [Spanish Language Television: Cultural and Industrial Transformations](#) (UT Press, 2025)

c: [602-543-2681](tel:602-543-2681)

email: maviless@asu.edu

Linkedin Instagram

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—Times Higher Education

From: Kamela Valentine <kamela.valentine@asu.edu> on behalf of Todd Sandrin (Dean) <Todd.Sandrin@asu.edu>
Sent: Friday, August 29, 2025 9:31 AM
To: Manuel Aviles-Santiago <maviless@asu.edu>

Cc: Stephen Toth <Stephen.Toth@asu.edu>; James Corbeille <James.Corbeille@asu.edu>

Subject: Statement of Impact Request - Psychological Science Certificate and Fundamentals of Well-being Microcertificate

Dear Manu,

The New College of Interdisciplinary Arts and Sciences is requesting a Statement of Collaboration and Impact for two new graduate programs which will be offered by our School of Social and Behavioral Sciences:

- Psychological Science (graduate certificate)
- Psychological Fundamentals of Well-being (graduate microcertificate)

Attached are PDF copies of the academic plan and program implementation proposals for both programs.

Please include a statement describing the opportunities for cross-university collaboration and optimization presented by this new program. How will the new program provide opportunities or areas for growth within the university? In what areas do you anticipate that there may be duplication of efforts or negative impact on your college? Also include a statement of support (or not) for the proposal.

Might you please provide a response by **September 15th**?

Many thanks,

Todd

Todd R. Sandrin, Ph.D.

Dean, New College of Interdisciplinary Arts and Sciences

Vice Provost, West Valley campus

Professor, School of Mathematical and Natural Sciences

Senior Global Futures Scientist - Julie Ann Wrigley Global Futures Laboratory



[Instagram](#) | [Twitter](#)

James Corbeille

From: Cynthia Lietz
Sent: Saturday, August 30, 2025 6:08 AM
To: Todd Sandrin (Dean)
Cc: Stephen Toth; James Corbeille; Chris Hiryak; Stephanie Alvey
Subject: RE: Statement of Impact Request - Psychological Science Certificate and Fundamentals of Well-being Microcertificate

Hi Todd,

I see no concerns with this. Wishing you luck with these new programs.

Cynthia

From: Kamela Valentine <kamela.valentine@asu.edu> **On Behalf Of** Todd Sandrin (Dean)
Sent: Friday, August 29, 2025 9:35 AM
To: Cynthia Lietz <clietz@asu.edu>
Cc: Stephen Toth <Stephen.Toth@asu.edu>; James Corbeille <James.Corbeille@asu.edu>
Subject: Statement of Impact Request - Psychological Science Certificate and Fundamentals of Well-being Microcertificate

Dear Cynthia,

The New College of Interdisciplinary Arts and Sciences is requesting a Statement of Collaboration and Impact for two new graduate programs which will be offered by our School of Social and Behavioral Sciences:

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Might you please provide a response by **September 15th**?

Many thanks,
Todd

Todd R. Sandrin, Ph.D.
Dean, New College of Interdisciplinary Arts and Sciences
Vice Provost, West Valley campus
Professor, School of Mathematical and Natural Sciences
Senior Global Futures Scientist - Julie Ann Wrigley Global Futures Laboratory

CERT in Psychological Science

AS-New College of Interdisciplinary Arts and Sciences

Mission

The graduate certificate in Psychological Science prepares Mandarin-speaking students with a foundational graduate-level education in psychological science focused on human well-being and cultural context. The 15-credit certificate serves as a pathway into the ASU MS Psychology (Mandarin Pathway). In alignment with ASU's mission, the program expands access to graduate education, promotes global engagement, and equips students to apply psychological science in ways that improve well-being and strengthen connections across cultures and communities worldwide.

Goals

Graduates of the Psychological Science Certificate will be ready to enter ASU's MS Psychology (Mandarin Pathway). The Psychological Science Certificate teaches students core concepts in psychological science focused on human well-being and cultural context.

Outcome 1

Students will explain core concepts and theories of psychological science related to human well-being.

Concepts

Major domains and theories of psychology (e.g. biological, cognitive, social, developmental, clinical); Fundamental psychological factors (emotion, development, social/cultural context).

Competencies

Identify and describe essential theories and findings across subfields of psychology; Compare psychological perspectives and use appropriate terminology to explain behavior and mental processes.

Assessment Process

Learning outcome 1 will be assessed using a direct and indirect measure sampled from all students in the certificate program. Measure 1 is a direct measure and comes from the required course PSY 503: History & Scope of Psychological Science. It is an annotated bibliography assignment drawn from the introductory course in the program sequence. The assignment requires students to summarize and analyze primary scholarly literature. This assignment will be assessed using a 3 performance level faculty developed rubric ((1) fails to meet expectations, (2) meets expectations, or (3) exceeds expectations) and will assess, comprehension of core theories, accurate use of terminology, and effective writing. Measure 2 is an indirect measure that comes from a university exit survey, Graduate and Law Student Report Card. The question on the survey used is "How strong was your graduate program in providing training in each of the following areas?" and the area used is "subject

matter knowledge in your field". The survey uses a 5 point Likert scale spanning from "very strong" to "very weak".

The program director will oversee and coordinate the assessment process. Faculty teaching the course will provide data on the results of Measure 1 to the program director for analysis.

The program director will also obtain information on Measure 2 from the survey question linked to the assessment plan. The data will be reviewed and compared to past data to identify trends or changes in performance. The results will be shared with faculty and used to make decisions regarding changes in the curriculum, teaching methodology or delivery methods to support continuous improvement of the program.

Measure 1

PSY 503 History & Scope of Psychological Science: Annotated bibliography assignment assessed using a faculty developed rubric.

Performance Criterion 1

80% of students will "meet" or "exceed" expectations on the faculty developed rubric.

Measure 2

University student exit survey (Graduate and Law Student Report Card) question: "How strong was your graduate program in providing training in each of the following areas? Subject matter knowledge in your field

Performance Criterion 2

80% of students will respond with "strong" or "very strong".

Outcome 2

Students will evaluate how psychological research methods and findings inform our understanding of well-being across different contexts.

Concepts

Principles of research design and the scientific method in psychology (experimental, correlational, descriptive designs); Basic statistical and methodological concepts (validity, reliability, interpretation of results); Cultural and contextual factors that affect psychological research and its conclusions.

Competencies

Distinguish credible scholarly sources and identify key components of psychological studies (research questions, hypotheses, variables, design); Interpret study results at a conceptual level and evaluate the validity of conclusions (recognize biases, confounds, limitations); Consider how cultural or ethical contexts impact research findings and their applications.

Assessment Process

Learning outcome 2 will be assessed using a direct and indirect measure sampled from all students in the certificate program. Measure 1 is a direct measure and comes from the required course PSY 586: Emotion. It is a research analysis assignment. The assignment requires students to critically analyze a research paper, assessing the design, findings, and impact. This assignment will be assessed using a 3 performance level faculty developed rubric ((1) fails to meet expectations, (2) meets expectations, or (3) exceeds expectations) and will assess the ability to assess research design, findings, and results relevant to well-being. Measure 2 is an indirect measure that comes from a university exit survey, Graduate and Law Student Report Card. The question on the survey used is "How strong was your graduate program in providing training in each of the following areas?" and the area used is "Research skills and methods". The survey uses a 5-point Likert scale spanning from "very strong" to

"very weak".

The program director will oversee and coordinate the assessment process. Faculty teaching the course will provide data on the results of Measure 1 to the program director for analysis. The program director will also obtain information on Measure 2 from the survey question linked to the assessment plan. The data will be reviewed and compared to past data to identify trends or changes in performance. The results will be shared with faculty and used to make decisions regarding changes in the curriculum, teaching methodology or delivery methods to support continuous improvement of the program.

Measure 1

PSY 586 Emotion: Research Paper assessed using a faculty developed rubric.

Performance Criterion 1

80% of students will "meet" or "exceed" expectations on the faculty developed rubric.

Measure 2

University student exit survey (Graduate and Law Student Report Card) question: "How strong was your graduate program in providing training in each of the following areas?
Research skills and methods.

Performance Criterion 2

80% of students will respond with "strong" or "very strong".

Outcome 3

Students will apply psychological concepts and evidence-based well-being strategies in real-world or personal contexts.

Concepts

Core constructs of positive psychology (e.g., resilience, character strengths, gratitude, mindfulness); Theories of emotion regulation and the cultivation of positive emotional states; Basic well-being intervention techniques drawn from research (e.g., gratitude journaling, mindfulness exercises); Principles of self-reflection and metacognition in the context of personal growth and academic development; Cultural considerations in applying well-being interventions.

Competencies

Explain major concepts and theories of positive psychology and emotional well-being; Identify evidence-based strategies to enhance well-being in oneself or others; Implement a selected positive psychology or emotion-regulation strategy; Critically reflect on the outcomes of an applied strategy and on one's personal learning process; Articulate how learning experiences have prepared one for future graduate coursework.

Assessment Process

Learning outcome 3 will be assessed using a direct and indirect measure sampled from all students in the certificate program. Measure 1 is a direct measure and comes from the required course PSY 585: Advanced Positive Psychology. It is a wellness intervention assignment drawn from the final course in the program sequence. The assignment requires students to implement an evidence-based wellness intervention, reflect on its impacts, and write reflection papers throughout the process. This assignment will be assessed using a 3 performance level faculty developed rubric ((1) fails to meet expectations, (2) meets expectations, or (3) exceeds expectations) and will assess the ability to apply evidence-based practices effectively and appropriately, and reflect on contextual and cultural factors that influence outcomes.

Measure 2 is an indirect measure that comes from a university exit survey, Graduate and Law Student Report Card. The question on the survey used is "How strong was your graduate program in providing training in each of the following areas?" and the area used is "Practical Skills needed in your field". The survey uses a 5 point Likert scale spanning from "very strong" to "very weak".

The program director will oversee and coordinate the assessment process. Faculty teaching the course will provide data on the results of Measure 1 to the program director for analysis. The program director will also obtain information on Measure 2 from the survey question linked to the assessment plan. The data will be reviewed and compared to past data to identify trends or changes in performance. The results will be shared with faculty and used to make decisions regarding changes in the curriculum, teaching methodology or delivery methods to support continuous improvement of the program.

Measure 1**Performance Criterion 1**

PSY 585 Advanced Positive Psychology: Final report assessed using a faculty developed rubric.

80% of students will "meet" or "exceed" expectations on the faculty developed rubric.

Measure 2**Performance Criterion 2**

University student exit survey (Graduate and Law Student Report Card) question: "How strong was your graduate program in providing training in each of the following areas? Practical Skills needed in your field.

80% of students will respond with "strong" or "very strong".