



College in the High School

Information for teachers, administrators, and guidance counselors

Current Courses (2023-24)

Not all courses listed below are available at every school. Contact your school administration for information on course availability. To match the workload expectations of our students on campus, WCC requires all CiHS courses to be completed within a single high school semester.

COURSE	TITLE	DESCRIPTION	PRE-REQs	CREDITS
PSYC& 100	General Psychology	Surveys the knowledge and methods of the discipline of psychology. Emphasis include an overview of current knowledge in major areas of psychology, accessing and assessing information about behavior, skills in scientific reasoning and critical thinking.	None	5
EDUC& 202	Introduction to Education	Survey course in history, philosophy and principles, issues, and trends in American Education. Includes opportunities for observations of educational models and exploration of career paths.	None	5
EDUC 190	Cooperative Education/Internship	Students deepen learning, enrich resumes by applying knowledge and skills in a structured, career related setting within the employing community. Also developed are appropriate work ethics, attitudes, responsibility, personal qualities, critical thinking, problem solving skills necessary for the workplace. Measurable learning outcomes are written collaboratively with student, faculty mentor and employer.	EDUC& 202	1-3
ENGL& 101	English Composition	This course helps students become more effective writers in academic and professional settings. Students learn to enter ongoing academic conversations, analyze and use secondary sources to formulate, develop, revise, and communicate ideas in writing, and shape their message to different purposes, audiences, and media.	None	5

Application process

NOTE: At this time, Whatcom Community College is only accepting new applications from teachers in Whatcom County.

1. Contact your school administration for information about possible course offerings in the upcoming year. As much as possible, WCC prefers high schools to offer a single section of a course with a majority of students in that section enrolled for college credit.
2. Review the minimum credential requirements for the requested course. If you are uncertain if your academic background meets the standards, you may request an informal review of your academic transcripts any time prior to formal application.
3. Submit the following material electronically to the College in the High School coordinator (slynch@whatcom.edu)
 - a. Cover letter describing your interest in CiHS, teaching experience, and how your CiHS course will differ from a high school course in the same subject.
 - b. Curriculum vitae.
 - c. Unofficial transcripts for all post-secondary education.
 - d. Sample syllabus and lesson plan for the requested course. Please be as descriptive as possible regarding assignments, schedules, assessment criteria, etc. Feel free to submit supplemental material, such as project instructions.
4. Complete an on-campus interview with WCC faculty. This will likely include a short 15-20 minute teaching demonstration. We may also request samples of past graded student work, with identifying information redacted.
5. In consultation with WCC faculty, revise syllabi and curricula to align with our learning outcomes, grading standards, performance requirements, etc.

Have questions about the suitability of your course or how to align with WCC standards? Unofficial inquiries are welcome at any time. We can send sample syllabi and connect high school teachers with appropriate faculty on campus.

What is expected of a College in the High School teacher?

- Complete employment paperwork for new instructors (W-4, I-9, etc.)
- Attend the new instructor orientation
- Attend mandatory fall kick-off meeting
- Attend and/or participate in the discipline-specific professional development meeting or activity
- Distribute marketing information and material to students (postcard, poster, etc.)
- Market the benefits of the program to students and parents
- Communicate prerequisite and placement testing score requirements to students

- Clarify credit/course information for students and parents (for example, provide course code ENGL& 101, 5 credits for one semester at the high school)
- Remind students to apply for admission and receive their student identification number (SID)
- Remind students of deadlines for registration, payment, withdrawal, etc.
- Assist students with registration if necessary
- In coordination with the college mentor, verify class roster via online system and notify Whatcom Community College of any discrepancies
- Respond to email or voice messages from College in the High School staff/administrator
- Notify payroll of an address change (contact the Whatcom Community College Human Resources Office: hr@whatcom.edu or 360.383.3400)
- In coordination with college faculty or staff, post grades via online system at the end of the term
- Upon request, provides the college the following:
 - o Course outline, learning objectives and syllabus
 - o Textbook and other teaching materials
 - o Sample assessment criteria and tools (e.g., papers, portfolios, quizzes, exams, labs, etc.)
 - o Evidence that courses reflect the pedagogical, theoretical, and philosophical orientation of the applicable Whatcom Community College academic department
 - o Grading criteria and standards, including samples of graded assessments
- Schedule teaching observation, site visit and/or interview with college faculty or administrator upon request
- Administer surveys for each course in accordance with Whatcom Community College guidelines; ensure survey forms are returned to Whatcom Community College in a timely manner.
- Participate in program review or accreditation committees upon request

Non-compliance with the instructor duties described above will result in loss of instructor certification and possible withdrawal of students from the college course.

What do we look for in an ideal CHS teacher?

In addition to a strong record of teaching and continuing professional development in your field, WCC values:

- Demonstrated commitment to the community college mission and goals
- Excellent oral and written communication skills
- Understanding of statewide College in the High School requirements
- Demonstrated ability to work with people from diverse backgrounds and experiences
- Active promotion of cultural diversity and global understanding through curricular materials
- Demonstrated cultural competence and a commitment to equity and inclusion.

- Experience in applying technology to instructional efforts, with and on behalf of students.

Minimum education requirements for College the High School teachers:

Verification of degree requirements and approval of transcripts will be made by full-time WCC faculty in the appropriate discipline

Biology

- A Master's degree in Biology

Chemistry

- B.S. in Chemistry or Chemical Engineering AND
- M.S. in Chemistry or Chemical Engineering or a related field.

Communication Studies

- A Master's in Communication Studies
- Demonstrated teaching effectiveness in related course topic

Education

- Departmental discretion

English

- A Master's degree in English or Composition and Rhetoric (May consider a Master's in Education, if other qualifications are met)
- Experience teaching at the two-year college level or experience teaching AP or IB courses
- Preferred qualifications include:
 - o Undergraduate/graduate coursework in Composition and Rhetoric
 - o Demonstrated participation and currency in composition/rhetoric through conference attendance or presentations (NCTE, TYCA-PNW, Conference on College Composition and Communication-4 C's)
 - o Experience, scholarship, and/or training in one or more of the following: multimodal composition and digital media, technical writing, ELL/Gen 1.5 writers, diverse literacies and diverse populations, writing program development and leadership at the college level, online or hybrid course development and instruction

History

- A Master's degree in history or a closely related field, such as American Studies. Master's degrees in education are generally not acceptable.

- For courses other than the U.S. and Western Civilization survey courses (i.e., HIST& 146/147/148 and HIST& 116/117/118) evidence of graduate course work relevant to the requested CHS course must be demonstrated.

Mathematics

- A Master's Degree in Mathematics or closely related field with strong mathematics preparation required
- Preferred Qualifications include:
 - o Experience teaching mathematics

Political Science

- For American Government (POLS& 202)
 - o B.A. in political science or history (with focus on American history). M.A. preferred.
 - o M.A. in a related social science.
 - o Demonstrated teaching experience in American civics.
 - o Current instructors are grandfathered
- For Comparative Government (POLS& 204)
 - o M.A. in political science or international relations.
 - o Demonstrated teaching experience in related areas, such as Current World Problems.
 - o Current instructors are grandfathered

Psychology

- A Master's degree in Psychology
- Current instructors are grandfathered

Spanish

- A Master's degree in Spanish or closely related field
- Demonstrated fluency in Spanish