



Texas Southmost College
TRADITION • INNOVATION • OPPORTUNITY

[Now Hiring - Instructor Criminal Justice Institute \(Police Academy Instructor\)](#)

Continuing Education Instructor, Criminal Justice Institute

Below you will find the details for the position including any supplementary documentation and questions you should review before applying for the opening. To apply for the position, please click the **Apply for this Job** link/button.

If you would like to bookmark this position for later review, click on the **Bookmark** link. To email this position to a friend, click on the **Email to a Friend** link. If you would like to print a copy of this position for your records, click on the **Print Preview** link.

Please see Special Instructions for more details.

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Texas Southmost College
Office of Human Resources
80 Fort Brown, Tandy 105
Brownsville, Texas 78520

For eTranscripts please use email address: lissa.frausto@tsc.edu.

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Posting Details

To create a Posting, first complete the information on this screen, then click the button or select the page in the left hand navigation menu. Proceed through all sections completing all necessary information. To submit the Posting to Human Resources, you must go to the Posting Summary

button until you reach the Posting Summary Page or select Posting Summary Page from the left navigation menu. Once a summary page appears, hover your mouse over the orange Action button for a list of possible approval step options.

Position Information

Classification Title

Job Title	Continuing Education Instructor, Criminal Justice Institute
FLSA	Exempt
Category	Full-Time Faculty
Position Length	12-Month

Position Summary Information

Job Summary

Faculty are professional educators who have the primary responsibility of fulfilling the Texas Southmost College's (TSC) mission, vision, values and goals of providing a quality education, within a fully digital learning environment, for all students enrolled at the College. The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning. Faculty members are responsible to the College President through a chain of command and accountable to the College's policies and procedures.

- Strive for continual improvement of student success by planning an optimal learning environment; providing high quality instruction and advising; participating in the development of learning outcomes and in the assessment of students as well as of self and applied teaching techniques in order to increase effectiveness; and engaging in ongoing professional development.

- Manage learning environments by ensuring that accurate syllabi are developed that incorporate college, departmental, and instructor requirements; maintaining attendance records, submitting grades, and providing constructive feedback as well as other relevant information to students throughout the semester; and conducting classes punctually and in accordance with the prescribed meeting schedule.

Essential Duties and Responsibilities

- Deliver effective instruction by assuming primary responsibility for curriculum development in conjunction with the College's policies and procedures, ensuring both rigor and the quality of instruction; by considering individual differences of students in order to design and support a range of appropriate learning activities; by using the College's digital learning solution to meet the objectives of courses; and by communicating clearly to students the expectations concerning the use of the College's digital learning solution and other available technologies.

- Enhance the student's learning experience by integrating concrete, real-life situations into learning experiences to encourage critical thinking,

interdisciplinary skills and teamwork; by employing methods that develop student understanding of discipline-specific thinking, practices and procedures, as well as interdisciplinary applications, to create academic literacy; and by working with students and employers in occupational settings as required by or appropriate to the academic discipline.

- Collaborate with colleagues across the College in the construction and continuous improvement of measurable learning outcomes to include the Texas Higher Education Coordinating Board (THECB) core curriculum objectives and additional Texas Southmost College's objectives.
- Assess student learning by designing assessments that measure or demonstrate student growth; by sequencing learning opportunities throughout advising, courses and programs to build student understanding and knowledge; and by aligning assessment with learning opportunities.
- Promote continual improvement as part of the cycle of teaching and learning by developing and revising curriculum as needed; using defined student learning outcomes to plan, develop, document and evaluate the effectiveness of teaching activities; participating in TSC's institutional effectiveness program including the preparation and evaluations of Student Outcomes Assessment Plans (SOAPs); completing all mandatory performance evaluation measures within specified time limits; sharing best practices with colleagues in formal and informal settings; and participating in instructional, departmental or institutional research to improve educational effectiveness.
- Support learning through student engagement by creating a positive classroom atmosphere that encourages active and collaborative learning, student effort, academic challenge, student and faculty interaction, and support for learners.
- Maintain a learning-centered environment by being available to students during posted office hours.
- Support student learning by making students aware of and referring them to the appropriate student and academic support services available at the College.
- Pursue professional development by staying current in academic fields, e.g., belonging to professional societies, reading discipline-specific journals, studying pedagogy, attending conferences, or making presentations; maintaining required professional credentials, licensing, and continuing education hours as disciplinary standards dictate; engaging in professional education which enhances both disciplinary and pedagogical knowledge, e.g., by taking graduate courses or internal classes offered by the College or professional development organizations; and contributing to the academic discipline through research or publication or other endeavors as appropriate.
- Participate collegially in department, discipline-specific, college, and community service activities by serving on and playing an active role in department, discipline-specific, or college committees; participating in service through appropriate discipline-specific organizations, educational

- organizations, statewide boards/committees, and community activities.
- Accept and teach classes based on varied schedules (morning, afternoon, evening and weekends) to accommodate diverse student needs and external stakeholders' expectations of the College, and accept assignments as necessary at other sites such as for dual credit courses, as specified by designated supervisor.
 - Demonstrate sensitivity toward, and respect for, the myriad of diversities represented in the student population, colleagues and service area.
 - Enhance the student's learning experience by integrating a variety of methods and strategies into the teaching process and maintaining a learning-centered environment.
 - Collaborate with colleagues across the College in the construction and continuous improvement of measureable learning outcomes.
 - Attend the workplace regularly, report to work punctually and follow a work schedule to keep up with the demands of the worksite (which may be on campus or at an off-site location).
 - Understand that working hours may include evenings or weekends.
 - Use interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed between coworkers, the supervisory chain, faculty, staff, students, and the public.
 - Complete all required training and professional development sessions sponsored by the College.
 - Support the values and institutional goals as defined in the College's Strategic Plan.
 - Complete duties and responsibilities in compliance with college standards, policies and guidelines.
 - Participate in the process for systematic review and evaluation per the institutional effectiveness model adopted by the College.
 - Promote positive morale and teamwork within the functional unit and provide exceptional customer service to students, faculty and community.
 - Communicate effectively, both orally and in writing; define problems, collect data, establish facts, draw valid conclusions; and effectively present information to top management, public groups, and other groups as needed.
 - Perform duties and responsibilities within a high-tech all-digital environment.
 - Perform other duties as assigned.
 - Strong, demonstrated commitment to the mission of the community college.
 - Strong, demonstrated commitment to quality teaching, student success and student completion.
 - Demonstrated knowledge of the academic and instructional functions of the College.
 - Demonstrated knowledge of curriculum development, assessment and revision.
 - Demonstrated knowledge in developing and monitoring student learning outcomes and student assessment strategies.

**Required
Knowledge and
Skills**

- General knowledge of the role of the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges.
- Excellent teaching, communication, interpersonal and leadership skills.
- Skill in working effectively in a team environment with a customer service focus.
- Ability to use technology in the teaching and learning process.
- Ability to establish and maintain positive and effective working relationships with students, college employees and the public.
- Ability to communicate effectively, both orally and in writing; define problems, collect data, establish facts, and draw valid conclusions; and effectively present information.
- High level of energy and good sense of humor with the capacity for extraordinary time and effort demands.
- Ability to enhance the student's learning experience by integrating a variety of methods and strategies into the teaching process and maintaining a learning-centered environment.
- Ability to collaborate with colleagues across the College in the construction and continuous improvement of measurable learning outcomes.
- Demonstrated commitment to student success and completion.
- Proficient in the use of technology in the teaching and learning processes and a willingness to continuously enhance the teaching and learning processes through the use of technology.
- Demonstrated excellent communication, interpersonal and leadership skills and ability to work independently with little direction.
- Ability to handle sensitive and extensive confidential data.
- Problem solving skills and the ability to lead, instruct, handle a large variety of details and to work with all levels of organization.
- Ability to perform and excel in a high-tech all-digital environment.
- Proficient in the use of e-mail, word processing, spreadsheet, database, and presentation software and use of the Internet to access data, maintain records, generate reports, and communicate with others.
- Faculty teaching general education courses or teaching associate degree courses designed for transfer to a baccalaureate degree require a Master's degree in the teaching discipline or a Master's degree with a minimum of eighteen (18) graduate semester hours in the teaching discipline, from an accredited college or university.
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree require an Associate's degree or higher, from an accredited college or university, and at least three years of documented direct or related work experience in the field (other than teaching). Note: Some courses/programs require additional degrees and/or evidence of specialized training in the field, e.g., licensure, certificates, or non-credit coursework in the discipline.
- Faculty teaching developmental courses require a Bachelor's degree, from

**Required
Education and
Experience**

an accredited college or university, in a discipline related to teaching assignment and at least one of the following: a) A minimum of one year teaching experience in the discipline related to the assignment; or b) Graduate training in teaching or developmental education.

**Preferred
Education and
Experience**

- Teaching experience in a comprehensive community college setting.

**Certificates and
Licensures**

- TCOLE Instructor Certificate is required. – Certification to teach Standard Field Sobriety Test. – Certification to teach Emergency Vehicle Operation Course. – Certification to teach Firearm Qualifications.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand. The employee is occasionally required to walk; sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; talk or hear; and taste or smell. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**Work
Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works near moving mechanical parts and is occasionally exposed to risk of electrical shock. The noise level in the work environment is usually moderate.

Posting Detail Information

**Posting
Number** 2015488TSC

Open Date 07/19/2016

Close Date

**Open Until
Filled** Yes

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