ECONOMICS (MA)

The Department does not admit students to the University specifically to the M.A. program. Students interested in pursuing a master's degree related to economics as their primary graduate program are encouraged to apply to the Department's stand-alone Master of Science in Quantitative Economics (MSQE) program. The M.A. in Economics program is a Plan B (non-thesis) Master's degree that provides training in economic theory and methods, combined with elective courses that apply the core training in a variety of contexts. It is designed for students pursuing advanced degrees in other programs at the University who want to combine their other studies with a masters-level understanding of economics, or for Ph.D. students in economics who wish to earn a master's degree as part of their graduate studies or in lieu of completing the Ph.D.

Location

- Storrs Campus

Modality

- In Person

Requirements
Master of Arts

The M.A. program is a non-thesis degree. It requires satisfactory completion of at least 30 credits. Of these 30 credits, 15 must come from required M.A. core courses and 15 or more are from elective credits approved by the student's major advisor.

Students can also meet core M.A. requirements by taking comparable higher level courses.

Course	Title	Credits
Required Courses		
ECON 5201	Microeconomics	3
ECON 5202	Macroeconomics	3
ECON 5301	Mathematical Economics	3
ECON 5311	Applied Econometrics I	3
ECON 5312	Applied Econometrics II	3
Elective credits approved by the student's major advisor		15
Total Credits		**30**

Learning Objectives

1. Knowledge: Demonstrate appropriate breadth and depth of disciplinary knowledge and comprehension of the major topics, theories, and issues of the discipline.
2. Applied skills: Uses, disaggregates, reformulates and/or adapts principal ideas, techniques or methods of the field of study ethically, professionally, and based on best practices of the discipline.
3. Communication: Communicate proficiently and effectively to a specialist or non-specialist audience, verbally and in writing, a coherent argument or explanation summarizing aspects of the discipline.