DRAKE UNIVERSITY
ARTICULATION AGREEMENT

with

SOUTHWESTERN
COMMUNITY COLLEGE

a course equivalency listing and

transfer planning guide for the

AREAS OF INQUIRY
DRAKE CURRICULUM

DRAKE GENERAL EDUCATION FOR ENTRY

SPRING 2026 AND LATER

This articulation agreement is based on the Southwestern Community College 2025-2026 General Catalog and the Drake University 2025-2026 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

Southwestern CC and Drake Equates

To see how Southwestern CC courses transfer to Drake please go to TES Course Finder and select Southwestern Community College. Some of the Southwestern CC courses are not currently offered or are no longer offered. Please make sure to check with Southwestern CC 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	117	Computer Graphic Design
ART	120	2-D Design
ART	123	3-D Design
ART	133	Drawing
ART	143	Painting
ART	161	Digital Art
ART	163	Sculpture
ART	203	Art History I
ART	204	Art History II
DRA	101	Introduction to Theatre
DRA	110	Introduction to Film
HUM	135	Humanities of the Early World
HUM	136	Humanities of the Renaissance
HUM	137	Humanities of the Modern World
LIT	135	Film as Literature
MUS	100	Music Appreciation
MUS	102	Music Fundamentals
MUS	205	Jazz History and Appreciation

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	131	Principles of Accounting I
ACC	142	Financial Accounting
BUS	185	Business Law I
CIS	171	Java
CRJ	200	Criminology
LIT	161	The Short Story
LIT	210	The Graphic Novel
MKT	150	Principles of Advertising
PHI	101	Introduction to Philosophy
PHI	105	Introduction to Ethics
PSY	251	Social Psychology
SPC	101	Fundamentals of Oral Communication
SPC	112	Public Speaking

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

HIS	268	American Experience in Vietnam
POL	121	International Relations
SOC	115	Social Problems
SOC	210	Men, Women, and Society
SPC	101	Fundamentals of Oral Communication
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

ANT	105	Cultural Anthropology
EDU	220	Human Relations for the Classroom Teacher
FLS	142	Elementary Spanish II
FLS	232	Intermediate Spanish II
FLS	242	Intermediate Spanish II
GLS	100	Cultural Geography
HIS	211	Modern Asian History
HIS	257	African American History
LIT	130	African American Literature
POL	125	Comparative Government & Politics

REL	101	Survey of World Religions
SPC	120	Intercultural Communication

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	110	Contemporary Art & Issues
ART	203	Art History I
ART	204	Art History II
HIS	110	Western Civilization: Ancient to Early Modern
HIS	111	Western Civilization: Early Modern to Present
HIS	117	Western Civilization I: Ancient and Medieval
HIS	118	Western Civilization II:Early Modern
HIS	151	US History To 1877
HIS	152	US History Since 1877
HIS	201	Iowa History
HIS	224	Nazi Germany
HIS	231	Contemporary World Affairs
HIS	253	American Indian History and Culture
HIS	257	African American History
HIS	266	The Civil War
HIS	268	American Experience in Vietnam
HIS	271	American Frontier History
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	171	Java
COM	140	Intro to Mass Media
EDU	255	Technology in the Classroom
MMS	101	Mass Media
SMM	101	Social Media Explored

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

BUS	210	Business Statistics
BUS	230	Quantitative Methods for Business Decision Making
MAT	110	Math for Liberal Arts
MAT	111	Math for Liberal Arts
MAT	117	Math for Elementary Teachers
MAT	120	College Algebra
MAT	121	College Algebra
MAT	127	College Algebra and Trigonometry
MAT	128	Precalculus
MAT	129	Precalculus
MAT	140	Finite Math
MAT	156	Statistics
MAT	165	Business Calculus
MAT	210	Calculus I
MAT	211	Calculus I
MAT	216	Calculus II
MAT	219	Calculus III

SCIENTIFIC LITERACY (LIFE, PHSC)

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 fulfil 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	105	Intro to Biology w/Lab
BIO	112	General Biology I w/Lab
BIO	113	General Biology II w/Lab
BIO	114	General Biology IA
BIO	115	General Biology IIA
BIO	125	Plant Biology
CHM	110	Intro to Chemistry
CHM	112	Intro to Chemistry w/Lab
CHM	122	Intro to General Chemistry
CHM	132	Intro to Organic Biochemistry
CHM	151	College Chemistry
CHM	261	Organic Chemistry I w/Lab
CHM	271	Organic Chemistry II w/Lab
ENV	111	Environmental Science w/Lab
PSY	111	Intro to Psychology

One Physical Science		
CHM	110	Intro to Chemistry
CHM	112	Intro to Chemistry w/Lab
CHM	122	Intro to General Chemistry
CHM	132	Intro to Organic Biochemistry
CHM	151	College Chemistry
CHM	166	General Chemistry I w/Lab
CHM	261	Organic Chemistry I w/Lab
CHM	271	Organic Chemistry II w/Lab
PHS	113	Intro to Physical Science
PHS	120	Exploring Physical Science
PHS	125	Physical Science w/Lab
PHS	142	Principles of Astronomy
PHS	166	Meteorology
PHS	172	Physical Geology
PHS	185	Intro to Earth Science
PHY	110	Survey of Physics
PHY	162	College Physics I w/Lab
PHY	212	Classical Physics I w/Lab

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 date 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	105	Intro to Biology w/Lab
BIO	112	General Biology I w/Lab
BIO	113	General Biology II w/Lab
BIO	114	General Biology IA
BIO	115	General Biology IIA
BIO	125	Plant Biology

CHM	112	Intro to Chemistry w/Lab
CHM	122	Intro to General Chemistry
CHM	132	Intro to Organic Biochemistry
CHM	151	College Chemistry
CHM	166	General Chemistry I w/Lab
CHM	261	Organic Chemistry I w/Lab
CHM	271	Organic Chemistry II w/Lab
ENV	111	Environmental Science w/Lab
PHS	113	Intro to Physical Science
PHS	120	Exploring Physical Science
PHS	125	Physical Science w/Lab
PHS	172	Physical Geology
PHY	162	College Physics I w/Lab
PHY	212	Classical Physics I w/Lab

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. Articulate a reasoned vision of their own values or core beliefs.*

One course

BUS	180	Business Ethics
BUS	185	Business Law I
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	109	Integrated Composition
ENG	221	Creative Writing