

**2023 JOB RESPONSIBILITIES
CENTER FOR TALENTED YOUTH
ACADEMIC COUNSELOR**

All staff members are expected to adhere to the *CTY Standards of Employee Conduct*; contribute positively to the site's living and learning community; ensure students' physical and emotional safety; uphold the [CTY Student Code of Conduct](#) and enforce site rules; and 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:

- Work together as a team, keeping overall program goals in sight while managing a range of details.
- Help set the appropriate tone for the community, as described in staff handbooks and other program documents.
- Anticipate and prevent potential problems.
- Communicate promptly, clearly, sensitively, and securely with other administrators, staff, students, parents/guardians, the host institution, and the CTY office in Baltimore using JHU-approved platforms.
- Help the academic and residential/recreational programs collaborate effectively with each other.
- Model professionalism.
- 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 and is 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 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

- Carefully read the Academic Counselor Manual, review the staff handbooks, job responsibilities, and student materials, such as student information packets.
- Complete trainings, background checks, health forms, immunization records, and other items required by JHU, CTY, the host institution, or state/local regulations.
- Attend a 2-day training the first Saturday and Sunday in June. This training may be delivered online or in-person; if in-person, CTY covers travel expenses.

- Access and familiarize yourself with CTY's designated communication and digital file storage systems; links, training, and login information for these systems will be provided during the onboarding process.

Before Instructional and Residential Staff Arrive

- Arrive at the site on the date specified in your employment agreement to assist the administrative team with set up and planning. Bring relevant technological resources (cell phone, laptop, etc.) to utilize during your employment.
- With the site nurse and/or health assistant(s), and with input from 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/guardians for more information as needed.
- Contact the parents/guardians 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.
- Report any previously undisclosed student disabilities that require accommodations to the Disability Services Administrator in the CTY Baltimore office.
- 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

- 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.
- 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 manual. 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

- If your site produces a welcome packet or family handbook for families, describe the counselor's role at the site and encourage families/guardians to contact you if they anticipate problems or have concerns during the session.
- At residential sites, address the families/guardians at opening ceremonies. Describe the counselor's role at the site and encourage families/guardians to contact you if they anticipate

problems or have concerns.

- 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.
- Keep written records of all contacts and meetings with students and families/guardians according to the protocol in the academic counselor's manual.
- 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. 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 parent/guardian notification and consent.
- Conduct student and staff workshops. You may develop topics you discussed during staff orientation or adapt your presentations for students. 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.
- 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.
- Follow site medical protocols covered in orientation and written materials. As requested by supervisors, assist with health office logistics such as escorting students to/from the office, filing paperwork, or administering medications, and with urgent medical situations, which may require accompanying students to the ER or to off-campus clinics and assisting in adherence to COVID protocols.
- Be involved in daily life at the site by visiting classes, activities, and, at residential sites, hall meetings, in order to build rapport with students and to reduce the stigma of seeing the counselor.
- Observe students with documented disabilities in class and in less structured times within the first few days of the program, and check in with these students and the staff working with them throughout the session to ensure that agreed-upon accommodations and/or supports are being implemented.
- Maintain open lines of communication with other staff members. Encourage referrals and provide 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.
- Provide problem-solving advice to site staff regarding students. When staff members approach you with a student problem, determine whether to intervene and/or involve other administrators. If the problem is one staff members can handle themselves, offer advice and follow up to provide additional advice and support. Consult with the site director and deans about the best strategy for dealing with a staff member's concern.

- Meet daily with the site director and other senior administrative staff to review each student cases 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.
- Share your perspective to discussions of student behavior management and follow up with supportive counseling of students who have received consequences. 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 will consult with a variety of entities in CTY and JHU's offices in Baltimore for making the final decision.
- Communicate with parents/guardians 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/guardians in consultation with the site director.
- Regularly attend instructional and RA/PA meetings.
- 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.
- Submit a Clery Act exit survey, including providing any follow-up information as requested by JHU Campus Safety and Security.

After Students Depart

- Help prepare a list of students who had problems severe enough to warrant special caution before they are allowed to return to the program, and a brief explanation for each student. In almost all cases, these students' parents/guardians should have been notified during the session 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.
- Compile and copy all of your records pertaining to parent/guardian, student, and staff member contacts and concerns. Securely share the organized and clearly labeled original copy with your program manager, assistant program manager, or the CTY Disability Services Administrator.
- Complete any follow-up requested by the CTY Disability Services Administrator in regards to students with identified disabilities that attended the program.
- Assist with the departure of the program from the site, including inventorying, boxing, and storing materials in designated storage facilities and returning appropriate materials to the site program manager or assistant program manager.
- Depart the site with the permission of the site director, program manager, or assistant program manager and no earlier than the date indicated on your employment agreement.

- 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 manual for details about the content and format of this report.
- 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.

Sample Daily Schedule

Here's what a day in the life of an Academic Counselor looks like. Exact schedules will vary from site to site.

DAY SITES

Morning

- Work Before Care one day per week beginning at 7:30 a.m.
- Meet with instructors and PAs individually before students arrive at 8 a.m.
- Assist with students' arrival
- Attend the Program Assistants' meeting to listen and offer support
- Visit classes
- Complete paperwork

Afternoon

- Help monitor lunch and recess
- Attend the daily administrative team meeting
- Visit classes
- Talk to students and/or staff about any issues
- Assist with student departure
- Work After Care one day a week until 5:45 p.m.

RESIDENTIAL SITES

Morning

- Attend breakfast and talk to students and staff before class begins
- Attend the Resident Assistants' meeting to listen and offer support
- Visit classes
- Complete paperwork
- Attend the daily administrative team meeting

Afternoon

- Have lunch and take a break
- Visit classes and/or afternoon activities
- Talk to students and/or staff about any issues

Evening

- Have dinner and take a short break
- Visit study hall and/or evening activities
- Visit hall meetings and/or social time

Weekends

- Attend campus wide activities
- Assist students and staff who need support