

DRAKE UNIVERSITY ARTICULATION AGREEMENT

with

NORTHEAST IOWA COMMUNITY COLLEGE

*a course equivalency listing and
transfer planning guide for the*

AREAS OF INQUIRY DRAKE CURRICULUM

DRAKE GENERAL EDUCATION FOR ENTRY

SPRING 2025 AND LATER

This articulation agreement is based on the Northeast Iowa Community College 2024-2025 General Catalog and the Drake University 2024-2025 General Catalog. Changes may occur prior to your first semester at Drake University. In the academic advising appointment with your Drake University College or School representative, inquire about any changes and how they may be relevant to creating your degree plan and reaching your educational goals. Please refer to www.drake.edu for up-to-date information.

For more information please contact:

Drake University Office of the Registrar, 2507 University Avenue, Des Moines, IA 50311

Phone: 1-515-271-2025

registrar@drake.edu

Northeast Iowa and Drake Equates

To see how Northeast Iowa courses transfer to Drake please go to [TES Course Finder](#) and select Northeast Iowa Community College. Some of the Northeast Iowa courses are not currently offered or are no longer offered. Please make sure to check with Northeast Iowa that a course you might want to take is still being offered.

Areas of Inquiry (AOI)

The courses outlined will count towards satisfying the Drake Curriculum Area of Inquiry (AOI) requirements for majors in all the colleges and schools at Drake University.

Achievement guidelines are established in **ten Areas of Inquiry (AOIs)** that reflect the fundamentals Drake Curriculum principles and emphasize responsible decision making and self-discipline. **The approved Drake Curriculum course list for current Drake students can be accessed online at www.drake.edu/dc/**

In some cases, a course may be approved for more than one AOI. For example, BUS 185 is approved for both Critical Thinking and Values and Ethics AOIs. In those cases, the course may be applied in only one area. These courses, however, may simultaneously count toward a specific college or major requirements. Students are strongly encouraged to keep course syllabi from transfer institutions so that a closer evaluation may be made in the event that a course may need to be re-evaluated for its applicability to the Drake Curriculum plan.

Equity & Inclusion

Students cannot transfer in Equity and Inclusion. It must be taken at Drake.

ARTISTIC LITERACY (ARTS)

Drake students will learn to interpret and/or create art. Art constructs an essential and ongoing dialogue among individuals, cultures, and societies. Art—whether it takes visual, musical, or theatrical form—grows out of sustained intellectual inquiry. Drake students will recognize that art provides distinctive ways to engage the world and create expressions of the human condition. Courses that fulfill this AOI will engage students to achieve at least two of these student learning outcomes. Students will be able to:

- 1. Identify the characteristics of different artistic styles - visual, musical, or theatrical - and the factors that contributed to their establishment.*
- 2. Articulate the role played by an art form - visual, musical, or theatrical - in the development of culture(s) or as a distinctive expression of human identity and creativity.*
- 3. Articulate an analytical and reasoned understanding of a specific visual, musical, or theatrical art form and communicate this understanding in an appropriate form, whether oral or written or through the artistic medium itself.*
- 4. Demonstrate an understanding of the nature of the visual, musical, or theatrical arts through the application of or engagement with an art form.*

One course

| | | | | | |
|-----|-----|------------------|-----|-----|--------------------|
| ART | 101 | Art Appreciation | ART | 204 | Art History II |
| ART | 133 | Drawing Lab | MUS | 100 | Music Appreciation |
| ART | 203 | Art History I | | | |

CRITICAL THINKING (CRIT)

The Drake Curriculum makes an intentional effort to help students acquire the skills for rational analysis and argumentation. Critical Thinking should be purposeful, rigorous, self-reflective, and based on a careful consideration of evidence. Students learn to:

- *Clearly define a question or problem.*
- *Gather information that is relevant to that problem.*
- *Rigorously identify assumptions and preconceptions, including their own, that influence analysis of that problem.*

One course

| | | | | | |
|-----|-----|------------------------------|-----|-----|----------------------------------|
| ACC | 152 | Financial Accounting | MKT | 150 | Principles of Advertising |
| BUS | 185 | Business Law I | PHI | 101 | Introduction to Philosophy |
| CIS | 122 | Programming Logic & Design | PHI | 105 | Introduction to Ethics |
| CIS | 171 | Java | PSY | 251 | Social Psychology |
| CIS | 356 | Intermediate Data Analytics | PSY | 274 | Intro to Research Methods & Stat |
| CRJ | 200 | Criminology | REL | 105 | Intro to Religion |
| CSC | 142 | Computer Sciences | SPC | 112 | Public Speaking |
| MAT | 117 | Math for Elementary Teachers | | | |

THE ENGAGED CITIZEN (CITZ)

Drake students will learn to participate effectively in democratic processes.

Democracy relies upon the participation of an engaged, knowledgeable and responsible citizenry. As preparation for active participation in public debate, Drake students learn to evaluate the mix of diverse values and interests that influence democratic decision-making. In a sophomore level course, students have the opportunity to bring diverse disciplines to bear in further developing the skills, knowledge, and dispositions that will lead them to be active stewards working for the common good of local, national and global communities.

This requirement will be fulfilled through coursework that challenges students to critically reflect upon the social, economic or political institutions and issues that shape the choices they will face as citizens. Instructors will provide students with opportunities to model democratic practices or public engagement through participatory activities organized in the classroom and/or community.

Courses that achieve this AOI will engage students to achieve at least two of the following four outcomes:

1. *Learn to evaluate the mix of diverse values and interests that influence democratic decision-making.*
2. *Establish skills, knowledge, or dispositions that lead them to be active stewards for the common good.*
3. *Critically reflect on the social, economic, or political issues that they will face as citizens.*
4. *Learn democratic practices or public engagement through participatory activities organized in the classroom and/or in the community.*

One course

| | | |
|-----|-----|------------------------|
| COM | 148 | Diversity of the Media |
| SOC | 115 | Social Problems |
| SPC | 112 | Public Speaking |

GLOBAL AND CULTURAL UNDERSTANDING (GLOB)

Through understanding the interaction of knowledge, awareness, and cultural responsibility, Drake students will pursue the ideal wherein all persons have value and a voice. They will learn to examine aspects of society in relation to nationality, race, ethnicity, gender or culture, including the interactive nature of relations among people who differ according to these categories. Courses that fulfill this AOI will engage students to achieve at least two of these learning outcomes:

- 1. Identify and evaluate the fundamentals of international issues and events that shape the current world, influenced by geography, history, language, religion, and cultural values.*
- 2. Recognize and understand major issues, concerns, and problems of super-national or global scope (including, but not limited to, environmental concerns, international business, peace and war, underdevelopment, population growth and decline, human rights);*
- 3. Recognize and assess complexities within, and interactions among, current world nations, peoples, and cultures, and how these shape our global community.*

One course

| | | |
|-----|-----|--------------------------------|
| ASL | 161 | American Sign Language II |
| FLS | 142 | Elementary Spanish II |
| FLS | 242 | Intermediate Spanish II |
| HIS | 214 | Russian History and Culture |
| HUM | 108 | Cultural Diversity & Identity |
| SOC | 208 | Intro to Cultural Anthropology |

HISTORICAL FOUNDATIONS (HISF)

Historical Foundations: Drake Students will gain greater understanding of the historical foundations of the modern world and the interconnections of global cultures. Students will use historical analyses to study the interplay of multiple forces of change over time. Courses that count for this AOI will engage students to achieve at least two of these student learning outcomes. Students will be able to:

- 1. Demonstrate an understanding of the interplay of the fundamental historical forces (political, social, economic, cultural, scientific, and/or technological) that have shaped the contemporary world.*
- 2. Describe the historical processes that have contributed significantly to global change.*
- 3. Articulate an understanding of the histories of societies and cultures necessary to participate in an analysis of critical civic and global issues.*
- 4. Demonstrate critical reasoning skills necessary to analyze the lived realities of power and wealth differentials between industrialized and developing areas of the world.*
- 5. Reflect upon the nature of history itself as a product influenced by a nexus of forces, interests, and understandings, and on their own place within that historical context.*

One course

| | | | | | |
|-----|-----|-----------------------|-----|-----|-----------------------------------|
| ART | 203 | Art History I | HIS | 151 | U.S. History to 1877 |
| ART | 204 | Art History II | HIS | 152 | U.S. History since 1877 |
| HIS | 131 | World Civilization I | HIS | 214 | Russian History & Culture |
| HIS | 132 | World Civilization II | LIT | 110 | American Literature to Mid-1800's |

INFORMATION LITERACY (INFO)

Information Literacy: Drake students will learn to acquire, analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse. Drake students will use appropriate sources, including library and internet resources, to process and evaluate information. Students will gain an understanding of the social and ethical issues encountered in a networked world, an ability to assess the quality of information, and learn appropriate ways to reference information sources. Students will be able to:

1. *Navigate and integrate scholarly resources into their research and reflection.*
2. *Articulate the social and ethical implications of information use and misuse.*
3. *Evaluate information resources and identify quality resources relevant to the problem or issue investigated.*
4. *Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.*
5. *Articulate the basic implications of information use and misuse related to issues of academic honesty and plagiarism and pursue their educational goals with a high level of academic integrity.*

One course

| | | |
|-----|-----|-----------------------------|
| CIS | 122 | Programming Logic & Design |
| CIS | 171 | Java |
| CIS | 356 | Intermediate Data Analytics |
| COM | 140 | Intro to Mass Media |
| CSC | 142 | Computer Sciences |
| EDU | 255 | Technology in the Classroom |

QUANTITATIVE LITERACY (QUAN)

Drake students will learn to reason with the symbols and components of mathematical languages as well as effectively use the principles that underlie these operations. Courses that satisfy this requirement will have mathematical reasoning as their principal focus. They may also address questions that engage learners with the world around them and help them to analyze quantitative claims that arise from the study of civic, political, scientific, or social issues. Quantitative literacy courses may be focused on the mathematical needs of a specific discipline or on a specific interdisciplinary issue or problem. These courses will engage students to achieve these student learning outcomes. Students will be able to:

1. *Analyze and present solutions to problems using symbols and components from mathematical languages and their underlying principles.*
2. *Identify and execute appropriate mathematical operations for a given question.*
3. *Evaluate claims based upon mathematical arguments.*

One course

| | | | | | |
|-----|-----|------------------------------|-----|-----|--------------|
| MAT | 110 | Math for Liberal Arts | MAT | 156 | Statistics |
| MAT | 117 | Math for Elementary Teachers | MAT | 210 | Calculus I |
| MAT | 120 | College Algebra | MAT | 216 | Calculus II |
| MAT | 128 | Pre-calculus | MAT | 219 | Calculus III |
| MAT | 140 | Finite Math | | | |

SCIENTIFIC LITERACY (LIFE, PHSC) For catalogs before Fall 2024

Scientific literacy is crucial for understanding the issues that affect the future for all people, locally, nationally, and globally. Drake students will gain a basic understanding of content, methods, and contributions of science through courses rooted in the content of the life/behavioral and physical sciences. Through significant exposure to experiment and theory, students will be able to meaningfully interpret and evaluate scientific information for personal and professional applications as engaged citizens. All courses that fulfill this AOI will engage students to achieve basic scientific literacy; individual courses will pursue the additional outcomes as appropriate to their disciplinary or interdisciplinary focus. Drake students will complete two courses in this area of inquiry, including one in the life/behavioral sciences and one in the physical sciences. At least one course taken for this AOI will include a laboratory or field experience.

Choose two, one from each category and at least one with a lab

One Life/Behavioral Science

| | | |
|-----|-----|-------------------------------|
| BIO | 102 | Introductory Biology |
| BIO | 103 | Introductory Biology Lab |
| BIO | 112 | General Biology I |
| BIO | 113 | General Biology II |
| BIO | 125 | Plant Biology |
| CHM | 110 | Intro to Chemistry |
| CHM | 111 | Intro to Chemistry Lab |
| CHM | 132 | Intro to Organic/Biochemistry |
| CHM | 261 | Organic Chemistry I |
| CHM | 271 | Organic Chemistry II |
| ENV | 115 | Environmental Science |
| PSY | 111 | Intro to Psychology |

One Physical Science

| | | |
|-----|-----|---------------------------------|
| CHM | 110 | Intro to Chemistry |
| CHM | 111 | Intro to Chemistry Lab |
| CHM | 132 | Intro to Organic/Biochemistry |
| CHM | 160 | Chemistry I |
| CHM | 161 | Chemistry I Lab |
| CHM | 261 | Organic Chemistry I |
| CHM | 271 | Organic Chemistry II |
| PHS | 142 | Meteorology, Weather, & Climate |
| PHS | 143 | Principles of Astronomy Lab |
| PHS | 166 | Meteorology, Weather & Climate |
| PHS | 170 | Physical Geology |
| PHS | 171 | Physical Geology Lab |
| PHY | 106 | Survey of Physics |
| PHY | 162 | College Physics I |
| PHY | 710 | Technical Physics |

SCIENTIFIC LITERACY (SCI) For catalogs after Fall 2024

Issues that affect the future for all people, locally, nationally, and globally. Drake students will gain a basic understanding of content, methods, and contributions of science through courses rooted in the content of the life/behavioral and physical sciences. Through significant exposure to experiment and theory, students will be able to meaningfully interpret and evaluate scientific information for personal and professional applications as engaged citizens. All courses that fulfill this AOI will engage students to achieve basic scientific literacy; individual courses will pursue the additional outcomes as appropriate to their disciplinary or interdisciplinary focus. Students will be able to:

1. *Apply the methods of science for the generation, collection, assessment, and interpretation of scientific data and/or phenomena.*
2. *Use scientific methods and ways of thinking to solve problems.*
3. *Describe scientific theories on cognitive and behavioral, intellectual, or physical development.*
4. *Articulate the interrelationship of the development of human societies with the natural world around them.*
5. *Articulate the relevance of science to the global community in order to serve as active stewards for the natural environment.*

One course

| | | |
|-----|-----|--------------------------|
| BIO | 102 | Introductory Biology |
| BIO | 103 | Introductory Biology Lab |
| BIO | 112 | General Biology I |
| BIO | 113 | General Biology II |
| BIO | 125 | Plant Biology |
| CHM | 111 | Intro to Chemistry Lab |

| | | |
|-----|-----|-------------------------------|
| CHM | 132 | Intro to Organic/Biochemistry |
| CHM | 161 | Chemistry I Lab |
| CHM | 261 | Organic Chemistry I |
| CHM | 271 | Organic Chemistry II |
| ENV | 116 | Environmental Science Lab |
| PHS | 143 | Principles of Astronomy Lab |
| PHY | 162 | College Physics I |
| PHY | 710 | Technical Physics |

VALUES AND ETHICS (VE)

Drake students will learn to recognize ethical issues and to reflect critically upon the demands of conscience. They will develop as reflective practitioners with an understanding of the larger goals of stewardship inherent in their professional endeavors and have a sense of obligation that extends to beyond the self. They will develop an understanding of the skills and knowledge necessary to anticipate the consequences of actions as well as an understanding of the dispositions necessary to develop a commitment to ethical conduct. Students will develop the basic tools required to question themselves and others in a responsible manner and to evaluate the ethical implications of both collective and personal choices.

Courses that fulfill this AOI will meet at least two of these student learning outcomes. Students will be able to:

- 1. Recognize and reflect critically on ethical issues.*
- 2. Identify values that underlie human activities.*
- 3. Articulate ethical issues that arise in their professional or civic life.*
- 4. Articulate relevant ethical issues and apply them in developing solutions for critical problems and questions.*
- 5. Articulate a reasoned vision of their own values or core beliefs.*

Once course

| | | |
|-----|-----|----------------------------|
| BUS | 180 | Business Ethics |
| BUS | 185 | Business Law I |
| CIS | 101 | Computer Ethics |
| CRJ | 101 | Ethics in Criminal Justice |
| PHI | 105 | Introduction to Ethics |

WRITTEN COMMUNICATION (WRIT)

Drake students will learn to read with discrimination and understanding and to write persuasively.

Drake students will learn to shape their writing according to subject, purpose, medium, context and intended audience.

This area of inquiry may be satisfied by a single course, provided that writing is a significant component of the course, significant attention is directed towards the teaching of writing, and a significant portion of the student's grade focuses on the quality of writing, independent of the subject matter.

One course

| | | |
|-----|-----|-------------------------|
| ENG | 105 | Composition I |
| ENG | 106 | Composition II |
| ENG | 221 | Creative Writing |
| JOU | 121 | Newswriting & Reporting |