

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Politics and Global Studies
(CGVTPOLGLB)

Submission Type

Mandatory Review

New Request: A request for a new designation, a change in designation, or to reinstate a designation that has been lost.

Mandatory Review: Only select if this course (or topic on a *permanent* course) is undergoing mandatory review in the current academic year. Not for omnibus topic use.

Modification: A request to modify the expected learning outcomes of the course, but not change any other aspect of the originally approved proposal. Only for courses that have a previously approved General Studies Gold request.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

POS

Course Number

401

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Political Statistics

Course Catalog Description

Basic concepts in statistics as they facilitate the description, explanation, and prediction of social and political phenomena.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): DAT 401, POS 301 or SGS 305 with C or better; Credit is allowed for only POS 401 or SGS 401 OR Visiting University Student

Is this a crosslisted course?

Yes

List all crosslisted courses by subject code and number.

SGS 401

Is this course offered by (shared with) another academic unit?

Yes

Shared or Crosslisted Departments/Schools

School of Applied Sciences and Arts (CASA)

Statement of Support #1

[POS SGS 401 Statement of Support.pdf](#)

Statement of Support #2

No Response

Statement of Support #3

No Response

If you are requesting to change the existing GS Gold (not Maroon) designation, please check this box.

General Studies Gold Designation Request

General Studies Designation

Quantitative Reasoning (QTRS)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[POS SGS 401 Ripley \(2\).docx](#)

Quantitative Reasoning (QTRS)

Quantitative and computational reasoning is essential for success in 21st-century careers, for critically evaluating information in the age of "big data," for assessing the quality of arguments conveyed through digital media, for informed participation in community and social life, and for contributing to the formulation of effective solutions for achieving a sustainable and just future. Quantitative reasoning enables students to apply relevant mathematical, statistical, computational, and visualization methods in academic, social and personal settings.

In a quantitative reasoning course, students learn about data, data management, data summaries, data visualization, and the use of computational tools with data. Data can take many forms, including numerical data, textual data, images, and others. Students also learn about how quantitative reasoning can be used to make arguments clear, precise and verifiable. Finally, they learn to build

quantitative models, make predictions, and communicate their findings based on available data. This may include some combination of mathematical, statistical, computational or network models, or visualizations.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

QTRS Learning Outcome 1: Understand variables, measurement and data, including how they can be used to pose and answer questions about society and nature, and to manipulate, organize, classify and visualize quantitative data.

Learning outcome will be assessed through a quiz students will need to complete by the second week of class. The quiz will test students understanding of the different types of variables (continuous, count, nominal) in terms of what makes them unique and how they are used to describe different types of data. It will also cover the descriptive statistics (mean, median, standard deviation, interquartile range) that we use to summarize the information on these variables and how to interpret them for each type of variable.

QTRS Learning Outcome 2: Evaluate arguments from everyday life or academic fields of study that are represented mathematically, statistically, computationally, or in visualizations.

This will be assessed by a quiz that covers the use of directed acyclic graphs for model specification. The quiz will test students understanding of what is a directed acyclic graph, what they tell us about which control variables to include and leave out from statistical models, and examples that ask students to identify the correct identification strategy given a specific directed acyclic graph.

QTRS Learning Outcome 3: Formulate hypotheses, mathematical models or narratives that are consistent with quantitative data.

The first part of this learning outcome will be assessed with a quiz that tests student's understanding of the concepts of theory and falsifiability. Students will need to classify different hypotheses as either atheoretical or theoretical, and as falsifiable or unfalsifiable. A second quiz later in the semester will test student's understanding of the null hypothesis framework in general and the interpretation of statistical significance in particular in the context of linear regression.

QTRS Learning Outcome 4: Communicate how quantitative data, interpretations, or models are connected to outcomes, predictions, decisions, explanations, or future states.

This learning outcome will be judged by the midterm and final exams. In them, students will be tasked with interpreting a table of statistical results, and will need to be asked to write their interpretation of regression coefficients, standard errors, and p -values. They will also be presented with standard two-way graphs depicting the results of a linear regression and tasked with offering an interpretation of it.

QTRS Learning Outcome 5: Effectively employ one or more digital tools to demonstrate quantitative reasoning, interpretations of calculations, or the creation and evaluation of visualizations.

This learning outcome will be assessed through an assignment that asks students to use the software Stata (or similar) to create a database, summarize variables in that database, perform a linear regression analysis, and graph the results.

List all course-specific learning outcomes. Where appropriate, identify the associated QTRS learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a QTRS learning outcome.

1. Use statistical modeling to evaluate and test hypotheses for social, economic, and political phenomena. [QTRS LO1, QTRS LO3]
2. Address the obstacles social scientists and economists face when trying to establish causation. [QTRS LO2]
3. Use statistical software to code for quantitative analyses and convey related summaries, predictions, and outcomes through effective tables and visualizations. [QTRS LO4, QTRS LO5].

Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - January 12, 2026 at 9:55 AM (America/Phoenix)

Department Approval

Approved

Tara Lennon - January 12, 2026 at 9:58 AM (America/Phoenix)

Gunes Tezcur

GSC Coordinator Review

Approved

Kimberly Singleton - January 13, 2026 at 8:32 AM (America/Phoenix)

If this request is approved, the QTRS LO5 syllabus statement will need to be corrected.

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 13, 2026 at 4:50 PM (America/Phoenix)

Thank you for submitting your proposal for consideration for a General Studies Gold designation. A minor revision is required before the proposal can be submitted for General Studies Council review.

The course-specific learning outcomes listed in the Quali form do not match the course learning outcomes in the syllabus. Also, in the course-specific learning outcomes listed in the Quali, not all five of the QTRS learning outcomes are represented in the brackets (QTRS LO4 is missing).

If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - January 27, 2026 at 2:31 PM (America/Phoenix)

Department Approval

Approved

Tara Lennon - January 27, 2026 at 4:51 PM (America/Phoenix)

Gunes Tezcur

GSC Coordinator Review

Approved

Kimberly Singleton - January 28, 2026 at 8:02 AM (America/Phoenix)

If this request is approved, the QTRS LO5 learning outcome will need to be corrected on the syllabus.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 29, 2026 at 1:31 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 5, 2026 at 3:19 PM (America/Phoenix)

Quantitative Reasoning (QTRS) Subcommittee

Acknowledgement Requested

Samantha Anderson

Jason Nichols

Terri Kurz - February 24, 2026 at 12:23 PM (America/Phoenix)

Revise and Resubmit: Please provide the assessments that will evaluate the QTRS learning outcomes. Details in Kuali are insufficient. In the syllabus, please demonstrate alignment between course LOs with QTRS LOs. The exact assignments need to be included in the documentation throughout. As well, the explanations in the Kuali document must include more details.

Elizabeth Kizer

General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

Proposer Notification

Notification

Lisa Lamb

College Notification

Notification

Amanda Smith

Jenny Smith
