2020 JOB RESPONSIBILITIES
CENTER FOR TALENTED YOUTH
ACADEMIC COUNSELOR

All staff members are expected to adhere to the CTY Standards of Employee Conduct; to contribute positively to the site’s living and learning community; to ensure students’ physical and emotional safety; to uphold the Honor Code and enforce site rules; and to perform reasonable job duties, even if not part of the job description, as assigned by their supervisors.

As a member of the site administrative team, the academic counselor provides short-term, goal-focused counseling services and supports the site staff in meeting the social, emotional, and educational needs of students. Academic counselors observe classes, visit residence halls (at residential sites), participate in student activities, facilitate workshops for students and staff, and maintain regular office hours. The academic counselor is often a point of contact for families and assists in coordinating efforts to accommodate students with disabilities and special needs.

A high degree of visibility during the program and an open line of communication with the site administrative team and staff are integral pieces of the academic counselor’s role in creating an academic community responsive to the social, emotional, and academic needs of adolescents.

The academic counselor is a member of the site administration. All members of the site administration are expected to:

1. Work together as a team, keeping overall program goals in sight while managing a range of details.
2. Help set the appropriate tone for the community, as described in staff handbooks and other program documents.
3. Anticipate and prevent potential problems.
4. Communicate promptly, clearly, and sensitively with other administrators, staff, students, parents, the host institution, and the CTY office in Baltimore.
5. Help the academic and residential/recreational programs work in harmony with each other.
7. Represent the philosophy and policies of CTY in a manner that fosters cooperation and respect among summer staff, students, host institution staff, and full-time CTY staff throughout the program.

Supervision
The academic counselor is supervised directly by the site director and indirectly by the site program manager and assistant program manager.

Work Schedule – Residential Sites
The academic counselor works seven days per week (on call 24 hours for emergencies). The academic counselor attends residential, administrative, and instructional staff meetings and is available to speak with staff about their students. From mid-morning to mid-afternoon, academic counselors spend time observing classes and meeting with students as needed. During the afternoon activity and evening class periods, academic counselors hold office hours, observe and/or conduct student activities, and meet with staff and students. Academic counselors should be available and visible at the times when referrals are most likely to occur—just after meals, classes, activities or major events, evening class sessions, and during student social and hall meeting time.
On weekends, academic counselors attend major events and spend time in the office as directed by the site director. Academic counselors may take some personal time each day, but times will vary depending upon each day’s demands. Academic counselors are on call at all times that they are not in the site office, including personal time. Academic counselors may take one day off per session, to be approved by the site director. Academic counselors must be on campus on all weekends (Fridays, Saturdays, and Sundays).

**Work Schedule – Day Sites**

At day sites, the academic counselor works Monday through Friday, 8:00 a.m. to 4:30 p.m., with additional time in the evenings and on weekends as necessary to complete paperwork and other administrative tasks. In addition, the academic counselor may need to arrive earlier and/or depart later to assist with Before- and After-Care for students. The academic counselor works the student check-in day on the weekend immediately prior to the start of classes, as well as the closing Saturday of the final week of the session, if needed. At day sites that operate for two sessions, academic counselors are required to work the weekend between the two sessions. The academic counselor attends administrative staff meetings and is available to speak with instructional staff about their students. From morning to mid-afternoon, academic counselors spend time observing classes and meeting with students as needed. During the afternoon activity periods, academic counselors observe and/or conduct student activities and meet with staff and students as needed. Academic counselors are available and visible at times when referrals are most likely to occur—lunch, classes, activities, and the end of the day.

**Physical Requirements**

Academic counselors are required to travel and navigate a college/school campus with or without accommodations. This may include traversing some long distances across campus. Some lifting and moving may be required.

Additional job responsibilities of the academic counselor include but are not limited to:

**Before Arriving at the Site**

8. Carefully read the Academic Counselor Binder, which will be sent before the June Site Administrator Meeting (JSAM). Also, review the current year catalog, staff handbooks, job responsibilities, and student materials, such as student information packets.

9. Complete any required background checks and pre-summer training, including any online training courses, before attending JSAM.

10. Attend JSAM, which is held the first weekend in June, from Friday through Sunday in Baltimore.

**Before Instructional and Residential Staff Arrive**

11. Arrive at the site on the date specified in your employment agreement to assist the administrative team with set up and planning.

12. With the site nurse and/or health assistant(s), and with input from the Medical/Disabilities Committee and the Disability Services Administrator in the CTY Baltimore office, review medical forms to identify students with issues that should be shared with other staff on a need-to-know basis. Contact parents for more information as needed.

13. Contact the parents of students about whom you have disabilities information before the students
arrive on site to confirm any arrangements that need to be made for their children.

14. Report any previously undisclosed student disabilities that require accommodations to the Disability Services Administrator in the CTY Baltimore office.

15. Other responsibilities during this time include building strong working relationships with the other administrators, working with the administrative team to establish procedures and policies for the site, assisting with planning the staff orientation, and assisting with the general administrative tasks involved in setting up the site.

Before Students Arrive

16. In collaboration with the academic and residential dean(s)/dean of students, inform instructors, instructional assistants, and, at residential sites, RAs individually and confidentially of pre-existing student disabilities or serious medical conditions that could affect classroom or residence hall management.

17. In collaboration with the appropriate administrators, conduct orientation and training sessions with instructors, instructional assistants, and, at residential sites, RAs. Utilize the details and resources for orientation from the academic counselor binder. Orientation topics the academic counselor should address include the academic counselor’s role on site, supporting students with learning disabilities and other special needs, community building and conflict resolution, diversity, and characteristics of highly able students.

Opening Day through Closing Day

18. If your site produces a welcome packet or family handbook for families, describe the counselor’s role at the site and encourage parents to contact you if they anticipate that their children may have particular problems or if they have any concerns during the session.

19. At residential sites, address the parents at opening ceremonies. Describe the counselor’s role at the site and encourage parents to contact you if they anticipate that their children may have particular problems or if they have any concerns during the session.

20. Address the students at the all-site meeting on opening day or, at day sites, by visiting classes individually. Describe the counselor’s role at the site and emphasize support for the students. Explain how students can ask to speak with you on their own or through a staff member.

21. Keep written records of all contacts and meetings with students and parents according to the protocol in the academic counselor’s binder.

22. Counsel students individually or in groups using a short-term, goal-focused approach. Students will be referred to you by site staff, or they may arrange to see you on their own. Please note that you must not attempt to engage in long-term, curative therapy with students. Such treatment, if needed, must be undertaken by a licensed professional following parental notification and consent.

23. Conduct student and staff workshops. You may develop topics you discussed during staff orientation (see number 18 above) or adapt your presentations for students. Be sure to address any additional areas of need that arise such as stress management, anger management, adolescence, perfectionism and underachievement, team building, diversity, suicide prevention, eating issues, anxiety, and depression.

24. At residential sites, in collaboration with the site director, establish daily office hours to meet students
and staff either by appointment or on a drop-in basis.

25. Assist in ensuring the health and safety of all students by following site medical protocols covered in orientation and written materials. As requested by supervisors, assist not only with health office logistics such as escorting students to/from the office, filing paperwork, or administering medications, but also with urgent medical situations, which may require accompanying students to the ER or to off-campus clinics.

26. Be involved in the normal daily life at the site in order to build rapport with the students and to reduce the stigma of seeing the counselor. This responsibility includes visiting classes, activities, and, at residential sites, hall meetings.

27. Observe students with documented disabilities in class and in less structured times within the first few days of the program. Continue to check in with these students and the staff working with them throughout the session to ensure that any agreed upon accommodations and/or supports are being implemented.

28. Actively maintain open lines of communication with other staff members. This responsibility consists of two main tasks: encouraging referrals and providing follow-up. Ensure staff are comfortable approaching you with problems or concerns about students. In cooperation with the site director, meet with a student’s instructor and instructional assistant or, at residential sites, RA following a referral and any other time an administrative decision has been made about a student.

29. Provide problem-solving advice to site staff regarding students. When staff members approach you with a student problem, determine whether the problem is one staff members can handle themselves or whether intervention by you or other administrators is necessary. When the problem is one staff members can handle themselves, advise them on strategies for dealing with it and follow up later to see if the strategies worked and/or to provide additional advice and support. Consult with the site director and the deans about the best strategy for dealing with a staff member’s concern.

30. Meet daily with the site director and other senior administrative staff to review each student case you have been handling. Issues of confidentiality must be carefully weighed against questions of the child’s safety and wellbeing and the University’s potential liability. In most cases, this means that the strict confidentiality found in a clinical setting does not apply.

31. Contribute your perspective to discussions of student discipline cases and follow up with supportive counseling of students who have been disciplined. Assist the site director in determining when it is no longer prudent to keep a child in the program, understanding that the site director and the program manager are responsible for making the final decision.

32. Communicate with parents when they call or email with concerns and make timely follow-up phone calls and emails. Initiate phone calls, emails, or meetings with students’ parents in consultation with the site director.

33. Regularly attend instructor and RA/PA meetings.

34. Help to ensure that a Concern/Incident/Medical Report is completed by the appropriate person(s) whenever a student experiences illness or injury (no matter how minor), when a student’s physical or emotional safety is in question, when a staff member is injured, when there is a problem with student behavior or academic performance, when there is an incident in which facilities are damaged, or when a student is sent home for any reason. All Concern/Incident/Medical Reports must be given to the site director.
35. Submit a Clery Act exit survey, including providing any follow-up information as requested by JHU Campus Safety and Security.

**After Students Depart**

36. Help to prepare a list of students who had problems severe enough to warrant special caution before they are allowed to return to the program. A brief explanation for each student should be included. In almost all cases, the parents of the students on this list should have been contacted during the session and should be aware that their children experienced problems. This list should be compiled collaboratively by the site director, dean of residential life, academic dean, and academic counselor. The final list should be submitted with the site director’s report.

37. Complete any follow-up requested by the CTY Disability Services Administrator in regards to students with identified disabilities that attended the program.

38. Assist with the departure of the program from the site, including inventorying, boxing, and storing materials at the site (or off site) and returning appropriate materials to the site program manager or assistant program manager.

39. Depart the site with the permission of the site director and no earlier than the date indicated on your employment agreement.

40. No later than **September 1**, submit to the site program manager a final written report on the summer program at the site. The purpose of the site report is two-fold: first, it should serve as a guide for the following year’s academic counselor; second, it should provide information that will assist the program manager and assistant program manager in evaluating the summer program and planning for the following year. Consult your administrative binder for details about the content and format of this report.

41. Provide the program manager or assistant program manager for your site with an address, telephone number, and email address where you can be reached during the upcoming academic year.