



Governing Iowa's Public Universities

In accordance with [Board of Regents policy 3.20](#), the following required information is available below:

[Fall 2026]

I. Course title and number as designated in the institutional course catalog

[HIST 1011: Field Experience: Public History Section 1]

II. A course description including learning objectives that students are expected to achieve by the end of the course

A. Course Description:

1. [Students spend 15 hours working on a public history project in a local institution. This seminar provides opportunities for orientation, discussion, and introduction to professions related to the major.]

B. Course Level Learning Objectives:

University Level:

UNI prioritizes three University Level Learning Outcomes: Critical Thinking; Communication; and Program Content Knowledge. Please see the "Student Learning Outcomes" section of the UNI [Academic Catalog](#) for additional details.

Course and Department Level:

Goal: The purpose of Field Experience is to help students formulate answers to the questions "What is history?" "Why is history important?" and "What do historians do?"

- III. Outcome 1: Students will be able to explain the types of skills the UNI history BA program expects them to learn and how these skills relate to the study of history. (See [HIST BA Student Learning Outcomes - https://catalog.uni.edu/collegeofsocialandbehavioralsciences/history/#learningoutcomestext](https://catalog.uni.edu/collegeofsocialandbehavioralsciences/history/#learningoutcomestext))
- IV. Outcome 2: Students will be able to articulate the diversity of careers open to people with history degrees.
- V. Outcome 3: Students will be able to demonstrate a recognition of diversity in people and perspective in history.
- VI. Outcome 4: Students will learn at least one historical writing, research, or analytical skill and historical content in their service-learning field experience project, with specific skills learned dependent on placement.

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VII. A general outline of the topics to be covered throughout the course:

[Week 1, Aug. 27: Course Introduction

READINGS:

- Course Syllabus
- Field Experience Placements



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WEEK 2, Sept. 3: Networking and Interviewing – Online videos and quizzes

READINGS:

- **A Beginner's Guide to Networking – Online videos with quizzes**
- **Resume Skills: How to showcase what recruiters want – Online video with quiz**

Field Experience Preference Form due no later than Sept. 4 at 5:00 pm – Submit to eLearning

WEEK 3, Sept. 10: Interviewing with AI – Online videos and quizzes

- I had a Job Interview with an AI recruiter
- How to ace your next AI job interview
- How AI is impacting teachers in the classroom

To register, go to this website: <https://careerservices.uni.edu/fairs-events/campuswide-career-fair>

**WEEK 4, Sept. 17: Natalie Knowlton - Writing a Resume/Career Fair Prep
Resume Assignment (visit to Career Services)**

UNI Career Services: <https://careerservices.uni.edu/students/resumes>

- **Assignment:** Make an appointment with Career Services to revise your resume.
Assignment: Submit a draft of your resume to eLearning that you intend to take to Career Services by **Oct. 1**. Revise that draft after your meeting and submit a new draft to eLearning

WEEK 5, Sept. 24: No Class, attend the Career Fair on **Wednesday, Sept. 23**

- **Assignment: Submit form signed by employers to eLearning.**

WEEKS 6, Oct. 1: Natalie Knowlton – Cover Letters and Job Search

- **Assignment:** Use Handshake, LinkedIn or some other job search site to find 5 jobs that you will be qualified for once you graduate. Be prepared to present your findings in class. You should know salary range, benefits, time off and any other relevant information about the job. Due March 12.
- **Assignment:** Write a cover letter to submit to eLearning by April 9.

Draft Resume due to eLearning (25pts)

Assignment: Field Experience Contract submitted to eLearning.

WEEKS 7, Oct. 8: - LinkedIn Learning assignment - Online



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WEEK 8, Oct. 15: Mission and Vision: Knowing Your Place(ment)

READINGS: The website/literature of your field experience placement

Be prepared to discuss what you have learned about your field experience placement so far, what is the organization's mission, vision and/or goals, and how does their work serve the community.

To prepare, research the following to present in class:

1. What is the mission/vision of your placement organization?
2. How do you think this shapes the work done at the organization?
3. Who are they serving (what groups of people, communities, etc.)?
4. How does the work you are doing relate to their mission and their service to the community?

WEEK 9, Oct. 22– Financial Planning and Budgeting – Online videos with Quizzes

- The One Financial Plan Every Beginner is Missing
- Budgeting – 50-30-20 rule

Use LinkedIn, Indeed, Handshake or a similar platform to find 5 jobs that you will be qualified for when you graduate. Post these jobs to eLearning and be ready to talk about them in class.

Pick one of these jobs to use to write a cover letter using the template posted in eLearning

WEEK 10, Oct. 29: Job Search Findings Presentations in Class

Students should have 5 jobs that they will be qualified for once they graduate. Students should be prepared to present details about each job.

Resume Assignment, part 2 (due at Blackboard): Submit the *revised* copy of your resume, following feedback from your Career Services meeting.

Write 8 interview questions that you will use in your mock interviews on November 12

WEEK 11, Nov. 5: Benefits, Financial Planning, Compensation Packages – Online videos with quizzes

- Maximize your Money! Understanding Employee benefits
- Total Compensation – How much are you early earning

Cover Letters and 8 questions you plan to use in your mock interview Due to eLearning

WEEK 12, Nov. 12: Practice Interviews in Class

WEEK 13, Nov. 19 : Finish Internships and LinkedIn Learning assignment



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All Field Experience internship hours must be completed by Friday, November 27.

Thanksgiving Nov. 23-27

WEEK 14, Dec. 1 – Salary Negotiation tips; promotion – Online videos and quizzes

- **Salary Negotiation Tips**
- **How to get Promoted: Unspoken rules in the workplace**

WEEK 15, Dec. 10 – In Class wrap up discussion.

Final Field Experience Report due

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- VIII. List of required textbooks, readings, and other materials necessary for the course**
[See above.]
- IX. General description of the types of assessments used in the course (e.g., exams, papers, projects, experiential learning):**
See above