| | Economics and Business Department | | | | | | | The department provides opportunities for students to | |
|---|---|--|---|---|---|---|--|--|---|
| | VSL Goals appear below and Program Goals appear to the right. Make a mark in the appropriate cell if you program goals help achieve VSL goals. | Master the foundations of accounting principles and economic theories | Develop the depth of knowledge appropriate to their choice of specific major and master the fundamental tools necessary to succeed in graduate and professional school as well as in a career | Understand the fundamentals of business and economic problem solving with application to contemporary social and political issues | Employ discipline specific tools of critical analysis and problem solving | Learn technology skills appropriate for use in economic and business analysis | Effectively communicate economic and/or financial information orally and in writing to people with various levels of business acumen | Learn experientially through activities such as simulations, internships, and undergraduate research in order to apply the theories they have learned in the classroom | Develop networks and relationships with alumni and local business leaders and participate in seminars and round table discussions |
| Our st | udents engage in rigorous inquiry and informed deliberation by: | | | | | | | | |
| 11 | · investigating and researching underlying causes and connections | | | | | | | | |
| 12 | · synthesizing evidence from multiple sources | | | | | | | | |
| 13 | · designing ways to answer their questions | | | x | х | | | | |
| 14 | • acquiring the skills to evaluate arguments and evidence critically | х | | x | х | x | | | |
| 15 | · developing independent, nuanced, and thoughtful analyses | | | | | | | | |
| 16 | · making connections among different bodies of knowledge | | | | | | | | |
| | · communicating their findings effectively and persuasively through written, | | | | | | | | |
| 17 | oral, experiential, visual, or other appropriate methods | | | | | | х | | |
| | · reflecting on their studies and being prepared to engage with the world based | | | | | | | | |
| 18 | on their inquiry and deliberation | | | x | x | | | x | |
| Hendrix College students actively and reflectively engage with multiple | | | | | | | | | |
| communities by: | | | | | | | | | |
| | • understanding the past, present, and future needs of the earth and of | | | | | | | | |
| MC1 | humanity, and of the challenges of our interdependence | | | x | | | | | |
| MC2 | · considering ethical conundrums from conflicting perspectives | | | | | | | | |
| | · bringing their experiences in the wider community back to the classroom to | | | | | | | | |
| MC3 | enhance their course of study | | | | | | | | |
| The Hendrix College community supports these goals by: | | | | | | | | | |
| | · fostering an awareness of different cultures through a commitment to | | | | | | | | |
| C1 | diversity and inclusion | | | | | | | | |
| | · providing opportunities for students to confront the diverse challenges and | | | | | | | | |
| | needs of our shared communities in order to inspire them to lead lives of | | | | | | | | |
| C2 | service | | | | | | | | |
| The college community provides opportunities for students to develop as whole | | | | | | | | | |
| | is in their personal and professional lives by: | | | | | | | | |
| WP1 | · guiding students in examining their abilities and strengths | 1 | | 1 | 1 | 1 | | 1 | |
| | helping them recognize how their skills can work for them and for the good | | | | | | | | |
| WP2 | of others, both now and in the future | | | | | | | | |
| VVI Z | providing tools and opportunities to prepare our students for their | | | | | | | | |
| WP3 | prospective professional lives | | x | | | | | x | |
| vvi 5 | striving to inspire students to lead lives of accomplishment as both leaders | | ^ | | | | | ^ | |
| WP4 | and team members | | | | | | | | x |
| 4 | • encouraging their development into individuals who are independent, | 1 | | 1 | | 1 | 1 | 1 | ^ |
| WP5 | responsible, and attentive to their own mental and physical well-being | | | | | | | | |
| | • nurturing their life-long love of learning, both about themselves and about | | | l | | | | | |
| | the world as curious, creative, and active participants in life and in their | | | | | | | | |
| WP6 | communities. | | | | | | | | |
| 1110 | | I | 1 | 1 | I | I | 1 | | · |