

Microcertificate Psychological Fundamentals of Well-being

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/68aca33852dd5d3979a9b89f>

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

Microcertificate - Psychological Fundamentals of Well-being | Review

Program

Psychological Fundamentals of Well-being

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 Microcertificate in Psychological Fundamentals of Well-Being introduces students to the foundational knowledge of psychological science relevant to human well-being. Coursework emphasizes key areas such as the psychology of emotion, self-understanding, resilience, and the basic conditions that support human flourishing. Through this program, students will gain a cohesive grounding in psychological concepts, learn to critically analyze the ways psychology informs well-being across contexts, and strengthen their capacity for reflective and analytical thinking.

This program emphasizes conceptual learning rather than industry-specific skills, making it distinct from microcertificates that target professional training. Its primary role is to provide students with an accessible entry point into graduate-level psychology study. By introducing essential theories and frameworks, the microcertificate ensures that students acquire an

academic foundation in fundamental psychology principles.

By offering this certificate (micro-certificate), ASU affirms its Charter commitment to inclusion—measured “not by whom it excludes, but by whom it includes and how they succeed.” The program reflects ASU’s design aspirations by connecting knowledge to practice and expanding access to graduate education for Mandarin-speaking students.

Program Need



The Psychological Fundamentals of Well-being program addresses the educational needs of Mandarin-speaking students in China who have completed Benke coursework but did not receive a formal bachelor’s degree. Each year, approximately 600,000 students fall into this category, often due to factors such as GPA thresholds, failure to pass required English exams, incomplete credits, or thesis deficiencies. Despite nearly completing an undergraduate degree, these students remain ineligible for graduate admission at Arizona State University (ASU) or most U.S. institutions under current standards.

CinLearn (Cintana Education partner data). Recruitment and market data show strong demand among this population for international graduate education. CinLearn reports that 14% of leads for ASU’s Mandarin-language programs come from Benke-without-degree students. In addition, CinLearn estimates that in 2023 approximately 5.4 million students graduated with a Zhuanke credential, representing another large group of students who are classified as “not admissible” to ASU graduate programs. While Zhuanke students require a longer 15-credit graduate certificate to demonstrate readiness, the 9-credit microcertificate is appropriately designed for Benke-without-degree students, who have already completed four years of undergraduate study.

Unlike traditional microcertificates that focus on industry-aligned skills, the primary purpose of this program is to provide foundational academic training in psychology and serve as a screening and admissions mechanism under ASU’s Performance-Based Earned Admission (PBEA) model. At the same time, the program is not solely an admissions mechanism. Students admitted to the microcertificate program may choose to complete it as a stand-alone credential, gaining exposure to graduate-level psychology and deepening their understanding of well-being, even if they do not proceed into the master’s program.

U.S. Bureau of Labor Statistics (BLS). National workforce data confirm sustained demand for psychology-related training and graduate education. The BLS projects that employment for psychologists will grow 6% from 2022 to 2032 (Occupational Outlook Handbook), faster than the average for all occupations. Demand is particularly strong in mental health–related fields: substance use, behavioral disorder, and mental health counselors are projected to grow 18%, with about 42,000 openings annually (TED Report). This reflects the global and national need for professionals addressing stress, anxiety, and related challenges.

Career Relevance. Graduates of the microcertificate program will be better prepared for career pathways where advanced training in psychology provides clear advantages. These include roles in human resources, counseling services, and academic or educational positions that value graduate-level preparation in psychology. The program thus provides both a gateway to further study at the master’s level and immediate professional benefits by equipping students with deeper psychological insight and analytical skills applicable to organizational, community, and educational contexts.

The proposed program is unique within Arizona State University as it is delivered entirely in Mandarin, making it the only psychology-focused graduate credential of its kind. While ASU offers other Mandarin-language programs in fields such as education, global management, and computer science, these are in unrelated disciplines and therefore do not overlap in content, student population, or faculty resources with the proposed certificate. The target student population for this program is also distinct: Mandarin-speaking students who seek advanced training in psychology but may not have access to comparable opportunities in their native language. Because of this unique linguistic and disciplinary focus, the program is not expected to create competition for enrollment, recruitment, or course offerings with any existing ASU program. Instead, it expands ASU’s reach to an underserved global market segment and enhances the university’s reputation as an inclusive, innovative leader in higher education.

By structuring this program as a microcertificate, ASU creates a standardized, stackable academic program that both assesses student readiness and integrates directly into the AZX (Arizona State University ZaiXian) master's curriculum. This ensures that students' work contributes to degree progress while addressing a significant access barrier faced by this specific population of Benke-without-degree graduates in China.

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. ⓘ

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The target student population for this program is also distinct: Mandarin-speaking students who seek advanced training in psychology but may not have access to comparable opportunities in their native language. Because of this unique linguistic and disciplinary focus, the program is not expected to create competition for enrollment, recruitment, or course offerings with any existing ASU program. Instead, it expands ASU's reach to an underserved global market segment and enhances the university's reputation as an inclusive, innovative leader in higher education.

As such, there should be no negative impact on student headcount, faculty participation, or course content in other units. On the contrary, the program contributes to ASU's mission of broadening access by offering pathways that complement the university's commitment to global engagement and diversity.

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?

Yes

Allow 400-level courses? ⓘ

No

Minimum Credits Required for the Program ⓘ

9

Curriculum Requirement Option 1 ⓘ

9 credit hours

Add another option?

No

Curriculum Requirement Option 1

9 credit hours	Min credits required for this option 9
Primary Requirement (Culminating experience) Not Required	Additional Requirement(s)

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

Total Credits

- Complete 9 credits from the following courses:
 - PSY503 - History and Scope of Psychological Science (3)
 - PSY585 - Advanced Positive Psychology (3)
 - PSY586 - Emotion (3)

Grand Total Credits: 9**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, this microcertificate can share with the proposed graduate certificate in psychological science and master's in psychology (mandarin pathway)

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

The projected enrollment levels off at 30 students in Years 2–5 because that figure reflects both the current enrollment size of the AZX Psychology Program (30–60 students per session) and the smaller potential applicant pool for the microcertificate and certificate programs (limited to Benke or Zhuanke students, which is a narrower population than degree-seeking applicants overall). For this reason, 30 was chosen as a sustainable plateau rather than assuming continuous growth.

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.

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	Low
Lifan Yu	Assistant Teaching Professor	PhD	Psychology	Low
Tonghui Shu	Assistant Teaching Professor	PhD	Psychology	Low
Bowen Wang-Kildegaard	Assistant Teaching Professor	PhD	Psychology	Medium

New Faculty**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 faculty 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 immersion.

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	Fall	Regular
ASU Online	Fall	Session B (ASU Online only)
ASU Online	Spring	Regular
ASU Online	Spring	Session B (ASU Online only)
ASU Online	Summer	Regular

Application Deadlines ⓘ

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

Do you want to deepen your understanding of psychological well-being? Gain insights into self-understanding, flourishing and critical thinking while examining how psychological concepts apply across contexts to support personal growth, resilience and optimal living. This unique program is taught in Mandarin.

Degree Search Program Description ⓘ

The microcertificate program in psychological fundamentals of well-being introduces the fundamentals of psychology, emphasizing self-understanding and the basic conditions supporting well-being and flourishing. Coursework emphasizes psychological concepts across various contexts, preparing students to think critically about how psychology can inform well-being.

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

This program provides foundational knowledge in psychology that 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 the following fields:

- community services
- education
- human resources
- organizational development

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)

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 ⓘ

Psychology Psychological Well-being Applied 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. ⓘ

- MCERT1756154778_UOEEE_received.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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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

MCERT in Psychology Fundamentals of Well-Being

AS-New College of Interdisciplinary Arts and Sciences

Mission

The Psychological Fundamentals of Well-Being microcertificate prepares Mandarin-speaking students for advanced graduate study by providing a foundational education in psychological science as it relates to human well-being. It serves as a Performance-Based Earned Admission (PBEA) pathway into the ASU M.S. Psychology program, broadening access to higher education and strengthening the university's global engagement.

Goals

The Psychological Fundamentals of Well-Being microcertificate introduces core concepts, theories, and research in psychology. Students will be equipped with the applied knowledge and reflective thinking skills necessary for success in a master's-level academic environment.

Outcome 1

Students will critically analyze existing psychological research relevant to well-being considering design, findings and impact.

Concepts

Major domains and theories of psychology (e.g. biological, cognitive, social, developmental, clinical); Fundamental psychological factors (emotion, development, social/cultural context), Principles of research design and the scientific method in psychology; Basic statistical and methodological concepts (validity, reliability, interpretation of results); Cultural and contextual factors that affect psychological research and its conclusions.

Competencies

Students will define major domains and theories of psychology, describe principles of research design and scientific methodology, define basic statistical and methodological concepts, interpret study results, evaluate the validity of conclusions in psychological literature, identify how cultural or ethical contexts impact research findings.

Assessment Process

Learning outcome 1 will be assessed using two direct measures 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 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.

The program director will oversee and coordinate the assessment process. Faculty teaching the courses will provide data on the results of Measure 1 and Measure 2 to the program director for analysis. 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

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

Performance Criterion 2

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