

Status: PENDING

PROGRAM REQUEST
Economics MA Program

Last Updated: Myers, Dena Elizabeth
05/26/2011

Fiscal Unit/Academic Org	Economics - D0722
Administering College/Academic Group	Social And Behavioral Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Economics
Proposed Program/Plan Name	Economics MA Program
Program/Plan Code Abbreviation	ECON-MA
Current Degree Title	Master of Arts

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		45	30.0	32	2.0
Required credit hours offered by the unit	Minimum	45	30.0	32	2.0
	Maximum	45	30.0	32	2.0
Required credit hours offered outside of the unit	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0
Required prerequisite credit hours not included above	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Per the discipline norm, our MA curriculum is embedded in the first-year core curriculum of our Economics PhD program; students obtain MA in Economics en route to their PhD. The MA program goal is to attain proficiency in core concepts and methods.
 - Goal 1 (Knowledge): to obtain a breadth of core knowledge in microeconomics, macroeconomics and econometrics.
 - Goal 2 (Proficiency): to attain technical proficiency in order to analyze, manipulate and interpret advanced models in the core areas of microeconomics, macroeconomics and econometrics.
 - Goal 3 (Concepts and Methods): to master core concepts and methods in microeconomics, macroeconomics and econometrics.
 - Goal 4 (Research Perspective): to comprehend advanced research material, and to gain a perspective to identify areas of potential innovations and new applications.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

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PROGRAM REQUEST
Economics MA Program

Last Updated: Myers,Dena Elizabeth
05/26/2011

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

N/A as we envisage no changes in the goal, the governance and the essential structure of our MA program embedded in the core course curriculum of our PhD program. We maintain the scope of our curriculum and the quality of our qualifying exams at the level competitive with the top dozen programs of our discipline norm. The external review committee in 2006 formally endorsed our practice and governance of the graduate program. We have detailed the means to assess effectiveness and achievement of our PhD program in Section 15 of our Quarter to Semester Conversion Template attached.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- ECONOMICS@S2QConversionCoverLetter.pdf: Department Chair Letter
(Letter from Program-offering Unit. Owner: Miyazaki,Hajime)
- SemesterConversion\$ECON\$MA@DGSFinal.pdf: MA Conversion Proposal
(Program Proposal. Owner: Miyazaki,Hajime)
- Division Cover Letter for Economics.doc: Division Letter
(Letter from the College to OAA. Owner: Mumy,Gene Elwood)

Comments

- Our Conversion Proposal Document includes Program Rationale Statement, Program Requirements, List of Semester Courses, Semester and Quarter Advising Sheet(s), Transition Policy, and Assessment Conversion. *(by Miyazaki,Hajime on 10/31/2010 04:30 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miyazaki,Hajime	11/03/2010 01:30 AM	Submitted for Approval
Approved	Vanarsdale,Sonya Renee	11/03/2010 10:07 AM	Unit Approval
Revision Requested	Mumy,Gene Elwood	05/05/2011 01:40 PM	College Approval
Submitted	Miyazaki,Hajime	05/05/2011 04:06 PM	Submitted for Approval
Approved	Miyazaki,Hajime	05/17/2011 12:40 AM	Unit Approval
Approved	Mumy,Gene Elwood	05/17/2011 04:01 PM	College Approval
Approved	Myers,Dena Elizabeth	05/26/2011 08:59 AM	GradSchool Approval
Pending Approval	Soave,Melissa A Cameron,Erin Marie	05/26/2011 08:59 AM	CAA Approval



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May 17, 2011

Chairs Arts and Sciences CCI & CAA

Dear Chairs:

At the undergraduate level the Department of Economics has two major programs:

The Bachelor of Arts Economics major
The Bachelor of Science Economics major.

In his cover letter, Department Chair Donald Haurin has explained in very careful detail the consideration given by the Department to the semester conversion plans for these two majors and the nontrivial changes made to the majors in the conversion. Economics has characterized the changes to the majors as minor, which is correct in the sense that the thrust of the two majors has not changed nor have the basic program goals. There have, however, been significant changes made.

First, the two principles courses, Microeconomics and Macroeconomics, have been decimalized into two categories, one meant to provide the service level courses demanded by several other programs in the University and the other taught at a slightly more demanding level for majors and minors. Second, in line with the more demanding math requirement at peer universities for the BA, a pre-calculus math requirement has been added for the BA degree. Third, to add more breadth and/or depth, an additional upper division elective has been added to both degrees. Finally, although Intermediate Microeconomic Theory is already decimalized into calculus and non-calculus versions, a third even more advanced version has been added for high ability BS students that will provide the basis for entry into top graduate programs in the field.

These conversion plans were reviewed by me and the Social Sciences Disciplinary Advisory Panel (SS DAP) and enthusiastically endorsed. We submit Economics' conversion plans to you for the consideration of your committees.

At the undergraduate level the Department also offers an Economics minor. The minor was recently revised to allow greater student flexibility and the only change for the semester version is the plan to direct students into the more rigorous decimalized versions of the principles courses meant for majors and minors. The SS DAP and I have reviewed the conversion plan and endorse it. As a result I submit it to you for CCI's and CAA's consideration.

At the graduate level the Department offers the Ph.D., the MA, and a Graduate Minor in Economics. Department Chair Donald Haurin explains the care taken to insure the content of these programs has been repackaged and updated to the standards of the top programs in the country, while also enabling the temporal sequencing of the program to remain unchanged. The way this has been accomplished in the Ph.D and MA programs is by taking three-quarter course sequences and repackaging them into four seven-week modules with the same contact time, which allows first and second year students to do course work in three content areas in the temporal sequence needed. As the MA only depends on successful completion of the first-year core and passing a qualifying exam at the end of the year, its structure is almost completely unchanged. After the first year, students in the Ph.D. program can do sequences of the

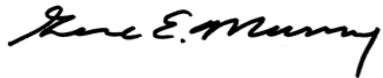
field courses in the same temporal order as under quarters because of the use of combinations of seven week and full fourteen week courses.

The Graduate Minor consists of courses designed for it and can be completed without taking a sequence. As a result the semester courses are straight conversions of the quarter courses.

The approval process for all Ph.D. and MA programs in SBS was that all of them were first examined and discussed for feedback and improvement by the SBS Graduate Committee, which is made up of the graduate directors. When ready for final consideration in the Division they move to the Social Sciences Disciplinary Advisory Panel (SS DAP). For other graduate programs in SBS the departments work with the associate dean and then the programs are sent to the SS DAP when ready.

The SS DAP has approved the Economics Ph.D. and MA programs after minor changes and I endorse that decision and now submit them to CAA and the Graduate School for their consideration.

Sincerely,

A handwritten signature in black ink that reads "Gene E. Mumy". The signature is written in a cursive style with a large, prominent "G" and "M".

Gene E. Mumy
Associate Dean of Arts and Sciences/Social and Behavioral Sciences



October 13, 2010

Phone (614) 292-6701
Fax (614) 292-3906

Professor Gene Mumy, Dean
College of Arts and Sciences
Ohio State University
E-mail: mumy.1@osu.edu

Dear Gene:

Along with this letter, please find the program conversion materials for the Department of Economics.

- **List of all current programs in the department**
 - a. Undergraduate bachelors degree programs and/or majors – **Bachelor of Arts, Bachelor of Science**
 - b. Undergraduate minors - **Minor**
 - c. Undergraduate associate degree programs - **None**
 - d. Graduate degree programs – **Ph.D., M. A.**
 - e. Graduate minors – **Graduate Minor in Economics**
 - f. Graduate certificate programs - **None**
 - g. Graduate interdisciplinary specializations - **None**
 - h. Professional degree programs - **None**
 - i. Combined programs (e.g., BS/MS, Ph.D./ MD) - **None**

- **Summary of unit-level review processes for programs and courses**

Undergraduate program: this effort has been led by the Director of Undergraduate Studies (DUS), who worked closely with the Undergraduate Studies Committee (USC), the Undergraduate Coordinator, and our undergraduate advisors. The input of other members of the department, including faculty in specific areas, lecturers, and graduate students was solicited at many points in this process. It was also informed by input from undergraduates, including our assessment work. The conversion plan will also be presented before our Undergraduate Economics Society at an upcoming meeting to inform them of the changes and solicit feedback. As background, our undergraduate program consists of a BS, BA, minor, and service courses. We have a very large undergraduate program, with 500+ majors, hundreds of minors, and we provide a large amount of coursework for the GEC and to various colleges including FCOB. The standard for the discipline is that there be a set of introductory level courses (microeconomics and macroeconomics), intermediate theory courses, and courses in statistics/econometrics (more in the BS than the BA). In addition, there are a set of field courses and over the last decade we have introduced a set of topical courses (e.g., Housing Economics, Economics of Gender, Issues of the Underground Economy). We first reviewed our peer universities' economics programs and their structures and determined that our programs' underlying structures are generally consistent with current best practices, although somewhat less mathematically intensive than some of

our peers. The Undergraduate Studies Committee also explicitly explored whether a radical restructuring made sense. For instance, we discussed moving to experiment-based delivery of our principles courses, although this change is not feasible at this time because of the lack of space in the department including lab space. Given that our program largely conforms to existing best practices, we decided in favor of incremental change and determined that we should offer a curriculum that best matches OSU's variety of student abilities and interests. We discussed the issue of credit hours per class with faculty and lecturers and made decisions for individual courses, with some converting from 5 hours to 3 and others converting to 4. We considered the number of classes involved in the major and added an additional requirement to both the BA and BS. We reaffirmed the need for both a BS and BA; however, we seriously discussed whether there should be a calculus requirement for both degrees. In the end, we strengthened our math requirement in the BA, but not to the level of requiring calculus. Complementing the stronger math requirements, we also are increasingly moving to a tiered approach in our offerings. Specifically, we will offer all of our principles courses (microeconomics and macroeconomics) and intermediate courses (again microeconomics and macroeconomics) in three versions instead of two to maintain the accessibility of our courses for service purposes while addressing the needs of advanced students. We recently modified the requirements of the minor to permit greater flexibility for student choice and interests and this flexibility is being maintained. Given the size of our program, we offer most all undergraduate courses in multiple sections in AU-SP quarters. We considered the extent to which we can have multiple offerings under the semester model and the USC has addressed strategies to meet student demand given our resources. They identified a set of courses that may have to be offered in alternating years (these courses are reasonably popular and thus we do not want to drop them). During this effort the DUS submitted every course to the faculty for review and updating of the course description. Particular attention was paid to our Economic History and Econometrics courses. We met with FCOB representatives to keep them informed of our plans for the courses taken by business students. Economics has also taken the lead in discussions with all the units we work with most closely in terms of curriculum (AED Economics; the Glenn School; and International Studies) to coordinate offerings and ensure optimal course transitions. Of course, there will be additional details to work out over the coming year.

These efforts are on top of our continuous, ongoing review the undergraduate program and its delivery. Indeed there are a number of important efforts that came out of our continual review process that are already underway that will carry through under semesters. In the past two years we have paid a great deal of attention to our use of GTAs in undergraduate instruction, including new evaluation procedures (in addition to SEIs), our strategy for assigning GTAs to courses; and our staffing of large lecture-recitations classes. We have recently strengthened the ESL requirement for GTA instructors. We also have ongoing efforts, guided by the results from our assessment exercises, to increase access to both internships and research opportunities. These efforts will be pushed further as we shift to semesters. In summary, I believe that we have done a thorough review of the undergraduate program, and that we have carefully considered how to optimize the delivery of our programs under the semester model.

Summary of Changes to Undergraduate Program

Our **Bachelor of Arts** is undergoing three important changes. One change is the introduction of supplementary mathematics requirements, which we feel will both benefit our students in their subsequent coursework and bring us closer to peer institutions. We are also decimalizing our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission). To ensure that the

major continues to occupy the same share of total credit hours and provide additional breadth, we are also adding a fifth elective in the major.

We have made three important changes to the **Bachelor of Science**. First, we are decimalizing our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission). Second, we are further decimalizing our Intermediate Microeconomics and Macroeconomics classes to enhance the learning experience of our most capable and motivated (Bachelor of Science) students. Specifically, all of our Bachelor of Science students are required to take calculus-based (.02) sections of these courses, but we are adding an additional “Schwarzenegger” level (.03) that will cover even more advanced material. Lastly, to ensure that the major continues to occupy the same share of total credit hours and provide additional breadth, we are also adding a fifth elective in the major.

The main change to our **undergraduate minor** is the decimalization of our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission).

Graduate program: this effort is led by the Director of Graduate Studies (DGS), who worked closely with the Graduate Studies Committee (GSC) in the department. The DGS and GSC conducted a thorough review of our current offering, curriculum of our peer institutions, and studied ways to improve our competitiveness in the discipline. Our effort involved faculty-wide discussions in field groups, core instructional members, and graduate faculty meetings. The DGS and I also made special effort to communicate our needs with the Graduate School, and to coordinate our program revisions with the AED Economics Ph.D. program.

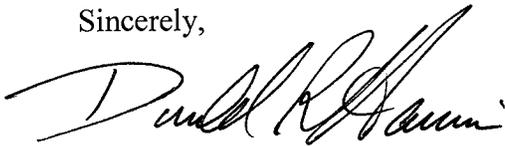
Our Ph.D. program involves three stages: a first year program of core methods and concepts (microeconomics, macroeconomics and econometrics), a second year program of field coursework, and the dissertation research development and completion in years three to five. The largest restructuring was to our core first-year curriculum, to reflect directional changes in our discipline and improved quality of applicants to our program. But, our discussions of the second and third year programs were also extensive, involving all of our eight field groups, which met separately and jointly, to determine the optimal content and delivery of our courses in the semester system. Every course’s content was reviewed and the DGS asked all faculty members involved in the graduate program to rewrite course descriptions. We embarked on comprehensive review and implementation of new policies for our graduate program a decade ago including a major outside review. We renewed the vigor of our review and implementation two years ago in anticipation of the semester conversion. Within the last 15 months, for example, we revised key requirements in our second and third year programs to enhance our students’ research potential and placement prospects.

We also offer M.A. and Graduate Minor in Economics. Consistent with the norm of our discipline, our M.A. is embedded in our Ph.D. core curriculum, and we do not have separate de novo M.A. admissions. Our M.A. is open to all Ph.D. students in our program and related OSU programs such as Finance and AED Economics. The restructuring of our core Ph.D. curriculum also enables us to streamline the delivery of M.A. examinations and course requirements. We introduced Graduate Minor in Economics three years ago, with the technical level set between a quantitative honors B.S. in economics and an M.A. in economics. We have since learned more about the need of other Ph.D. programs for our Minor. The semester conversion gave us a timely opportunity to adjust our course offerings, to enable students to complete requirements within one academic year.

Our effort at continuous innovation includes not only the mechanism to achieve a higher standard, but also the size and composition of our students in the program starting with admissions. Our entering class consists almost exclusively of fellowship recipients; we rank as one of the top graduate programs in fellowship awards at OSU. My colleagues grappled with some difficult semester conversion issues and approached them as an opportunity to improve the quality of our graduate program, and our effort will continue as we enter the semester system. At the start of this academic year, I have asked the DGS, GSC, and graduate faculty if there is a way to improve further the quality of the second year field program under the semester structure. Many of our innovations in graduate program may not appear as a creation of new courses or course structure, but more as changes in structure and implementation of the program. Concurrently we are thus undertaking the major rewrite of Policies and Procedures for Graduate Program in Economics, a 40-page constitution of our program. In summary, I believe that we have done a thorough review of the graduate program, and that we have very carefully considered how to deliver its content under semesters.

In closing, I endorse these plans and recommend their approval. I would also like to thank you personally for your guidance during this process. We have invested considerable time in determining how to proceed and your input has proven invaluable.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald R. Haurin". The signature is fluid and cursive, with a large initial "D" and "H".

Donald R. Haurin
Professor and Chair

Quarter to Semester Conversion: M.A. Program**GENERAL PROGRAM INFORMATION**

1. **Economics**
2. **M. A.**
3. **Department of Economics**
4. **Graduate degree program (d)**
5. **Converted with minimal changes to program goals and/or curricular requirements (b)**

PROGRAM REQUIREMENTS

6. **List program learning goals: (Not Required for graduate programs at this time)**
7. **List semester courses that constitute requirements and other components of the program**

All 7000 and 8700 level courses correspond to the first-year Ph.D. level courses and thus belong to the M.A. curriculum

Required Courses (32 credit hours): core courses in microeconomics, macroeconomics and econometrics

8711 Microeconomic Theory IA (3)
8712 Microeconomic Theory IB (3)
8713 Microeconomic Theory IIA (3)
8714 Microeconomic Theory IIB (3)
8721 Macroeconomic Theory IA (3)
8722 Macroeconomic Theory IB (3)
8723 Macroeconomic Theory IIA (3)
8724 Macroeconomic Theory IIB (3)
8731 Econometrics I (4)
8732 Econometrics II (4)

Complementary Courses: These courses are electives and not required for the degree, but serve as technical complements or prerequisites to core and advanced courses in microeconomics, macroeconomics and econometrics.

7700 Mathematics for Economics I (3)
7701 Mathematics for Economics II (3)
8781 First Year Research Principles and Techniques (1-3)

8. Append a current and proposed curriculum advising sheet**CURRENT (QUARTERS):**

M.A. in Economics Requirements: The Graduate School requires 45 graduate credit hours. No student may receive a master's degree whose graduate grade point average is below 3.0. The Department of Economics provides a Plan B (comprehensive examination without thesis) curriculum for the MA degree. The requirements for the MA degree in economics include satisfactory completion of the statistics and econometrics sequence, 640–740–741. Students are urged to take the sequences in microeconomics (804–805–808) and macroeconomics (806–807–809). The Master's Examination Committee of each MA student is composed of three Graduate Faculty members in the Department: the student's adviser, who serves as chair of the committee, and the chairpersons of the microeconomics and macroeconomics Qualifying Examination Committees.

Required Courses (45 credit hours)

- 640 Probability Theory (5)
- 740 Inference and Decision Analysis (5)
- 741 General Linear Regression Analysis (5)
- 804 Microeconomic Theory I (5)
- 805 Microeconomic Theory II (5)
- 808 Microeconomic Theory III (5)
- 806 Macroeconomic Theory I (5)
- 807 Macroeconomic Theory II (5)
- 809 Macroeconomic Theory III (5)

Complementary Courses, elective and not required

- 700 Advanced Mathematical Techniques in Economics (5)
- 701 Dynamic Analysis in Economics (5)

PROPOSED (SEMESTERS)

M.A. in Economics Requirements: The Graduate School requires 30 graduate credit hours. No student may receive a master's degree whose graduate grade point average is below 3.0. The Department of Economics provides a Thesis Plan curriculum for the MA degree in Economics. In addition to passing the M.A. Examination, which consists of the Qualifying Examination in Microeconomics and the Qualifying Examination in Macroeconomics, the student must successfully complete the core courses in microeconomics (8711-8712-8713-8714), macroeconomics (8721-8722-8723-8724) and econometrics (8731-8732). The Master's Examination Committee of each student is composed of three Graduate Faculty

members in the Department: the student's adviser, who serves as chair of the committee and the chairpersons of microeconomics and macroeconomics Qualifying Examination Committees.

Required Courses (32 credit hours)

- 8711 Microeconomic Theory IA (3)
- 8712 Microeconomic Theory IB (3)
- 8713 Microeconomic Theory IIA (3)
- 8714 Microeconomic Theory IIB (3)
- 8721 Macroeconomic Theory IA (3)
- 8722 Macroeconomic Theory IB (3)
- 8723 Macroeconomic Theory IIA (3)
- 8724 Macroeconomic Theory IIB (3)
- 8731 Econometrics I (4)
- 8732 Econometrics II (4)

Complementary Courses, elective and not required

- 7700 Mathematics for Economics I (3)
- 7701 Mathematics for Economics II (3)
- 8743 Econometrics III (3)
- 8781 First Year Research Principles and Techniques (1-3)

9. Provide a curricular map that shows how and at what level the programs courses facilitate students' attainment of program learning goals (Not Required for graduate programs at this time)

10. Provide a rationale for proposed program changes and a description of how the changes will benefit students and enhance program quality.

By the norm of our discipline, the M.A. in Economics is embedded in the Economics Ph.D. program, in which the first-year core curriculum of the Ph.D. program constitutes the course requirements for the M.A. Our goal is to remain competitive with respect to the discipline's norm. Thus we have retained every aspect of the current M.A. requirements: completion of core courses in microeconomics, macroeconomics, and econometrics, in addition to passing the M.A. examination. In the semester regime, students can take the M.A. examination at the end of the May-mester. Students can utilize the May-mester to fortify their exam preparations by integrating course material, research methods and techniques learned in the preceding two semesters. For this purpose, students can take a new course, 8781 First Year Research Principles and Techniques (1-3), to be offered in the May-mester.

Date of last significant revision: 2003

11. Provide a table to aid CAA reviewers

	# of Credit Hours <i>Required</i> in Current Program (Quarters)	Calculated Result for 2/3 of Current Quarter Credit Hours (rounded)	# of Credit Hours <i>Required</i> for Proposed Program (Semesters)
Total hours to complete program	45	30	32
Prerequisite hours required for admission to program which are not counted toward total hours	0	0	0
Required credit hours offered by the unit (includes dissertation)	45	30	32
Required credit hours offered outside the unit	0	0	0
Double counted credit hours that meet two or more requirements	0	0	0
Free elective credit hours	0	0	0

12. Provide a rationale for a change in credit hours if the difference is more than 4 semester credit hours. (N/A, see 10 also)

TRANSITION POLICY

13. Include a policy statement from the chair of the department/unit that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree.

Since all of the required courses, namely, the core courses of our Ph.D. program, are offered in the first year, and because there is no substantive change in core courses for the proposed semester program, students currently enrolled in our quarter-based program will not encounter difficulties or delays during their transition to the semester regime.

ASSESSMENT CONVERSION

14. Summarize how the program’s current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar: (N/A)

15. Means to assess effectiveness and achievement of the program. (Not Required for graduate programs at this time)

As a Ph.D.-only program with no separate M.A. admissions, our M.A. curriculum is entirely embedded as the core course curriculum of our Ph.D. program. Graduate students thus obtain their M.A. *en route* to their Ph.D. by successfully completing the core courses in our Ph.D. curriculum and by passing the M.A. exams. Passing the M.A. exams is equivalent to passing the comprehensive Ph.D. Qualifying Exams at the M.A. level. Thus, the single most important measure of our M.A. program effectiveness is the pass rate of the M.A. exams. At least 90% of our first-year Ph.D. students should pass the M.A. exams before the start of their second year.

Additionally, there are non-economics graduate students, usually Ph.D. students in the Department of Agricultural, Environmental and Development Economics (AED Economics), who complete our M.A. curriculum over two years. The success benchmark for them shall be around 70% in terms of the M.A. exam pass rate.

We try to maintain the scope of our curriculum and the quality of our Qualifying Exams at the level competitive with the top echelon of our discipline norm. The above measure and benchmarks for the M.A. in Economics are entirely consistent with the competitive norm. Our Graduate Studies Committee regularly and frequently meets throughout the year, and discusses, monitors and evaluates all aspects of our graduate program, including its content, governance and effectiveness, to implement innovations and revisions in the program.