

# FUNDAMENTAL SKILLS

## WHAT ARE FUNDAMENTAL SKILLS AND WHY DO THEY MATTER TO MAVEd?

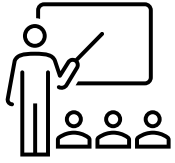
Each general education course at UNO is required to intentionally reinforce at least one fundamental skill: writing, oral communication, quantitative literacy, or data literacy. The expectations for this reinforcement are clearly designed and communicated within the course to ensure depth, intentionality, and measurable impact.

Fundamental Skill Integration matters by:

- Requires application of essential skills in diverse academic settings
- Enhancing students' ability to engage with course content critically and effectively
- Supporting lifelong success through skills essential for career readiness and civic participation
- Ensuring consistency across the general education curriculum
- Promote authentic assessment through applied tasks that mirror real-world challenges.

Reinforcing fundamental skills such as communication, quantitative literacy, and data literacy across the curriculum ensures students develop essential, transferable competencies for academic, professional, and civic success. By embedding these skills intentionally within courses, UNO's general education program prepares students to think critically, communicate effectively, and make informed decisions in a complex world.

## CORE EXPECTATION



### **Deliberate Integration**

The selected fundamental skill must be intentionally and clearly embedded into the course design, not treated as optional or incidental. Reinforcement should be sustained across multiple activities or assignments, rather than confined to a single task.



### **Substantial Course Weight**

A meaningful portion of the course grade should be based on students' performance related to the relevant skill. The syllabus must clearly show how the skill is assessed and how frequently students engage with it throughout the course.



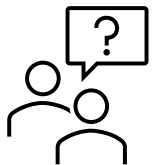
### **Skill-Specific Assignments**

Assignments should be designed to actively develop the chosen fundamental skill, with opportunities for students to practice and improve. Courses must include clear plans for feedback and repeated engagement to support measurable growth over time.



### **Feedback and Reflection**

Instructors should provide structured feedback to support students' development of the targeted skill. Courses should also include opportunities for students to reflect on their progress, such as written reflections or revised assignments, to deepen learning and encourage improvement.



### **Clearly Outlined in Course Proposal**

In the course proposal, faculty must clearly describe how the selected fundamental skill is reinforced, including the nature and scope of that integration. They should specify the types of assignments used and indicate the percentage of the course devoted to the skill, either by grade weight, class time, or both.

**Additional Resources at [MayEd.unomaha.edu](https://MayEd.unomaha.edu)**