



## ECP 3510 | Economics of Education

Class Number: 26546

**Delivery Method:** Primarily Classroom

M/W | Period 3-4 ( 09.35 AM-11.30 AM) Matherly Hall 0112

### Instructor Information

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**Name:** Garrison Pollard

**Email:** garrisonpollard@ufl.edu

**Telephone:** (352) 392-0151

**Office Hours**

Tuesdays and Thursdays 9am-10am

**Preferred Method of Communication:** Email

### Office Location

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Matherly Hall Room 341B and Zoom (link on Canvas)

### Teaching Assistants

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**Name:** Alexei Roof

**Email:** alexeiroof@ufl.edu

**Office Hours:** By request

**Class Number:** 26546

### Course Details

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**Catalog Description:** Uses economic concepts to analyze the education system and education policy options. Topics covered include class size, No Child Left Behind legislation, public vs. private schools, and vouchers.

**Pre- and Co-Requisites:** Prereq: ECO 2023.

**Credit Hours:** 4

**Course Fees:** \$0.00

## Required Materials

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### **ECONOMICS OF EDUCATION**

**ISBN:** 9781319282202

**Authors:** MICHAEL LOVENHEIM AND SARAH TURNER

**Publisher:** MACMILLAN

**Edition:** 1

**All Access:** This course does not use UF All Access

## Recommended Materials

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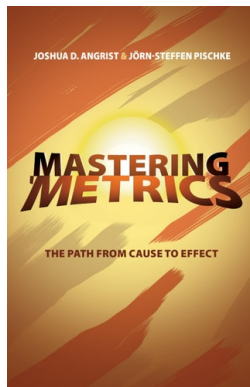
### **Causal Inference**

**ISBN:** 9780300251685

**Authors:** Scott Cunningham

**Publisher:** Yale University Press

**Publication Date:** 2021-01-26



### **Mastering 'Metrics The Path from Cause to Effect**

**ISBN:** 9780691152844

**Authors:** Joshua D. Angrist, Jörn-Steffen Pischke

**Publisher:** Princeton University Press

**Publication Date:** 2014-12-21

## A Note on Materials

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Textbook is required for the course.

## Course Goals and Objectives

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This course explores the economics of education policy, blending theoretical and empirical analysis. We examine key questions: what education to produce, how to produce it, and for whom. Using econometric tools, we test theories and assess policy effectiveness. Topics include public goods, imperfect competition, human capital vs. signaling, Tiebout sorting, the returns to education, school finance, charter schools, teacher labor markets, and higher education. The course is ideal for students that are interested in education, applied economics, or public policy.

## Expectations and Student Learning Outcomes

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Students that successfully complete this course will be able to (1) analyze education policies using economic principles, (2) apply empirical tools to evaluate the impact of education policies, and (3) interpret and critically assess research findings in the economics of education.

## Methods of Evaluation

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**Grading Scale**

Component	Percentage
Class Participation/Attendance (iClicker)	10%
Homework Assignments (Lowest 1 Dropped)	10%
Presentation Quizzes	10%
Exam 1	25%
Exam 2	25%
In-Class Presentation	20%
Total	100%

### **Class Participation and Attendance**

All students are required to register for iClicker Cloud. Throughout each class, I will frequently ask questions which will require students to respond via iClicker. Completion of these questions will be recorded to ensure attendance. Grading for this component will be calculated as follows: if a student missed more than 10% of classes without an excused

absence, their participation grade will be 0. Otherwise, they will receive full credit. Details on how to register and use iClicker Cloud can be found [here](#).

Students are not permitted to register attendance by using an iClicker when they are not physically present in class. Such behavior would constitute a violation of the UF Student Honor Code and be reported to the UF Dean of Students Office. This course will be using iClicker's geolocation feature. This means that you must be physically present in class to be counted as present and to answer the iClicker questions. You must grant the iClicker app permission to share your location the first time you use the feature, and you can then choose to turn this permission off until your next class session. For additional information regarding iClicker Cloud Attendance, please visit [Student Privacy with iClicker Cloud Attendance Geolocation](#).

### **Homework Assignments**

Homework will be assigned covering the lecture material each week and will be due on Fridays at 11:59pm. Late assignments will be accepted for an additional 48 hours without penalty. Because solutions will be automatically posted 48 hours after the deadline, assignments submitted more than 48 hours late will not be accepted for credit unless the student can provide documentation of an excused absence. You are encouraged to work with your classmates while completing these assignments. Working together can facilitate deeper learning of the course material and more efficient completion of the assignment itself. You must, however, turn in your own work. Submitting a classmate's work as your own is a violation of the UF Student Honor Code. When calculating course grades, your lowest homework score will be excluded.

### **Presentation Quizzes**

At the end of every student presentation, the class will complete a 5-question multiple choice quiz (iClicker) covering the paper/research discussed in the presentation. Students may use their notes on these quizzes, but may not use outside resources (including but not limited to AI or Google) or cooperate with other students.

### **Exams**

There will be two non-cumulative exams. Both exams are closed-book, closed-note, and no additional resources or devices (tablets, laptops, and smartphones) are permitted. The exams will be of a similar structure and style as the homework assignments (short answers and some analytical problems), and a practice exam will be provided. You will be permitted to use a four function or scientific calculator. Each test will be curved to ensure a class average of at least 74%. If the class average is below 74% (which is not expected), I will

add the required number of points to each test to bring up the average grade. I will not subtract points if the class average exceeds 74%.

### **In-Class Presentation (Oral Examination)**

Students will be required to complete one approximately 15 minute in-class presentation describing the question, strategy, results, and limitations of a published research article. Students must be ready to answer questions from the class and instructor. Articles will be assigned in the first week of class on a first-come, first-served basis. If you choose not to sign up for a paper, one will be randomly assigned to you. The presentation will be graded on quality, correctness, presentation performance, and the performance of the class on the presentation quiz. The complete rubric and instructions are available on Canvas along with the list of available papers and presentation dates. Students wishing to present a paper not included in this list should contact the instructor before the second week of class. Presentations may be completed in groups of no more than two.

### **Makeup Exam**

Students who fail to attend a regularly-scheduled exam due to an unexcused absence receive a 0 on the exam and will not be offered an opportunity to make-up the exam. In the case of an excused absence, you must reach out to me with appropriate documentation as soon as circumstances permit. All makeup exams are scheduled for December 9th at 10am.

## **Grading Scale**

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The course grade is determined based on class attendance (10%), your performance on the problem sets (10%), the presentation quizzes (10%), two exams (50%), and the in-class presentation (20%). Students will be awarded the highest letter grade for which they meet the minimum score following the scale below.

### **Grading Thresholds**

<b>Letter Grade</b>	<b>Minimum Score</b>
A	93%
A -	90%
B +	87%
B	84%

Letter Grade	Minimum Score
B -	82%
C +	78%
C	72%
C -	70%
D	65%
E	0%

The scale listed above is firm. Final course grades will not be rounded (for example, a 91.99 is an A-). A minimum grade of C is required for earning major or minor credit for this course. Students who fail to earn this minimum grade must retake this course or an approved substitute course to continue in the economics major or minor. A C- is not sufficient. The above grading policies are consistent with UF policies regarding grade determination. This information can be found [here](#).

## Course Schedule

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### Homework Dates

Homework	Tentative Topic	Open Date	Due Date
1	Market for Education	August 24	August 28 at 11:59pm
2	What is Causality?	August 31	September 4 at 11:59pm
3	Methods of Causal Inference	September 7	September 11 at 11:59pm
4	Human Capital & Signaling Models	September 14	September 18 at 11:59pm
5	Returns to Education	September 21	September 25 at 11:59pm
6	Education Production Functions	September 28	October 2 at 11:59pm
7	Theoretical School Finance	October 12	October 16 at 11:59pm

Homework	Tentative Topic	Open Date	Due Date
8	Empirical School Finance	October 19	October 23 at 11:59pm
9	School Choice	October 26	October 30 at 11:59pm
10	Accountability	November 2	November 6 at 11:59pm
11	Teachers	November 9	November 20 at 11:59pm

### Exam Dates

Exam	Coverage	Date
1	LT Chapters 1-7, 9.1-9.2	October 7 in Class
2	LT Chapters 8, 9.3, 10-12	December 2 in Class

The course schedule below is tentative and subject to change when circumstances require.

### Week

1. Market for Education & Empirical Tools
  - Lovenheim & Turner Chapters 1-2, 3.1
2. Empirical Tools
  - Lovenheim & Turner Chapters 3.1-3.2
  - Angrist & Pischke Chapter 1
3. Empirical Tools
  - Lovenheim & Turner Chapter 3.3
  - Angrist & Pischke Chapters 3-5
4. Human Capital and Signaling Models
  - Lovenheim & Turner Chapters 4-5
5. Returns to Education
  - Lovenheim & Turner Chapter 6
  - Angrist & Pischke Chapter 6
  - Angrist & Krueger (1991)

- Card & Krueger (1992a)
- 6. Education Production Functions and Class Size
  - Lovenheim & Turner Chapters 7, 9.1-9.2
  - Krueger (1999)
- 7. Exam 1
- 8. Theoretical School Finance
  - Lovenheim & Turner Chapter 8
- 9. Empirical School Finance
  - Lovenheim & Turner Chapter 8
  - Jackson, Johnson, & Persico (2016)
  - Biasi, Lafortune, & Schonholzer (2025)
- 10. School Choice
  - Lovenheim & Turner Chapter 10
  - Abdulkadiroglu et al. (2011)
- 11. Accountability
  - Lovenheim & Turner Chapter 11
  - Neal & Schanzenbach (2010)
- 12. Teachers
  - Lovenheim & Turner Chapters 9.3, 12
  - Chetty, Friedman, & Rockoff (2014a)
- 13. Teachers
  - Lovenheim & Turner Chapters 9.3, 12
- 14. Thanksgiving Break
- 15. Exam 2

## **University Policies and Resources**

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Information about grading policies, support for students with disabilities, course evaluations, the Honor Code, and other course policies and campus resources can be found on the [Syllabus Policies page](#).

## Attendance Policy

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### Excused and Unexcused Absences

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

## Religious Holidays Guidelines

At the University of Florida, students and faculty work together to allow students the opportunity to observe the holy days of their faith. A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. Accordingly, individual students should make their need for an excused absence known in advance of the scheduled activities.

The Florida Board of Education and state law govern university policy regarding observance of religious holidays.

### Guidelines

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that they have been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

### Absence due to Illness

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence.

Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the Dean of Students Office to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

## Twelve-Day Rule

Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. A scholastic day is any day on which regular class work is scheduled as defined in the approved university calendar. [More Info](#)

The student or student's advisor must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations. Instructors must be flexible and not penalize students when re-scheduling during-term and final exams, class assignments, and other required activities and must follow the UF Attendance Policy herein and UF Examination Policies. As noted in the UF Examination Policies, during-term exams should be re-scheduled no later than before the end of the semester, while final exams no later than 90 days after the originally scheduled exam time. However, instructors are encouraged to re-schedule final and during-term exams, assignments, and other activities as soon as possible after the last day of the absence and must not penalize the student in any way. [More Info](#)

A group's schedule that requires absence of more than 12 scholastic days should be adjusted so that no student is absent from campus more than 12 scholastic days. Students who previously have been warned in writing by their instructor about the impact of absences on their individual class performance should not incur additional absences, even if they have not been absent 12 scholastic days. The student is responsible to maintain satisfactory academic performance and attendance.

## List of Research Papers

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The list below includes required readings which will be covered in class and that students should be familiar with for exams.

1. Angrist, Joshua D., and Alan B. Krueger. (1991) "Does Compulsory School Attendance Affect Schooling and Earnings?" *Quarterly Journal of Economics*

2. Card, David, and Alan B. Krueger. (1992a) "Does School Quality Matter? Returns to Education and the Characteristics of Public Schools in the United States." *Journal of Political Economy*
3. Krueger, Alan B. (1999) "Experimental Estimates of Education Production Functions." *Quarterly Journal of Economics*
4. Neal, Derek, and Diane Whitmore Schanzenbach. (2010) "Left Behind by Design: Proficiency Counts and Test-based Accountability." *Review of Economics and Statistics*
5. Abdulkadiroğlu, Atila, Joshua D. Angrist, Susan M. Dynarski, Thomas J. Kane, and Parag A. Pathak. (2011) "Accountability and Flexibility in Public Schools: Evidence from Boston's Charters and Pilots." *Quarterly Journal of Economics*
6. Chetty, Raj, John N. Friedman, and Jonah E. Rockoff (2014a) "Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates." *American Economic Review*
7. Jackson, C. Kirabo, Rucker C. Johnson, and Claudia Persico. (2016) "The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms." *Quarterly Journal of Economics*
8. Biasi, Barbara, Julien LaFortune, and David Schonholzer (2025) "What Works and for Whom? Effectiveness and Efficiency of School Capital Investments Across the U.S." *Quarterly Journal of Economics*