I. Writing Plan Cover Page

Date 4/18/17

😊 First Edition of Writing Plan

Dental Hygiene

WEC Unit Name

Department of Primary Dental Care

Department

Miranda Drake

WEC Faculty Liaison (print name)

slama010@umn.edu

Email

School of Dentistry

College

Clinical Assistant Professor

Title

612-625-0942

Phone

Writing Plan ratified by Faculty

Date: 5/8/17

If Vote: 12 / 12

# yes # total

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):
The writing plan was revised through a shared google document and a faculty meeting on 4/18/17. Consensus and unanimous vote was achieved among faculty on 5/8/17 via google form.
II. Unit Profile: DH

Number of Tenured and Tenure-Track Faculty:

- 0 Professors
- 1 Associate Professors
- 3 Assistant Professors
- 3 Total

Dental Hygiene faculty also include 4 clinical assistant professors, 4 teaching specialists, and 1 teaching assistant.

Major(s)
Please list each major your Unit offers:

<table>
<thead>
<tr>
<th>Major(s)</th>
<th>Total # students enrolled in major as of Spring/2017</th>
<th>Total # students graduating with major Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSDH, RF</td>
<td>51</td>
<td>22</td>
</tr>
<tr>
<td>Total:</td>
<td>51</td>
<td>22</td>
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</tbody>
</table>

WEC Process

<table>
<thead>
<tr>
<th>WEC Process</th>
<th>Date</th>
<th># participated / # invited</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH M1 Meeting</td>
<td>11/11/16</td>
<td>7 / 12</td>
</tr>
<tr>
<td>DH M2 Meeting</td>
<td>12/12/16</td>
<td>7 / 12</td>
</tr>
<tr>
<td>DH M3 Meeting</td>
<td>1/10/17</td>
<td>7 / 12</td>
</tr>
<tr>
<td>DH M3 Meeting Continued</td>
<td>1/31/17</td>
<td>7 / 12</td>
</tr>
<tr>
<td>DH M4 Meeting</td>
<td>2/20/17</td>
<td>9 / 12</td>
</tr>
<tr>
<td>Writing Plan Collaboration Meeting</td>
<td>4/18/17</td>
<td>6 / 12</td>
</tr>
</tbody>
</table>
III. Signature Page

If this page is submitted as a hard copy, and electronicsignatures were obtained, please include a print out of the electronicsignature chain here.

WEC Faculty Liaison

Miranda Drake                  Clinical Assistant Professor
WEC Faculty Liaison (print name) Title

Signature                      5/8/17  Date

Department Head/Chair

Christine Blue                  Director, Associate Professor
Print Name                      Title

Signature                      5/10/17  Date

Associate Dean

Keith Mays, DDS, MS, PhD        Associate Dean for Academic Affairs
Print Name                      Title

Signature                      May 10, 2017  Date
IV. Writing Plan
Narrative, 1st Edition

Introductory summary:
Briefly describe the reason(s) this unit (department, school, college) became involved in the WEC project, key findings resulted from the process of developing this plan, and the implementation activities are proposed in this Writing Plan. (1/2 page maximum)

Dental hygiene, an undergraduate program within the School of Dentistry with 8 full-time faculty, 1 part-time faculty, and 3 teaching assistants. The division of dental hygiene houses 51 undergraduate students. The division of dental hygiene intends that graduates will be able to communicate professional knowledge orally and in writing (using principles of scientific writing) with healthcare professionals and lay persons. To this end, writing assignments are threaded throughout our curriculum in addition to three writing intensive courses. The faculty in the division believe writing is a learning strategy that develops critical thinking skills required by a healthcare professional. Over the past decade, dental hygiene faculty have taken steps on their own to develop the writing thread, by designing assignments that build on one another and developing a common writing rubric. However, faculty do not yet feel competent and confident grading writing assignments and question if our writing assignments measure what they intend to measure. It was clear to all faculty that a formalized assessment of writing in our curriculum is needed, and that all faculty be involved in implementing a plan to develop a writing enriched curriculum in dental hygiene.

WEC will benefit all faculty. However, we have several new junior faculty in our division and participation in WEC will be extremely beneficial in their professional development. WEC will provide an opportunity to obtain a history of curriculum development in the area of writing, and provide them with a firm foundation upon which to build. Perhaps most importantly, we feel participating in WEC will benefit our students' learning and ultimately benefit the patients they will care for in the future.

Some noted areas of faculty need from this process include faculty calibration on grading of student writing, consistent writing instruction across the curriculum, and development of multiple writing rubrics for faculty use. To complete these tasks the division will employ Dan Emery’s services to learn how to provide feedback on student writing, develop instruction on the writing criteria provided below, and develop multiple rubrics that are used each semester in at least one course to assess student writing.
Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS

What characterizes academic and professional communication in this discipline?

In the summary of our initial surveys for the WEC process, the following highlights were discovered: faculty, students, and affiliates agreed that the primary functions of writing are descriptive, analytical, and explanatory in nature. Effective writing in dental hygiene should be medically accurate and use appropriate descriptions of anatomical features, instruments, and interventions. This requires both a precise knowledge of medical vocabulary and a sense of how writing differs in a variety of clinical and research contexts.

Effective writing in dental hygiene is organized and follows both a clear process of recording data, analysis, and reaching conclusions. It should provide evidence of a logical sequence of ideas, follow a step-by-step process in casework, and draw conclusions based on the best available data. In clinical contexts, this implies the creation of detailed SOAP notes (subjective observational data and narrative, objective laboratory, measurement and research data, assessment based on those data leading to a diagnosis, and a plan to treat underlying conditions, mitigate symptoms, and to refer to dental specialists as is appropriate). Such SOAP notes require both depth and specificity and should accurately describe the hygienist’s interaction with the patient. In research contexts, the writing should follow standards of effective and thorough research and information seeking, should synthesize and draw conclusions from the best available evidence, and should be documented precisely using the National Library of Medicine (NLM) documentation. In each case, writers should tell a story with data and provide evidence of critical thinking.

Writing in dental hygiene is audience sensitive and requires attention to tone and detail. Writing to other healthcare professionals should be accurate, detailed, and concise and able to stand up to legal scrutiny. Writing intended for patients should be complete and medically accurate, but also accessible to a lay audience. Patient centered writing should emphasize the role of the patient as a decision maker in her own healthcare decisions. Writing in DH often requires working with medical informatics tools and technologies, and students should use these technologies effectively and completely. Writing in all cases should be substantially free of errors in grammar, punctuation, and spelling.

Finally, reflective writing is an important component of dental hygiene pedagogy. Students should accurately describe their experiences, consider them in light of best practices, and use reflection to propel ongoing professional development and improvement.
Section 2: DESIRED WRITING
With which writing abilities should students in this unit’s major(s) graduate?

The student should be able to:

1. Collect information from various sources.
   Demonstrated by:
   a) The text represents and interprets systemic and oral health data to identify patient oral health status.

2. Establish an evidence-base for clinical care writing or written research papers.
   Demonstrated by:
   a) The text includes subjective, objective, assessment, and plan details.
   b) The text identifies problem/population, intervention, comparison, and outcome (PICO).
   c) The text uses description of observations and/or summary of research to guide conclusions and interventions.

3. Distinguish between strong and weak sources.
   Demonstrated by:
   a) The text is supported by using the levels of evidence pyramid and includes the most relevant available resources.
   b) Process Criterion: Applies evidence-based research pyramid criteria to evaluate article quality.
   c) Process Criterion: Applies appraisal tools to analyze and criticize published research.

4. Adapt relevant and effective strategies to gain information and resources.
   Demonstrated by:
   a) The text includes appropriate National Library of Medicine (NLM) format.
   b) Process Criterion: Use of professional and technical resources, PubMed/other search tools, and citation manager.
5. Accurately document findings, data, and observations.

Demonstrated by:

   a) SOAP notes are thorough, relevant, and reflect actual/significant findings and care provided.
   b) In Axium or other electronic records, findings, data, and observations are recorded in appropriate tabs and fields.
   c) The text includes figures and tables to illustrate data and support conclusions.
   d) The text incorporates a documentation format appropriate to audience and purpose.

6. Appraise literature and clinical information for purposes of summary and analysis.

Demonstrated by:

   a) The text includes research that is the most current and relevant to the problem or question.
   b) The text summarizes relevant points, details, and reaches appropriate conclusions.

7. Apply and create a conventional order of concepts and information.

Demonstrated by:

   a) The text is organized in a manner that is consistent with professional standards.
   b) The text follows a logical order to draw conclusions and/or to persuade the audience.
   c) The text includes transitional sentences, subheadings, and other features to increase comprehension as needed.
8. Connect/synthesize information to draw sound, evidence-based conclusions.

Demonstrated by:

a) The text includes synthesis, summary, and contrast statements.
b) The text synthesizes selected literature to draw sound conclusions.
c) The text identifies gaps in published research.
d) The text demonstrates critical thinking through sufficient depth of the topic.
e) Process Criterion: Involve patient in treatment plan based on Evidence Based Dentistry (patient preferences, evidence, and provider scope of practice).

9. Write efficiently using language reflecting audience and purpose of communication.

Demonstrated by:

a) The text is concise.
b) The text includes conventional grammar and usage.
c) The text includes professional terminology.
d) The text is in third person. (professional papers)
e) The text is in first person. (reflection papers, clinical notes)
f) The text employs accepted dental terminology, abbreviations, and acronyms.
g) The text avoids jargon and slang.
h) The text lists full term initially, then followed by acronym.
i) The text includes terminology sensitive to audience and purpose.

10. Engage in self-assessment, reflect on outcomes, and apply those reflections to professional development and future practice.

Demonstrated by:

a) The text describes events using specific examples and situational features to support statements and draw conclusions.
b) The text avoids platitudes and overbroad generalizations.
Section 3: INTEGRATION OF WRITING INTO UNIT’S UNDERGRADUATE CURRICULUM
How is writing instruction currently positioned in this unit’s undergraduate curriculum (or curricula)? What, if any, course sequencing issues impede an intentional integration of relevant, developmentally appropriate writing instruction?

The dental hygiene curriculum is locked from one semester to another. Students must take the courses in the semester offered. Student writing is part of the dental hygiene curriculum from semester 1 to semester 6. Clinical writing begins semester 1 in DH 2121 and is followed through each semester thereafter in DH 2222, 3123, 4125W, and 4226. Reflection writing begins in semester 1 in DH 2111 and continues through semester 6 in DH 4234. Literature review writing takes place in DH 2212, 3224 and continues in 4135W. Writing instruction occurs in DH 2121, 2212, 2221, 3121, 3100, 3224W, and 4135W. There are no course sequencing issues.

Section 4: ASSESSMENT OF STUDENT WRITING
What concerns, if any, have unit faculty and undergraduate students voiced about grading practices?

The students and faculty largely seem to be on the same page as far as grading policies/requirements. Few students reported issues with grading. Faculty reported the desire to ensure consistency in grading and to see students perform better across written genres.

Please include a menu of criteria extrapolated from the list of Desired Writing Abilities provided in Section 2 of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC Project’s longitudinal rating process.)

1a. The text represents and interprets systemic and oral health data to identify patient oral health status.

2a. The text includes subjective, objective, assessment, and plan details.

2b. The text identifies problem/population, intervention, comparison, and outcome (PICO).

2c. The text uses description of observations and/or summary of research to guide conclusions and interventions.

3a. The text includes the strongest and most relevant available resources.

4a. The text includes appropriate National Library of Medicine (NLM) citation.

5a. SOAP notes are thorough, relevant, and reflect actual/significant findings and care provided.
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<table>
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<td>5b.</td>
<td>In Axium or other electronic records, findings, data, and observations are recorded in appropriate tabs and fields.</td>
</tr>
<tr>
<td>5c.</td>
<td>The text includes figures and tables to illustrate data and support conclusions.</td>
</tr>
<tr>
<td>5d.</td>
<td>The text incorporates a documentation format appropriate to audience and purpose.</td>
</tr>
<tr>
<td>6a.</td>
<td>The text includes research that is the most current and relevant to the problem or question.</td>
</tr>
<tr>
<td>6b.</td>
<td>The text summarizes relevant points, details, and reaches appropriate conclusions.</td>
</tr>
<tr>
<td>7a.</td>
<td>The text is organized in a manner that is consistent with professional standards.</td>
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<tr>
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<td>The text follows a logical order to draw conclusions and to persuade the audience.</td>
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<td>9d.</td>
<td>The text is in third person. (professional papers)</td>
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</tbody>
</table>
9e. The text is in first person. (reflection papers, clinical notes)

9f. The text employs accepted dental terminology, abbreviations, and acronyms.

9g. The text avoids jargon and slang.

9h. The text uses descriptive terms initially, followed by acronyms as appropriate.

9i. The text includes terminology sensitive to audience and purpose.

10a. The text describes events using specific examples and situational features to support statements and draw conclusions.

10b. The text avoids platitudes and overbroad generalizations.

Section 5: SUMMARY OF IMPLEMENTATION PLANS, including REQUESTED SUPPORT
What does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support?

During the first implementation year the division intends to have Dan Emery provide two full-day workshops in which half the day will be spent discussing feedback and grading techniques and the other half of the day will be spent on faculty grading calibration. The calibration exercise will mirror the division's clinical calibration activity in which we will have 1-3 student papers that each faculty will grade using a common grading rubric and then the division will discuss the results as a group. The expected outcome to be seen in student writing would improve understanding of what is expected for writing across the division and student writing should reflect the common rubric used. This calibration exercise will take place three times. The first full-day workshop will be in August 2017.
The division also plans to implement writing instruction by utilizing a research assistant (RA) to meet with all course directors individually to determine where writing is taking place and where writing instruction is taking place in the curriculum. The RA will use the surveys (already conducted) and compile the data retrieved from course directors. Then the RA will provide the information in a formative meeting with Dan Emery to the dental hygiene faculty. This will be a full-day workshop in which the RA and Dan Emery will help faculty determine what writing instruction needs to be implemented and how the course director may go about implementing the instruction. This will also entail Dan Emery meeting individually with course directors so that this writing instruction can be implemented the following year. The expected outcome to be seen in student writing will be improved grammar, spelling, interpretation of the assignment, etc.

The dental hygiene division has two rubrics (literature review and general rubric) in place currently and would like to review, revise and develop multiple rubrics that can be used for each type of writing assignments such as a reflection paper rubric, literature review rubric, and general rubric. Developing these three rubrics will allow all course directors the ability to use the same rubric for similar assignments throughout the curriculum. This will allow students to become familiar with the rubrics used and hopefully allow for the expected outcome of improved paper grades over the two-year curriculum. This task will require Dan Emery to provide two full-day workshops, one to take place in November 2017 and the other to take place in January 2018.

From the clinical perspective of writing, the division of dental hygiene would like to request guest speakers to provide instruction on each major computer software program (ex. Dentrix, EagleSoft, Softdent, and XLdent) to demonstrate how dental charting, SOAP notes, and treatment planning are completed in their software. This task will lunch and learn sessions, which will require lunch to be provided to the faculty and the guest speaker. This will also require parking for guest speakers. This task will be reflected in student writing by improving their SOAP note/treatment planning ability on outreach clinics where some of these programs are used.

The dental hygiene division would also like to implement a professional panel in which guest speakers who have their BSDH and are in professions that require writing are asked to present where they use writing in their profession. This task will require lunch to be provided to the students and the guest speakers. This will also require honoraria and parking for guest speakers. This task will help the students learn about why writing is important in their careers and show students where their BSDH degree can take them in other professions.
Section 6: PROCESS USED TO CREATE THIS WRITING PLAN

How, and to what degree, were a substantial number of stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?

Affiliates, faculty, and teaching assistants were surveyed regarding writing in the dental hygiene profession. That information obtained through the surveys along with all faculty from the dental hygiene division were involved in developing this writing plan.
V. **WEC Research Assistant (RA) Request Form**

☐ No RA Funding Requested

RAs assist faculty liaisons in the WEC Writing Plan implementation process. The specific duties of the RA are determined in coordination with the unit liaison and the WEC consultant, but should generally meet the following criteria: they are manageable in the time allotted, they are sufficient to their funding, and they have concrete goals and expectations (see below).

RA funding requests are made by appointment percent time (e.g., 25% FTE, 10% FTE, etc.). Appointment times can be split between two or more RAs when applicable (e.g., two 12.5% appointments for a total of 25% FTE request). Total funds (including fringe benefits when applicable) need to be calculated in advance by the liaison, usually in coordination with administrative personnel.

Please note that, outside of duties determined by the liaison, WEC RAs may be required to participate in specific WEC activities, such as meetings, Moodle discussion boards, and surveys.

RA Name (Use TBD for vacancies): TBD

RA Contact Information: email _____, phone _____

Period of appointment (Semester/Year to Semester/Year): Fall 2017/Spring 2018

RA appointment percent time: 30%

Define in detail the tasks that the RA will be completing within the funding period:

*Fall Semester 2017*

- ✔ Update the departmental records of syllabi and assignments
- ✔ Attend and document WEC implementation activities and events
- ✔ Participate in commenting and grading sessions, norming sessions
- ✔ Schedule and conduct informational interviews on practices of writing instruction and information literacy
- ✔ Compare stated course and assignment learning goals to the newly developed WEC Criteria (in consultation with course supervisors)
- ✔ Collect and categorize current assignment rubrics by genre and learning objective:
  - ○ Clinical documents i.e. needs assessments, SOAP notes, care plans
  - ○ Literature Review and research assignments
  - ○ Reflection and professional development
- ✔ Solicit examples and descriptions of current practices of writing instruction
- ✔ Solicit information about current information seeking and information literacy practices in departmental courses
Spring Semester 2018

✓ Attend and document WEC activities and events
✓ Present findings on instructional activities related to learning goals and genres with faculty
✓ Assist faculty in the development and extension of instruction on writing
✓ Conduct follow up interviews with faculty to discuss proposed and potential changes in instruction and assignments
✓ Assist in developing and promoting common assignment descriptions or scaffolded assignment descriptions as an element of shares assessments and rubrics
✓ Develop objectives for Writing Plan 2 and assist in its construction
✓ Other tasks related to WEC implementation as needed

Define deadlines as applicable (please note that all deadlines must be completed within the funding period):

Fall Semester 2017

✓ Update the departmental records of syllabi and assignments (September 30)
✓ Attend and document WEC implementation activities and events (Ongoing)
✓ Participate in commenting and grading sessions, norming sessions (August 7-11, TBD)
✓ Schedule and conduct informational interviews on practices of writing instruction and information literacy (Fall Semester)
✓ Compare stated course and assignment learning goals to the newly developed WEC Criteria (in consultation with course supervisors) (Fall Semester)
✓ Collect and categorize current assignment rubrics by genre and learning objective: (Fall Semester)
  o Clinical documents i.e. needs assessments, SOAP notes, care plans
  o Literature Review and research assignments
  o Reflection and professional development
✓ Solicit examples and descriptions of current practices of writing instruction (Fall Semester)
✓ Solicit information about current information seeking and information literacy practices in departmental courses (Fall Semester)

Spring Semester 2018

✓ Attend and document WEC activities and events (Ongoing)
✓ Present findings on instructional activities related to learning goals and genres with faculty (January 2018)
✓ Assist faculty in the development and extension of instruction on writing (post presentation of findings-May)
✓ Conduct follow up interviews with faculty to discuss proposed and potential changes in instruction and assignments (Feb – April)
✓ Assist in developing and promoting common assignment descriptions or scaffolded assignment descriptions as an element of shares assessments and rubrics (Feb – April)
✓ Develop objectives for Writing Plan 2 and assist in its construction (April 15)
✓ Other tasks related to WEC implementation as needed (Ongoing)
Describe how frequently the RA will check in with the liaison:
The RA will meet biweekly with the WEC liaison and Dan Emery and will attend WEC events.

Describe in detail the RA’s check-in process (e.g., via email, phone, in-person, etc.):
Check in meetings will occur in the office of the WEC liaison. Documents gathered and produced during the research period will be stored on a shared location. A spreadsheet of WEC activities and deadlines will be shared with all instructional staff.

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An example for determining funding for appointments can be found on the WEC Liaison Moodle. This is for planning and example purposes only and cannot be used to determine final budget items for the Writing Plan.
### Financial Requests
*(requests cannot include faculty salary support)*

**Total Financial Request:** $23,142.78

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<th>Semester 1: Fall 2017</th>
<th>Semester 2: Spring 2018</th>
<th>Semester 3:</th>
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<td>Workshop 1 (breakfast and lunch provided)</td>
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<td>$228.00</td>
<td></td>
</tr>
<tr>
<td>Workshop 2 (breakfast and lunch provided)</td>
<td>$228.00</td>
<td>$228.00</td>
<td></td>
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<tr>
<td>Workshop 3 (lunch provided)</td>
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<tr>
<td>Research Assistant</td>
<td>$9,719.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software Guest Speakers (2 guest speakers, lunch to be provided to guests and faculty)</td>
<td>$400.00</td>
<td>$400.00</td>
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Semester 1 Total: $10,683.89  
Semester 2 Total: $12,458.89  
Semester 3 Total: $0.00

**Rationale for costs and their schedule of distribution**

**Service Requests** *(drop-down choices will appear when a cell in the "service" column is selected)*

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<th>Semester 2: Qty</th>
<th>Semester 3: Qty</th>
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<td>2</td>
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<tr>
<td>Consultation</td>
<td>As needed</td>
<td>As needed</td>
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</table>

**Description and rationale for services**
June 12, 2017

To: Miranda Drake  
From: Robert McMaster, Office of Undergraduate Education  
Subject: Decision regarding WEC plan and funding proposal

The Dental Hygiene Program recently requested the following funding to support its Writing Enriched Curriculum:

| Fall 2017   | Workshop 1 (breakfast and lunch provided) | $228.00 |
| Fall 2017   | Workshop 2 (breakfast and lunch provided) | $228.00 |
| Fall 2017   | Workshop 3 (lunch provided)              | $108.00 |
| Fall 2017   | 25% research assistant                   | $9,719.89 |
| Fall 2017   | Computer Software guest speakers (2 speakers, lunch to be provided to guests and faculty) | $400.00 |
| Spring 2018 | Workshop 1 (breakfast and lunch provided) | $228.00 |
| Spring 2018 | Workshop 2 (breakfast and lunch provided) | $228.00 |
| Spring 2018 | BSDH Professional Panel (5 guest speakers: honoraria [$100/person], lunch provided to all) | $1,883.00 |
| Spring 2018 | 25% research assistant                   | $9,719.89 |
| Spring 2018 | Computer Software guest speakers (2 speakers, lunch to be provided to guests and faculty) | $400.00 |
| TOTAL       |                                           | $23,142.78 |

The Office of Undergraduate Education and the Campus Writing Board thank you for your participation in the Writing Enriched Curriculum program and applaud your proposed efforts to integrate writing more fully into your department.

All items above have been approved by the Office of Undergraduate Education, with the exception of the Spring 2018 “Computer Software guest speakers” line item. The total approved amount is $22,742.78. Please email Pat Ferrian (ferri004@umn.edu) and Molly Bendzick (mollyb@umn.edu) within 30 days of the receipt of this letter with the EFS account string in your department that will receive these funds. **Pat will transfer all funds at the start of FY18.**

CC: Sade Aiyese-Ogundare, Molly Bendzick, Dan Emery, Pat Ferrian, Pamela Flash, Matt Luskey, Bryan Mosher, Lisa Norling, Jennifer Reckner, Rachel Rodrigue, Leslie Schiff