

Kenneth P. Dietrich School of Arts and Sciences
College in High School

2024-2025
Right Start to College 2
ARTSC 0112--1 Credit

Description: Right Start to College 2 is a one-credit course focused on major/career exploration and planning, and related aspects of financial literacy.

Prerequisites: None.

Grading: The grading for this course is based entirely on in-class assignments, homework assignments, and/or projects that demonstrate the student's understanding and application of the concepts presented in the course.

Textbook: There are no required textbooks, however, the 12th edition of *Your College Experience: Strategies for Success* by John N. Gardner and Betsy O. Barefoot is recommended.

Upon completion of Right Start to College 2 ARTSC 0112, students will be able to:

- 1. Engage in major/career exploration and career planning**
 - Prepare or refine a cover letter and a résumé to use when pursuing educational and/or career-related opportunities throughout high school, college, and beyond
 - Build a network of professionals to serve as references and contacts
 - Recognize transferrable skills and make connections between these skills and elements of their future career
 - Understand basic interviewing principles
 - Practice interviewing skills
 - Demonstrate an understanding of the application/admission process for their chosen college, university, or other opportunities
 - Recognize the variety of postsecondary options that exist, as well as how to prepare for college success

- 2. Develop financial literacy**
 - Create and utilize a budget
 - Identify ways to pay for college, save money, and navigate successfully through the financial aid application process
 - Understand credit
 - Apply money management strategies to individual life circumstances

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The following topics are covered in the University of Pittsburgh ARTSC 0112 course. Although they are listed here in a somewhat intuitive order, they may be covered in any order that works best for the students in each setting. Each topic should be covered for at least one week in the high school classroom. Some topics, such as interviewing, may take much longer. The depth to which each topic is covered is left to the discretion of the instructor.

1. “Major” Decisions

- Creating Your Vision Board for your Future
- The Basics of Choosing a Path: Defining Interests, Values, and Skills/Abilities
- Assessments to enhance self-knowledge, particularly for interests, values, and/or abilities (Strong Interest Inventory, Myers-Briggs Type Indicator, Kuder Navigator)

2. Transferrable Skills – It Begins with Experience

- Definition of Transferrable Skills (Review for those who took ARTSC 0111)
- Identifying your own transferrable skills and the examples of experiences which showcase them
- Identify skills required by a chosen career and assess your level of competency
- Create a plan to develop and/or enhance skills as needed to pursue a career path

3. Career Research

- Select and research a career, including the values and skills that it requires, using the Occupational Outlook Handbook (<https://www.bls.gov/ooh/>)
- Make connections between individual interests, values, and abilities and those required by a chosen career
- Locate a job, internship, volunteer experience, activity/club position description or posting to use for an “application” process

4. Résumés

- Create a resume that would be appropriate for the job posting, including a heading, objective, education, experience, and additional skills
- Review different resume styles, formats, and tips

5. Do You Have It Covered? Creating Excellent Cover Letters

- Create a cover letter that would be appropriate for the job posting
- Review cover letter format, the content in each paragraph, and dos/don'ts

6. Be a STAR at Your Interview and Beyond

- Discuss how to prepare for an interview, including researching a position
- Present what to do before an interview, during an interview, and after an interview
- Cover general interview questions and behavioral-based interview questions
- Learn the STAR method for answering behavioral questions
- Practice interviewing with mock interview sessions
- Dressing for Success at your interview, workplace, or even your part-time job

7. Networking and References

- Provide examples of how to connect with potential references, how to network, and how to select the best references for each opportunity

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- Prepare a reference list for your job opportunity selected during Topics 3, 4 & 5
- Discuss the positive and negative aspects of social media related to the college application process and/or the job search
- Identify opportunities to practice networking; analyze the results of the effort afterward

8. Money Matters – Give Yourself Credit

- Define budgeting, show budget examples, and create a student budget
- Discuss bank accounts, credit cards, and ways to save money

- Problem solve financial scenarios in groups

9. College Applications and Scholarship Essays

- What are the components of a successful college application, including the essay?
- Create an essay addressing a college application and/or scholarship application prompt
- Financial Aid 101 – what aid is available and how you apply
- Use of scholarship search engines such as FastWeb
- (Seniors – important college dates and information/calendar of events for the senior year)

Academic Integrity: All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh's Academic Integrity Policy located online at <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

Grades: Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

Transfer Credit: University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

Drops and Withdrawals: Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.