

Principles of Economics

An Open Access Course

Course Details

Instructor's Contact Information

Instructor: B. Oak McCoy

Email: brandon_mccoy@redlands.edu

Office: Duke Hall 202

Office Hours:

- *Tuesday 8:00 –9:00 am*
- *Tuesday 3:00 – 4:00 pm*
- *Wednesday 8:00 – 9:00 am*
- *And by appointment*

Course Contact Times & Meeting Location

ECON 101-01

Tuesday & Thursday 9:30 am – 10:50 am

Duke Hall 301

ECON 101-02

Tuesday & Thursday 11:00 am – 12:20 pm

Duke Hall 108

Course Information and Resources

Course Links

[Link to textbook- CORE's *the Economy*.](#)

[Link to personal website for ECON 101.](#)

[Link to Moodle.](#)

[Link to Teams channel for Econ 101-01.](#)

[Link to Teams channel for Econ 101-02.](#)

What to Expect:

Teams will be the virtual meeting place for this course. Moodle will be used for submission of all graded assignments completed outside of class. My personal website for the course will host all the previous lectures for you to review at any time.

The reading and lecture need to be completed before coming to class on Tuesday. Take notes and focus on the topic and central concepts listed under the course outline.

Tuesday will start with a quiz before a brief review and opportunity to ask questions. The remainder of the class session will be dedicated to group work on the lab problem set.

On Thursday, each group will present their solution to a randomly assigned question before we review the lab problem set.

Course Description:

Introduction to the study of economic systems from a micro and macro perspective. The course includes economic principles underlying the process of consumption, production, and distribution in a market-oriented economy (microeconomics), and the structure, operation, measures, and major theoretical models of the whole economy (macroeconomics).

Intended Outcomes

In keeping with the liberal arts tradition and educational goals, this course aims to support your growth in critical thinking, problem solving, and communication skills. To achieve the intended outcomes, we will develop a competency in the use of economics as a tool to understand pressing social issues.

The skills of economic analysis require literacy in the use of information, visualizations, and technology as well as the ability to effectively express ideas.

Information Literacy.

You will be able to:

1. Understand and interpret graphical presentations of economic models.
2. Identify, find, cite, process, and interpret current and historical economic data to communicate information about related economic phenomena.

Visual Literacy.

You will be able to:

1. Interpret, create, and use graphical and tabular representations of data, empirical measures, and economic models and understand their limitations.
2. Utilize clear and appropriate labels and captions for graphs, tables, and images.
3. Use visuals in their written work and presentations, including graphs and tables representing data or theoretical and empirical measures, to effectively summarize research and communicate information.

Technology literacy.

You will be able to:

1. Use software to create graphical and tabular representations of data.

Oral Communication.

You will be able to:

1. Explain economic phenomena using models and acknowledge the limitations of those models.

2. Discuss data summaries presented in graphs and tables.
3. Work in groups to do assignments/projects/presentations and/or provide critique to peers' work.
4. Present (informational or advocacy) to economists and non-economists alike.

And if all that was not enough, there is another benefit from developing the skills of economic analysis—[career readiness](#).

Career readiness is the attainment and demonstration of core competencies that prepare you for a successful transition into the workplace. The competencies are:

1. **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual can obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
2. **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; can express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
3. **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
4. **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual can work within a team structure and can negotiate and manage conflict.
5. **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual can assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
6. **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and can learn from his/her mistakes.

Course Outline:

The following outline is tentative and subject to modification.

Module 0. Syllabus and group formation.

Week 1. 1/11 & 1/13

Module 1. Economic decision making, a single actor.

Week 2. 1/18 & 1/20

Unit 2.

Topic: Choosing a technology with given factor prices.

Central Concepts: Doing the best you can: incentives, innovation rents, and equilibrium.

Additional notes on the unit:

- How to choose a technology with given factor prices?
 - the process of building and evaluating models
 - there are constrained optimization models used in unit 3,6,7,and 10. While the context of each model is specific, the process of setting up and solving the constrained optimization models is the same.
 - Start with an empirical observation that motivates a question. Develop a model to answer the question- to understand the casual relationship between variables of interest. Determine what features of the economy should be included. Specify the institutional structure- the rules that describe the interactions of the agents in the model with each other and with other elements of the model. Find the equilibrium. Introduce change and study what happens.
 - rents- an important concept which shows up repeatedly and is critical for the labor discipline model of unit 6
 - incentives- motivates agents to act
 - This unit introduces the first element of constrained optimization- isocost lines (later you will see Isoprofit and indifference curves) all of which are just “different combinations of things that give you a constant value of something that decision makers care about” (the thing to be optimized).

Week 3. 1/25 & 1/27

Unit 3

Topic: Working hours.

Central Concepts: Doing the best you can within a feasible set: indifference curves, feasible frontier, $MRS = MRT$.

Additional notes on the unit:

- How to do the best you can? Predicting the decision of an individual with a constrained optimization model.
 - the feasible set and frontier (the constraint)
 - indifference curves (the thing to be optimized)
 - the equilibrium condition- $MRS=MRT$ where the decision makers is balancing tradeoffs- MRS is the tradeoff you are willing to make and the MRT is the tradeoff you are constrained to make; graphically it is the point of tangency

Module 2. Economic relationships and interactions.

Week 4. 2/1 & 2/3

Unit 6

Topic: Employment relationship.

Central Concepts: Doing the best you can, given what others do and the rules of the game, when contracts are incomplete.

Additional notes on the unit:

How is the wage set? Modeling the employment relationship with the labor discipline model.

- Doing the best you can, given what others do when the rules of the game matter. Another constrained optimization model.
- Incomplete contracts- an important concept that shows up again in unit 10 when considering the credit market
- Pay wage greater than minimum to create a cost of losing job- create a rent which motivates workers to expend effort. Employment rent is both carrot and stick.
- Anything which changes rent, changes the equilibrium wage. Rent up-wage down and vice versa.

Exam 1.

Week 5. 2/8 & 2/10

Module 3. Markets.

Week 6. 2/15 & 2/17

Unit 7

Topic: Firm producing a differentiated good and setting the price.

Central Concepts: Profit maximization (demand plus isoprofit curves); costs, competition, and market failure.

Additional notes on the unit:

How is the price set? Modeling firms with the power to set the price. (Focus only on how firms set the price, ignore the rest of the content in the chapter)

- Profit maximization- another constrained optimization model, this time with demand and Isoprofit curves
- Price is set as markup over cost, not through interaction of supply and demand schedules!
- Cost structure matters as it determines shape of Isoprofit
- Competition matters as it determines slope of demand curve
- Elasticity of demand is a proxy for the firm's power to set the price: more inelastic = greater power = higher markup.
- Make an important assumption here that labor is the only input which is relaxed in unit 17 when considering stagflation that killed Keynesianism (or bastard Keynesianism to quote Joan Robinson). This assumption becomes important in unit 9 when considering the price setting curve.

Week 7. 2/22 & 2/24

Unit 9

Topic: Labor market

Central Concepts: From wage-setting (Unit 6) and price-setting (Unit 7) to the whole economy. Equilibrium unemployment.

Additional notes on the unit:

How is the equilibrium rate of unemployment determined? Modeling the aggregate labor market.

- Wage setting curve (WSC) is real wage sufficient to motivate workers at different level of employment and is derived by solving for equilibrium wage at every possible level of unemployment in the labor discipline model.
 - Anything which changes employment rent, except a change in unemployment rate, shifts the wsc.
- price setting curve (PSC) is the real wage that maximizes profits and is the equilibrium solution for nominal wage from unit 6 divided by the equilibrium price from unit 7.
 - Because labor is the only input, any change in the wage causes a proportional change in price. The only thing that can shift the psc is a change in the markup (elasticity of demand) or a change in the productivity of labor.
 - How to interpret the equilibrium level of employment? The equilibrium level of employment is not the actual level of employment, but rather the maximum level of employment consistent with price stability; it is the level of employment where the real wage that maximizes profits is sufficient to motivate workers (a Nash equilibrium). The inflation explanation developed in unit 15 is cost-push: higher than equilibrium employment causes wages to rise (from labor discipline model of unit 6) as wages rise, cost goes up, ceteris paribus- holding the markup constant- price goes up (from unit 7). While it has not been explicitly made clear to you yet, it is useful to consider how to interpret a situation where the wsc is above the psc and vice versa. Is the real wage that maximizes profits sufficient to motivate workers? What happens to wages? To costs? And to prices?

Week 8. 3/1 & 3/3

Spring Break

Week 9. 3/8 & 3/10

Unit 10

Topic: Credit market

Central Concepts: Consumption smoothing; borrowing and lending; incomplete contracts; money and banks.

Additional notes on the unit:

What is money? What is role of credit? How is the interest rate determined? modeling the credit market.

- Banks do not lend deposits; rather, loans create deposits!
- Banks charge an interest that is determined as a markup over the policy rate set by the federal reserve in pursuit of its dual mandate.
- Intertemporal constrained optimization model
 - The time element often confuses students. Remind them that it is the same as other constrained optimization models, but rather than choosing between two things we are choosing between two time periods.
- Consumption smoothing will help us understand why consumption is a stabilizing influence as seen in unit 13 when discussing aggregate demand and its fluctuations.
- Balance sheets are an insightful way to analyze the economy.
 - Every financial asset has an offsetting liability- loans (asset for bank, liability for borrower) create deposits (liability for bank, asset for borrower)

- Balance sheets show up again in unit 17 when discussing how households responded to the decline in asset values during the great depression and great financial crisis, the balance sheet presentation of money can also be linked to the policy response by the fed to the Great financial crisis- Bernanke interview on 60 minutes, it's not tax money, I simply clicked the keyboard and created the money.

Exam 2.

Week 10. 3/15 & 3/17

Module 4. The aggregate economy in the short and medium run.

13.14. 15

Week 11. 3/22 & 3/24

Unit 13

Topic: Economic fluctuations and aggregate demand

Central Concepts: Consumption-smoothing and its limits, investment volatility as a coordination problem, measuring the aggregate economy.

Additional notes on the unit:

How can we measure economic fluctuations? Aggregate demand.

- Behavior of financial system limits households' ability to smooth consumption.
 - Consider the demographic makeup of neighborhoods and the presence of banks vs payday lending.
- Volatility of investment presented as a coordination problem. The volatility is exacerbated when considering the behavior of the financial system and the financial accelerator as presented in unit 17.
- 3 ways to measure GDP- expenditure measure is a key part of AD/multiplier model in unit 14.

Week 12.3/29 & 3/31

Unit 14

Topic: Fiscal policy and employment

Central Concepts: Components of aggregate demand, multiplier, demand shocks, government finance, fiscal policy.

Additional notes on the unit:

Why does capitalism have a tendency towards less than full employment? What is the role of fiscal policy in addressing this shortcoming?

- Components of aggregate demand
- Multiplier
- Demand shocks
- The differences and implications of expansionary and austere fiscal policy

Week 13. 4/5 & 4/7

Unit 15

Topic: Monetary policy, unemployment, and inflation.

Central Concepts: Phillips's curve, expectations and supply shocks, inflation targeting, transmission mechanisms.

Additional notes on the unit:

How is monetary policy used by inflation targeting central banks in pursuit of maximum employment and price stability?

- Inflation targeting
- Transmission mechanisms of monetary policy
- Philips's curve is an unstable empirical relationship, not a causal relationship.
- The role of expectations on inflation. Link this topic to the use of forward guidance by central bankers as a monetary policy tool.

Module 5. Application of the model.

Week 14. 4/12 & 4/14

Unit 17

Topic: One hundred years of economic history from the Great Depression to the global financial crisis.

Central Concepts: apply the model to understand significant economic events.

Additional notes on the unit:

Can we use of our model to understand 100 years of economic history from the great depression to the great financial crisis?

- You are encouraged to use this chapter as a guide to answer the final exam question focusing on explaining the covid contraction.
- Positive and negative feedback loops

Week 15. 4/19-4/22

Finals

Assignment, Quiz, and Exam Dates

Lecture Quizzes.

Open Friday at 12:00 am midnight

Close Monday at 11:59:00 pm.

To access the quiz, you must first complete the lecture. Once the lecture is completed you have unlimited attempts on the quiz. Only the highest score counts.

In-class Quizzes

Tuesday at the start of class.

Lab Assignments.

Presented in class every Thursday that there is content assigned.

Self-Assessments

Self-assessments are due by 11:59:00 pm on the following days:

- Monday 02/14/2022
- Monday 03/21/2022
- Monday 04/18/2022

Empirical Assignments.

Empirical assignments are due by 11:59:00 pm on the following days:

- HW 1 due Monday 01/24/2022
- HW 2 due Monday 02/07/2022
- HW 3 due Monday 03/21/2022

Midterms

Exam 1 Thursday 02/10/2022

Exam 2 Thursday 03/17/2022

Final Exam

Econ 101-01 Tuesday 04/19/2022 3:00 pm

Econ 101-02 Wednesday 04/20/2022 9:00 am

Evaluation

Grading Scale

A	93% and above	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% and below

Assessment

Lecture Quizzes	10%
In-class Quizzes	10%
Lab Assignments	10%
Self-Assessment	10%
Empirical Assignments	10%
Midterms	25%
Final	25%

Lecture Quizzes 10%

For each unit assigned, there will be a quiz consisting of approximately 10 questions that are to be completed individually. The questions will be multiple choice, true false, etc. The quizzes will become

accessible on Moodle after you complete the lecture which will be posted Friday at 12:00 am. The quizzes must be completed by 11:59:00 pm on the following Monday.

The quizzes are designed to help you master important concepts from the reading and lecture.

The quizzes account for 10% of the final grade.

There will be no makeup quizzes for any reason.

You can retake the quiz as many times as you like during the time it is available and only the highest score will count. A word of advice: use this as a learning opportunity, not simply an opportunity to get points. Some of these questions will show up on the final exam.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

In-Class Quizzes 10%

For each unit assigned there will be a quiz consisting of approximately 2-3 questions that will be distributed at the start of class on Tuesday and due 5 minutes after class starts. The questions will be multiple choice, true false, etc.

The quizzes are designed to help you master important concepts from the reading and lecture.

The in-class quizzes account for 10% of the final grade.

There will be no makeup quizzes for any reason.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Lab Assignment 10%

The lab problems sets will be completed as a group and are designed to help you to understand and interpret economic models.

This is your opportunity to work through the key concepts and to receive direct feedback from the instructor and your classmates. You will work through a variety of questions from the content presented in the lecture and readings.

It is imperative that you come to the lab with both the reading and lecture completed.

Class time on Tuesday will be available for group work.

On Thursday, one person from every group will present their solution to a randomly assigned question. A score 0, 1, 2, or 3 will be given to entire group based on the presenter's response.

Use the assignment to demonstrate fulfillment of intended outcomes and mastery of the course content by explaining, critically examining, and supporting your thoughts and positions on certain economic matters.

Self-Assessment 10%

There will be three opportunities to assess your performance and effort in the course. The student assessment will be used in conjunction with the instructor's assessment to determine the grade.

Empirical Assignments 10%

The empirical assignments will be completed as a group and are designed to help you master the use technology and historical data to create visualizations and to interpret and effectively communicate the information contained therein.

In these assignments you should focus on correlation and avoid making unfounded causal statements. Remember, **correlation is not causation**.

Only one person from the group needs to submit the assignment, but it must be **submitted in .pdf format via Moodle before 11:59:00 pm on the due date**.

Late assignments will have the grade reduced by 25% every day.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Exams 50%

The midterms and final exam will be comprehensive and constitutes 50% of the total course grade.

The format will vary from multiple choice, true/false, matching, graphical analysis, and short answer and are *comprehensive*, covering all lecture materials and course readings, in-class activities and exercises, and any other special topics covered over the course of the semester.

Examinations missed without a valid reason will receive a grade of 0. Exams that are missed with a valid reason will be dealt with on an individual basis. The burden of proof is on you to convince me the exam was missed for a valid reason (convincing me of the validity of your failure to show up for the exam without prior notice is much more difficult).

The midterms will take place on the Thursday of the exam week.

The final will take place on the day scheduled by the registrar.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Important Course Information

Lectures

Interactive lectures for every assigned unit will be initially posted on Moodle and made available for review on the course website. The current lecture will be posted no later than Friday before the week for which the unit is assigned.

[Link to Moodle.](#)

[Link to course website containing lectures for review.](#)

Comment on group work

There is a significant amount of group work in this course. The benefits of collaborative learning have been documented in countless studies and numerous meta-analyses. Moreover, working in a group is an intended learning outcome. When you leave U of R and go to work, you will not be asked whether you prefer to work alone or with others, and you will not be presented with a list of all the employees and asked who you would like to work with. What *will* happen is that you will be assigned to groups of coworkers by your supervisor, and your job performance rating may depend more on how well you're able to work with those people than on any other ability you may have. Since that is what you will be doing in your career, you may as well start learning how to do it now.

After the first midterm, I will dissolve the existing groups and form new teams unless I receive individual requests to stay together from all members of a team, in which case the team will remain intact. The teams formed after the first midterm are final.

Working together on an assignment is not the same as being a well-functioning team. Members of an effective team always work together—sometimes physically together and sometimes apart, but constantly aware of who is doing what. They take different roles and responsibilities, help one another to the greatest possible extent, resolve disagreements amicably, and keep personal issues (which may occur when any collection of people work together) from interfering with the team functioning. (Send me an email before our next class with a picture of a motorcycle for extra credit worth 1%.) With a group, the whole is often equal to or less than the sum of its parts; with a team, the whole is always greater. In survey after survey of employers, teamwork skills (along with communication skills) are at the top of the list of attributes they would like to see more of in their new hires.

Each team will be given a channel on Teams to collaborate with each other. However, all graded assignments must be submitted through Moodle as .pdf file.

Professional Conduct:

You are expected to read the assigned materials every week and complete the lecture.

At the labs, you are expected to be on time and ready to contribute to the dynamics of the class. It is hoped that there will be significant discussion, involvement, and interaction surrounding the materials investigated. Contributions and participation should be thoughtful and based on a considered examination of the material rather than merely trying to “score points.”

All grade disputes must be submitted in writing, via email and with the appropriate subject title, within 2 business days of receiving the grade. Failure to adhere to this policy will result in automatic dismissal of the dispute.

Grade disputes will not be discussed in person.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Class/College Policies and Support Systems

Please Note: If you are emailing the instructor, please use the following format in the Subject line of the email:

"ECON 101-## - [insert subject of email here] - [insert your name here]"

Emails are responded to once every business day upon arrival to office. Emails received after this time will not be responded to until the following business day.

Academic Integrity:

Cheating and plagiarism will not be tolerated and will result in a failing grade for the course. All violations of the honor code will be reported. If the charge is sustained, the infraction may have consequences for the student beyond any grade penalty that I impose.

Academic Calendar:

Students are encouraged to review important add, drop or withdraw dates on the academic calendar.

Class recordings:

- (a) The content of the course is the intellectual property of the faculty member and should not be disseminated or reproduced without explicit consent.
- (b) To protect the privacy of all class members, no video or audio recordings of any part of video- or audio-conferences should be made without the explicit prior consent of all students and the instructor.
- (c) To protect the privacy of all class members, no screenshots or still images of videoconferences should be taken without the explicit prior consent of all students and the instructor.

Attendance Policy:

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SYLLABUS STATEMENTS FROM THE ADMINISTRATION

ASDS

If a student has a disability that qualifies for academic accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, she/he/they should contact Academic Success & Disability Services (ASDS). ASDS is located on the ground floor of the Armacost Library across from Human Resources and down the hall from the Jones Computer Center; their phone is 909-748-8069 and their email is asds@redlands.edu. The primary contact person is Amy Wilms, Assistant Dean of Academic Success & Disability Services.

Office of Equity and Title IX

In order to provide a safe learning environment for all students, faculty, and staff, discrimination, harassment, retaliation, including sexual misconduct, sexual harassment (i.e. sexual assault, domestic violence, dating violence, and stalking) are not tolerated at the University of Redlands. The University prohibits and will not tolerate unlawful discrimination (as defined in Section II(A) of the [Policy Prohibiting Discrimination, Harassment, Sexual Misconduct,](#)

[and Retaliation](#)) on the basis of age, color, race, ethnicity, national origin, ancestry, sex, marital status, pregnancy, status as a complaining party of domestic violence, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, religion/creed, citizenship status (except to comply with legal requirements for employment), military/veteran status, or any other characteristic protected by law. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. You can reach out to the Office of Equity and Title IX, for reporting options and resources to support you.

All faculty and staff at the University of Redlands are considered “responsible employees,” which means that if you tell me about a situation involving any of the above, I must connect you to the Office of Equity and Title IX. Although I make that connection, you are in control of how you would like to proceed, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of reporting options available to you and have access to the resources you need.

To report an incident, you can:

- Report online at: www.redlands.edu/titleixandequity --> Report
- Contact the Director of Equity and Title IX Coordinator, Erica Moorer, at erica_moorer@redlands.edu or 909-748-8916

You can also file a report to local law enforcement at (909) 798-7681, ext. 1. If you are ever in immediate danger, please call 911 or email/text 911@redlandspolice.org if you are in a position where you cannot make a phone call.

If you wish to speak to someone confidentially (meaning not connecting with the Office of Equity and Title IX Office), you can contact any of the following on-campus resources:

- Counseling Service: 909-748-8108 or 24-Hour Crisis Line: 909-748-8960
- Chaplain’s Office: 909-748-8368

For more information, please visit www.redlands.edu/titleixandequity

ADDITIONAL RESOURCES

Counseling Center

The Counseling Center provides free and confidential mental health services to students including short-term individual therapy, group therapy, single session therapy, consultations, and urgent appointments. Please call 909-748-8108 to schedule an appointment. If you are in crisis please call 909-748-8960 for the 24/7 mental health crisis line.

CARE Team

The University [CARE Team](#) exists to help provide support and resources to students that are overwhelmed, experiencing significant distress, or possibly present some risk to themselves or others. As a faculty member, I may reach out to students about whom I am concerned to talk individually, and/or refer them to the CARE Team. If you have concerns about a fellow student, consider sharing your concern with the CARE Team via their [online form](#). This is part of who we are as a caring, proactive community where we all look out for one another. Additionally, if you feel that you or someone else needs immediate mental health support, the University has a

24/7 mental health crisis line at [909-748-8960](tel:909-748-8960), and the [Timely Care](#) app, which offers on-demand emotional care. Both services connect to a live, licensed counselor.

Book Lending Program:

The Book Lending Program is an initiative to ensure the academic success of First-Generation students (students who are the first to go to college in their families who meet a particular estimated family contribution [EFC] level). Funded through alumni donations, this program provides books and other classroom materials, when needed, for First-Generation students who could not otherwise afford to purchase them. Books are returned at the end of the course, to be used by other First-Generation students the next semester. The program works alongside the Library and faculty members to ensure the availability of books and classroom materials.

Contact: blp@redlands.edu

Emergency Student Loans:

Student Financial Services (SFS) administers a short-term, no-interest loan fund to assist students experiencing an emergency or cash-flow problem. Except in unusual circumstances, these loans do not exceed \$200 and are billed to the student's account. Evidence of repayment ability is a prerequisite for all short-term loans made to students. Students are not eligible for more than one emergency student loan per term.

Contact: SFS@redlands.edu or x8047

American Rescue Plan Funding:

All University of Redlands students enrolled on or after March 13, 2020, the date of declaration of the national emergency due to the coronavirus, may apply for American Rescue Plan funding. Unlike the distribution of CARES and CRRSAA funding ARP funds may be distributed to "refugees, asylum seekers, Deferred Action for Childhood Arrival (DACA) recipients, other DREAMers, similar undocumented students" and international students.

ARP requires that institutions prioritize students with exceptional need, such as students who receive Pell Grants, in awarding financial aid grants to students. Eligible expenses for ARP funding include tuition, technology, food, housing, health care (including mental health care), or childcare. In order to honor these requirements and provide support to our students, we have established a quick application process for students to request ARP funding.

FAQs and the application for ARP funding can be found [here](#). For any questions about ARP funding, please contact Student Financial Services at SFS@redlands.edu or 909-748-8047.

ASUR Student Emergency Fund:

The Student Emergency Fund was established by the Associated Students of the University of Redlands (ASUR), funds are available to students who are unable to meet immediate, essential expenses due to temporary hardship related to an unforeseen or emergency situation. Our goal is to provide flexible assistance in a timely manner to help students continue successfully in school. The distribution of funds is agreed upon by committee comprised of representation

from Student Affairs, ASUR Cabinet, and Student Financial Services. Awards are not considered loans and do not require repayment. Some funds may be considered income and are therefore subject to federal taxes. The average award ranges between **\$25** and **\$400**. Students may only be awarded assistance from the ASUR Student Emergency Fund once during their undergraduate career at the University of Redlands. [ASUR Emergency Fund App | Presence](#)

Student Affairs Discretionary Fund:

These endowed funds in Student Affairs can be used to support student success and remove impediments that otherwise may cause the student to stop or leave school. To utilize this fund, divisional leadership should be made aware of the student in dire need of financial support. This support can be anything from personal expenses, such as utility bills, gas money, emergency trips home due to family tragedy, off-campus counseling, and other medical costs, and occasionally mental health assessment expenses. Students receive grants based on their financial need.

Contact: student_affairs@redlands.edu

Student Food Support Pantry:

The Student Food Support Pantry is a resource available to all established full and part-time University of Redlands students facing food insecurities. *The Pantry* is located on the west side of The Orton Center in the Mt. Harrison Room. Hours of operation are *Monday through Friday from 10 a.m. to 7 p.m.* This space is an open, no-questions-asked space with shelves filled with dried goods, canned goods, and non-perishable items, as well as seasonal fresh produce from our sustainable farm and some limited refrigerated goods.

For more information, see:

<https://www.redlands.edu/student-affairs/community-service-learning/student-food-support-pantry/>