

Position Listings

Working at Exploration

As you review the following position descriptions, bear in mind that every faculty member, regardless of position, is bound by the expectation to perform any and all of the unwritten tasks that are deemed necessary for the continued operation of the Program during the summer. These tasks may or may not fall within a specific job description. They may include being stationed at a safety checkpoint, cleaning up after an activity or performance, or any number of other tasks necessary to maintain the safety of the Exploration community and overall success of the Program.

AT EACH PROGRAM, THERE ARE MORE THAN 50 PLACES AVAILABLE FOR THE FOLLOWING POSITION

Instructor RA/DA

Salary: selected as RA/DA: \$3,650 - \$4,000.

At least 2 years of college experience by the summer.

Instructors teach one or two courses and, depending on the Program, between one and two workshops and/or mini-courses each session. In addition, Instructors play a major role in residential and day student life. **Most Instructors are Residential Advisors (RAs) or Day Student Advisors (DAs) who supervise a living or day group.** In addition, Instructors also lead activities, athletics, and discussion groups. On trip days, Instructors lead students on off-campus trips such as whale watches, theatre performances, and baseball games, or assist with on-campus workshops.

It is important for applicants to understand that the Instructor position is a three-part job at Exploration: teacher, advisor, and leader. On a typical day, an Instructor will spend approximately 3 hours teaching in a classroom setting and the rest of the day and evening supervising all aspects of student life: from helping students bus meals in the cafeteria, to leading afternoon activities, to taking attendance at check-in and living group events, to chaperoning an evening dance. Whatever students are involved in at Exploration, our Instructors are involved in, too – helping to ensure that every moment of the day can be a learning moment and, most importantly, that every child is safe, both physically and emotionally.

(At each of our Programs, a number of Instructors are hired to teach only one full course, in which case the Instructor salary starts at \$3,650.)

The Teaching Experience at Exploration

Exploration provides Instructors with a unique opportunity to teach academic courses and workshops or mini-courses in their major field of study or in areas of strong personal interest. With guidance from our Curriculum Department, Instructors design detailed curriculum plans for their courses, workshops, and mini-courses during the winter and spring.

A limited number of Instructors may opt to receive 4 undergraduate credits for teaching field experience at Exploration. Contact our faculty hiring coordinator (781.762.7400 or faculty_hiring@explo.org) for more information about this opportunity.

Position Listings

AT EACH PROGRAM, THERE ARE BETWEEN 4 AND 15 PLACES AVAILABLE FOR THE FOLLOWING POSITIONS

Program Assistant (PA)

Salary: \$3,300.

At least 1 year of college experience by the summer.

PAs assist the Program in a wide variety of tasks. Sorting the mail, running errands, staffing the snack bar, copying and collating the daily schedule, filing, database entry, working at the front desk, assisting the shopper, taking students to the hospital, and answering phones are just a few PA responsibilities. In addition to office work, most PAs are also RAs or DAs and teach workshops or mini-courses. All PAs are involved in Program activities, trips, and other aspects of daily student life.

Residence Director (RD) / Day Director (DD)

Salary: \$5,000.

At least 4 years of college experience by the summer.

Note: RD/DD applicants should have student life experience.

Residence Directors and Day Directors work in pairs and report to our Dean of Students and Assistant Dean(s) of Students while overseeing all aspects of dorm and student life. RDs and DDs not only directly supervise student conduct, discipline, health, and safety, but also supervise RAs or DAs who are on the faculty. Every other night, RDs and DDs are in charge of supervising the campus in the late evening after students have checked in on their floors. RDs and DDs function as a resource to help RAs and DAs maintain order in the dorms and to handle student life issues on their floors. Varied responsibilities also include leading activities and trips during the extracurricular portions of the Program. In addition to work in the field, Residence Directors and Day Directors spend a significant amount of time communicating with parents, both in person and on the phone. At the Junior and Intermediate Programs, Residence Directors and Day Directors might also teach a workshop. At the Senior Program, Residence Directors create, lead, and supervise a series of dorm and community activities.

Curriculum Advisor (CA)

Salary: \$5,000.

College graduates.

Note: CA positions require teaching experience.

Curriculum Advisors regularly observe courses and provide teachers with direct feedback and guidance on their classes and teaching performance. In addition to being a valuable resource for curriculum development and teaching skills during the summer, CAs help instructors procure supplies, set up classrooms, and coordinate special events for their courses. In addition, CAs chaperone trips, take part in student activities, and perform other program tasks and duties as needed. During the winter and spring, CAs may work with the Curriculum Director to assist teachers in developing, revising, and finalizing curriculum. Most CAs are educators.

Administrative Positions

Salary: varies depending on experience and position. Requires extensive experience.

Each of our Programs fill a variety of administrative positions each year, including **Dean of Students, Associate/Assistant Dean of Students, Director of Curriculum, Assistant Director of Curriculum, Director of Programming, Assistant Director of Programming, Main Office Director, and Assistant Head**. These positions require extensive professional experience and qualifications. All administrators are expected to live on campus during the summer. If you are interested in learning more about available administrative positions, please contact the Faculty Recruiting Coordinator at 781.762.7400.

Position Listings

AT EACH PROGRAM, THERE ARE 1 OR 2 PLACES AVAILABLE FOR THE FOLLOWING POSITIONS

Office Manager

Salary: \$4,000 - \$5,000.

At least 2 years of college experience by the summer.

Office Managers work closely with the Main Office Director to ensure the smooth operation of the Main Office. Office Managers supervise Office Staff who assist with various office tasks, including answering phones, interacting with parents and students, maintaining the lost and found, distributing messages and faxes, facilitating student check-in and check-out, and keeping the Main Office clean and professional. The Office Manager may also conduct Program tours, communicate with other offices, and manage airport arrivals and departures. Office Managers do **not** have RA or DA responsibilities. While Office Managers occasionally participate in extracurricular activities and weekend trips (or teach mini-courses), they spend the vast majority of their time in the Main Office. At the Intermediate and Senior Program, office managing duties are split between two Office Managers.

Athletic Director (AD)

Salary: \$3,650 - \$4,000 (varies based on experience).

At least 2 years of college experience by the summer.

This is a Junior and Intermediate Program only position. The Athletic Director organizes and facilitates all aspects of athletics. Responsibilities include maintaining and monitoring the Program's inventory of athletic equipment, coordinating on-campus athletic clinics, and ensuring faculty and student understanding of Program expectations and guidelines for athletics (e.g. safety, use of equipment). Candidates with previous camp, teaching, or related experiences are preferred. Some ADs teach a class and have RA/DA responsibilities. At the Junior Program there are two AD positions.

Pool Director + Assistant Pool Director

Salary: \$3,650 - \$4,000 (varies based on experience).

At least 2 years of college experience by the summer.

This is a Junior Program only position. The Pool Director is responsible for overseeing the daily operations of the pool, free swim periods, basic pool maintenance, and other staff lifeguards. The pool is used by students throughout the day, and the Pool Director is on-site at the pool for most of these activity periods. The Pool Director will have DA responsibilities, teach a mini-course (usually swimming lessons), and participate in other activities, main events, and trips. Lifeguard certification is required; WSI (Water Safety Instructor) certification highly encouraged and preferred. The **Assistant Pool Director** assists with the duties of the Pool Director, as well as the responsibilities of a PA and a DA.

Supply Room Coordinator

Salary: \$4,500 - \$5,000.

At least 2 years of college experience by the summer.

This is an Intermediate and Senior Program only position. The Supply Room Coordinator is in charge of stocking, organizing, and managing the Program supply room, which houses supplies for courses and extracurricular activities and events. The Supply Room Coordinator works with the Shopper(s) and is in charge of organizing supply requisition forms, overseeing budgeting, keeping accurate accounting records, keeping accurate inventory, and seeing that supplies are checked-out and returned in an orderly fashion. In addition to having excellent organizational skills, the Supply Room Coordinator should be a creative problem-solver able to help faculty inventively solve supply problems as they arise. The Supply Room Coordinator is involved in some activities and trips, but most of the Supply Room Coordinator's day is spent working in the Supply Room. The Supply Room Coordinator may be required to stay an extra day to oversee Program inventory after second session is over. At the Intermediate Program, the Supply Room Coordinator is expected to work during pre-season in the Norwood office (and will be compensated for this work at an hourly rate).

Shopper

Salary: \$3,300 - \$3,700.

At least 1 year of college experience by the summer.

Although Exploration purchases many classroom and Program supplies prior to the summer, there are always a number of supplies that need to be purchased over the course of the summer. Working in conjunction with the Supply Room Coordinator, Shoppers spend their days hunting down and purchasing these supplies. Although Shoppers may be involved in some activities and trips, most of a Shopper's day is spent obtaining materials. This is a driving-intensive position; for insurance purposes, applicants for the Shopper position must have a valid driver's license and be at least 18 years old. At the Junior Program and Intermediate Program, the Shopper is expected to work during pre-season in the Norwood office (and will be compensated for this work at an hourly rate).

Explorer Production Assistant

Salary: \$3,300 - \$3,500.

At least 1 year of college experience by the summer.

The Explorer PA works primarily in the Programming office and assists in the design and production of the *Explorer*, a daily newspaper listing activities, locations, and notes for students at the Program. Experience with design applications like Quark and InDesign is helpful, but not required. Although Explorer PAs are involved in some activities and trips, most of an Explorer PA's day is spent in the Programming Office. At some Programs, the Explorer PA may have RA/DA responsibilities. At the Intermediate and Senior Programs, the Explorer PA may teach a workshop or mini-course.

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Position Listings

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Website Journalist/Photojournalist

Salary: \$4,000.

At least 2 years of college experience by the summer.

The Website Journalists are in charge of creating, producing, and publishing all of the content on our summer websites (www.explo.org/resources/summer_sites). This is a highly creative and technical position which demands good photography, writing, and journalism skills. Some experience with HTML is helpful, but not necessary for candidates who are computer savvy. The Website Journalist is responsible for taking daily photos, recording and transcribing daily interviews, producing special web slideshows, formatting content into pre-designed templates, and publishing the site on Exploration's server. At the Junior Program there are two Website Journalists and they also work as DAs. However, at all three Programs our Website Journalists spend far more time documenting student life than facilitating it.

Banker

Salary: \$4,000.

At least 1 year of college experience by the summer.

Each student arrives at Exploration with a miscellaneous account from which trip and Program fees are charged. At the Junior Program, students may withdraw spending money from these accounts. Using a proprietary banking module in Exploration's registration software, Bankers maintain these student drawing accounts and keep track of student charges, withdrawals, and deposits. In addition to issuing and reconciling spending money for students, Bankers communicate with students and parents about the status of their accounts and are in charge of issuing and reconciling cash for various Program purchases. Bankers may be hired as DAs or RAs, but spend the majority of their day in an office capacity. Previous experience with account reconciliation is helpful, but not required. The Banker at the Senior Program will also teach.

Trips Coordinator + Assistant Trips Coordinator

Salary: \$4,500 - \$5,000 (varies based on experience and Program); Assistant Trips Coordinator salary: \$4,500.

At least 2 years of college experience by the summer.

The Trips Coordinator is responsible for coordinating the logistics of all Program trips. Each Exploration Program sends out 20 - 30 trips a week. Duties include managing the student sign-up and assignment process, organizing and executing dismissal, coordinating transportation to and from trip sites, and confirming ticket reservations and additional logistics for trip destinations. Therefore, applicants must be extremely organized and detail oriented. In addition, the Trips Coordinator trains staff in chaperone procedures and plans rainy-day and back-up options for cancelled trips. Experience with computers and FilemakerPro or other databases is helpful. At the Senior Program, there are two Trips Coordinators who may teach mini-courses. At the Junior Program, the **Assistant Trips Coordinator** is responsible for assisting with the duties of the Trips Coordinator.

Main Events Coordinator

Salary: \$4,500 - \$5,000.

At least 2 years of college experience by the summer.

This position is offered only at the Intermediate and Senior Program. The Main Events Coordinators are responsible for coordinating the Program's evening Main Events. Main Events at the Programs range from an 80s cover band to carnival night to a speaker series. Main Events Coordinators work with the Directors of Programming to coordinate all necessary logistics, liaise with outside performers and vendors, advertise events, and answer questions about Main Events from students and parents. Main Event Coordinators may also teach courses.

IT Coordinator + IT Assistant

Salary: \$4,000 (varies based on experience).

At least 2 years of college experience by the summer.

During the summer, the IT Coordinator is responsible for setting up and maintaining a small Windows LAN for databasing, a campus-wide LAN for administrative networking and printing, and several academic computer labs. In addition, the IT Coordinator facilitates computer rental equipment delivery and return, troubleshoots network printing problems, supervises database management, and diagnoses a wide variety of general computing issues. The ability to diagnose, research, and solve novel computer problems is imperative for the IT Coordinator position; experience with FileMaker and/or Microsoft Access is strongly preferred. In addition, some IT Coordinators teach a class and often have RA/DA responsibilities. At the Junior Program, the **IT Assistant** is responsible for assisting with the duties of the IT Coordinator.

AV Coordinator

Salary: \$3,300 - \$4,000 (varies depending on Program).

At least 2 years of college experience by the summer.

The AV Coordinator is in charge of setting up microphones, speakers, lights, sound systems, and projection systems at assemblies and main events. The AV Coordinator is also responsible for organizing the sign-out of TVs, VCRs, DVD players, CD players, and digital video cameras for use by faculty in courses and activities throughout the day and maintaining an accurate inventory of supplies throughout the summer. In addition, some AV Coordinators have RA/DA responsibilities and some AV Coordinators may teach a course.

Registrar

Salary: \$4,500 - \$5,000.

At least 2 years of college experience by the summer.

This position is offered only at the Intermediate and Senior Programs. The Registrar is responsible for all student registration and enrollment management during the course of the summer. Duties include processing new student enrollments, withdrawals, and dismissals; refunds for trips, activities, and special events; and collection of outstanding balances due. The Registrar is a main point of contact for parents regarding account and registration questions, and also is responsible for communicating with and coordinating information from all of Exploration's summer departments and offices. The position demands excellent communication and organization skills, and prior office experience is preferred. The Registrar may also teach mini-courses.

Faculty Timetable

**November 2
Application Deadline** ★

Online Applications must be received no later than **November 2**. Supplemental forms must arrive in our offices no later than November 5. An earlier submission improves your chances of getting your top choices.

November - December
Faculty Selection

Throughout late November and early December, those selected for positions will be called. **Faculty must accept or decline a position within 24 hours of notification.**

January - June
Additional Faculty Hired

As needed, faculty will be hired in late winter and early spring to fill positions based on student enrollment.

June 21 - June 26
Faculty Orientation ★

All faculty are required to be present for the entire Faculty Orientation. Most Intermediate and Senior Program faculty move in on Monday, June 21. Junior Program faculty move in on Tuesday, June 22. (Note: some faculty are required to arrive between

June 27 - August 7
EXPLORATION!!! ★

First Session students arrive on June 27; Second Session students depart on August 7. Enjoy it while you can, the Program will be over before you know it. On August 7, faculty remain on-campus to clean and pack the Program. A faculty dinner is held in the evening. **Faculty departure is Sunday, August 8 by noon.** Some faculty will be required to stay until Monday, August 9.

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MARCH

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October
**Campus Visits:
Faculty Information Sessions
and Interviews**

See our faculty hiring website for dates of specific campus visits. Please note: some faculty interviews will be conducted via phone.

January - June
Curriculum Work ★

Instructors set deadlines to work on their courses with Curriculum Advisors via internet. Instructors submit revised curriculum plans throughout the winter and spring. During the spring, instructors submit additional course materials including AV and supply requests.

**ALL FACULTY MUST BE
AVAILABLE TO WORK FROM
JUNE 21, 2010
THROUGH
AUGUST 8, 2010**

Online Application

About our Online Application

Working at Exploration is a demanding job that requires versatile people with a wide variety of skills, abilities, and experience. Consequently, our Faculty Application is extremely thorough. You will find the online application broken into the following six sections:

Background Information

This section asks for personal information, academic history, Program and position preferences, and work experiences. Please note: **you will need to list contact information for a minimum of three employment references (and/or references from professors)** in order to complete this section of the application.

Teaching Preferences

Most Exploration faculty teach workshops or mini-courses during the summer. In this section you will identify workshops that you would be interested in leading at the Junior or Intermediate Programs and/or propose mini-courses you would be interested in teaching at the Senior Program. For applicants applying for course-teaching positions*, you will identify a minimum of three course subjects that you are interested in teaching (for each Program to which you are applying). Additionally, you will be asked to list your qualifications for teaching the course or workshop subjects you have selected.

*At all Programs, **Instructor RA/DA** is a course-teaching position. At certain Programs, the following positions may also be course-teaching positions: **Pool Director, Explorer PA, AV Coordinator, IT Coordinator, IT Assistant, Trips Coordinator, Main Events Coordinator, Main Office Manager, Registrar, Athletic Director, PAs, Banker.**

- > See pages 14-16 for a list of course and workshop subjects to be offered at each Program in 2010.
- > See pages 8-11 for information about formatting your qualifications.
- > See pages 12-13 for information about how to format mini-course proposals for the Senior Program.

Activities

A large part of each day at Exploration is devoted to activities. In this section, you are asked to indicate your skills, talents, and interests in the realms of athletics, visual arts, performing arts, and other extracurricular fields. We also ask you to identify the types of discussions and special events you would be interested in leading.

Personal Statement

Our application is better at telling us what you do than who you are. Therefore, we ask that you include a written personal statement that will help us get to know you better and fill us in on anything our application might have missed. If you are applying for the positions of Residence Director or Curriculum Advisor, you will be asked to answer specific position-related questions with your personal statement.

Application Agreement + Waiver

The final section of the application authorizes Exploration to perform background checks on your application, including a sex offender registry information check, a criminal background check, and/or a consumer background check.

Post-Application: Supplemental Material

If you have any materials with which you wish to supplement your application, please mail them to:

Faculty Recruitment Coordinator
Exploration Summer Programs
932 Washington Street
PO Box 368
Norwood, MA 02062

Please note: Exploration cannot return supplemental items.

Note about InfoSnap

Our faculty application is hosted by InfoSnap, a leading provider of online application services. If you have any technical problems with the application process, contact InfoSnap directly for assistance.

email: customerservice@infosnap.com

phone: 301.986.1600 x 260

Note about COPPA

When you first log onto InfoSnap, you will be asked to create a new account and a new user for that account. During this process, InfoSnap will ask for your birthdate to verify your age, per COPPA (Children's Online Privacy Protection Act) regulations. Exploration does not ask for and will not receive information about your birthdate as part of the application process. Exploration is an equal opportunity employer and does not discriminate because of race, color, religion, sex, sexual orientation, age, national origin, ancestry, marital status, disability, genetic information, veteran status, or any other class protected by law.

Course Selection Process

About Courses, Workshops, + Mini-Courses

Courses, workshops, and mini-courses at Exploration allow students to sample a breadth of academic and cultural studies. Courses at Exploration are offered in a broad range of disciplines and meet for twelve to fourteen class periods for a total of 15 to 16 hours of instruction depending on Program. Workshops and mini-courses range from athletic options to cultural explorations to scaled-down versions of our three-week courses. At the Junior Program, workshops meet for three 2-hour periods. At the Intermediate Program, workshops meet for five 1-hour periods. At the Senior Program, mini-courses meet for seven 1-hour periods.

In the course and workshop/mini-course sections of the online application, each Program lists the courses and workshops for which they are seeking instructors in 2010 (or describes how to propose mini-courses). At the Junior and Intermediate Programs, you are asked to identify on these pages a minimum of three courses and three workshops that you would like to teach during the summer. At the Senior Program, you are asked to identify a minimum of three courses you would like to teach during the summer and to submit a minimum of two mini-course proposals. See pages 12-13 for more information about mini-course proposals.

Only applicants applying for course-teaching positions are asked to complete the course section of the application; all applicants are required to complete the workshop/mini-course section. For your reference, a complete listing of available courses, workshops, and mini-courses at each Program can be found on pages 14-16.

Formatting Your Qualifications

At the conclusion of each Program's page of course or workshop listings is a field which asks you to list your qualifications for teaching the courses or workshops you have selected. For each course/workshop you select, you should sort your qualifications into two sections: related coursework and applicable experience.

Related Coursework. In this section, list courses you have taken in college or high school that relate to the subject you are interested in teaching. Include course titles, dates, and a brief description of the course.

Applicable Experience. In this section, identify any certifications, awards, or recognition you have received in a particular field. Additionally, you should include any life experiences that might enhance your qualifications for teaching the course.

Because the text fields in InfoSnap have limited formatting capabilities, we ask that you adhere to the following formatting guidelines when submitting your course qualifications.

Include these subject headers (in ALL CAPS) with each qualification listing.

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NAME OF COURSE:¶
[name of course], [Explo Program offering the course]¶
¶
RELATED COURSEWORK:¶
[course #1 title], [course #1 date]: [course #1 description]¶
¶
[course #2 title], [course #2 date]: [course #2 description]¶
¶
APPLICABLE EXPERIENCE:¶
[experience #1]¶
¶
[experience #2]¶

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Separate your qualifications for different courses/mini-courses with 3 line breaks.

Please separate individual elements within your qualifications with an additional line break. NOTE: the first entry under a subject header should **not** have a line break.

Notes on Formatting Your Qualifications

- When listing qualifications for courses you would like to teach, **start your listings with the courses you are most interested in teaching.**
- Be sure to list your qualifications for every course or workshop you have selected.
- Each qualifications field has a character limit of 3000 characters (including spaces). If you need additional space for your qualifications, please mail additional documentation to Exploration with your signed Application Agreement and Waiver.
- We recommend you draft and edit your qualifications listing off-line in a word processing program, and then cut and paste your finalized text into the online application.

Qualification Examples

Applicant Example #1

NAME OF COURSE:
Public Speaking and Debate, JUNIOR

RELATED COURSEWORK:
Introduction to Public Speaking (high school), spring 2003: learned history, styles, and techniques of public speaking; gave weekly speeches on various subjects.

The Basics of Public Speaking (college), fall 2005: styles and usage of public speaking, well-known speeches and great speakers; final project was an original persuasive speech on conservation in the Alaskan National Wildlife Refuge.

APPLICABLE EXPERIENCE:
Member of my college debate team that competes in debate tournaments at various New England colleges. Won first place in the Bowdoin College Debate Tournament in spring 2006.

Ran for Student House of Representatives in high school, which included an election speech and a public debate between all candidates.

NAME OF COURSE:
Creative Writing, JUNIOR

RELATED COURSEWORK:
Poetry Composition, fall 2005: looked into styles of poetry and poetic devices, studied contemporary poets, wrote original compositions.

Op Ed writing seminar, spring 2006: investigated the subjective viewpoint and techniques used in persuasive writing; analyzed components of successful editorials and opinion pieces; wrote original opinion pieces about political issues and current events.

APPLICABLE EXPERIENCE:
Competitively selected for publication of creative writing piece in college literary journal, spring 2006.

Writing Project Mentor, a support service that offers assistance with writing and editing, fall 2006-present.

Work with elementary-aged children in an after-school help program. Generally help with writing assignments and read with them. 2004-2005.

NAME OF COURSE:
Journalism, JUNIOR

RELATED COURSEWORK:
Poetry Composition, fall 2005: looked into styles of poetry and poetic devices, studied contemporary poets, wrote original compositions.

Op Ed writing seminar, spring 2006: investigated the subjective viewpoint and techniques used in persuasive writing; analyzed components of successful editorials and opinion pieces; wrote original opinion pieces about political issues and current events.

APPLICABLE EXPERIENCE:
Sports columnist for high school newspaper, 2003-2005.

Entertainment review columnist, and assistance with copy-editing for college newspaper, 2006-present.

Competitively selected for publication of creative writing piece in college literary journal, spring 2006.

Writing Project Mentor, a support service that offers assistance with writing and editing, fall 2006-present.

Work with elementary-aged children in an after-school help program. Generally help with writing assignments and read with them. 2004-2005.

NAME OF COURSE:
Performance Art, JUNIOR

RELATED COURSEWORK:
Introduction to Performance Art, fall 2005: investigated evolution of performance art; studied different techniques and styles of various performance artists; created and performed original work with classmates.

Independent Study in Dadaism performance art, spring 2006: researched the work of Hugo Ball and Sophie Tauzer; looked into theory of Dadaism as a cultural movement, and how theory has evolved.

APPLICABLE EXPERIENCE:
Volunteer with community-based Children's Theatre, helping with auditions, rehearsals, and set design. Recent productions include Annie and Peter Pan, summers 2002-present.

NAME OF WORKSHOP:
Track and Field, JUNIOR

RELEVANT COURSEWORK:
None.

APPLICABLE EXPERIENCE:
Captain of indoor and outdoor track team; competed in sprint events and hurdles.

Member of my college track team; run the 4x400 meter relay and compete in long jump and triple jump; won Coach's Award last season for hard work and competitive spirit.

NAME OF WORKSHOP:
World Cooking, JUNIOR

RELEVANT COURSEWORK:
"Cooking around the world" two-day workshop with community education program, June 2005.

APPLICABLE EXPERIENCE:
None, yet.

NAME OF WORKSHOP:
Fantasy Writing, JUNIOR

RELEVANT COURSEWORK:
Poetry Composition, fall 2005: looked into styles of poetry and poetic devices, studied contemporary poets, wrote original compositions.

Op Ed writing seminar, spring 2006: investigated the subjective viewpoint and techniques used in persuasive writing; analyzed components of successful editorials and opinion pieces; wrote original opinion pieces about political issues and current events.

APPLICABLE EXPERIENCE:
Competitively selected for publication of creative writing piece in college literary journal, spring 2006.

Writing Project Mentor, a support service that offers assistance with writing and editing, fall 2006-present.

Work with elementary-aged children in an after-school help program. Generally help with writing assignments and read with them. 2004-2005.

NAME OF WORKSHOP:
Model Rocketry, JUNIOR

RELEVANT COURSEWORK:
none, yet.

APPLICABLE EXPERIENCE:
I have always had an interest in building model rockets, since I first built one in a high school physics class. In my free time, I have built rockets from kits, and recently from scratch. I have taught my little brother to build rockets as well.

Qualification Examples

Applicant Example #2

NAME OF COURSE:

Applied Physics, INTERMEDIATE

RELATED COURSEWORK:

High School Honors Physics, spring 2003

Advanced Placement Physics, fall 2004: studied motion, forces, conservation laws, light, heat, electricity, quantum theory, the atomic nucleus, and elementary particles

Physical Foundations of Engineering I, fall 2005: engineering design, simulation and experimentation

Modern Physics, spring 2005: biological physics, cosmology, nanophysics, nuclear physics, particle physics, and relativity

APPLICABLE EXPERIENCE:

Member of the American Society of Civil Engineers

Tutored high school student in Physics, fall 2005 - present

NAME OF COURSE:

Go Cart Design + Construction, INTERMEDIATE

RELATED COURSEWORK:

Calculus Based Physics, fall 2004: studied dynamics, thermodynamics, electromagnetism, wave motion, optics, atomic and nuclear physics. This class also had a lab component

Mechanics, Electricity, and Magnetism, spring 2005: electrostatic fields and potentials, electrical properties of insulators, semiconductors and metals, magnetic fields and forces, and electro-magnetic induction

Electrical Engineering Design, spring 2006: developed basic electrical circuit element models, signal representations, and methods of circuit analysis

APPLICABLE EXPERIENCE:

I am currently involved in the design of a Baja car

Competed in a Society of Automotive Engineer's design competition

Built and raced pinewood derby cars in middle school

NAME OF COURSE:

Forensic Science, INTERMEDIATE

RELATED COURSEWORK:

General Chemistry, spring 2005: course focused on composition and structure of matter, chemical reactions, bonding, solution chemistry, kinetics, thermodynamics, equilibrium, acids and bases, and electrochemistry

Organic Chemistry, fall 2005: fundamental types of organic compounds, classification, preparations, reactions, and general application. This class also had a lab component

General Biology, spring 2006: studied basic biological processes in cells and the relationships between organisms and their environment

APPLICABLE EXPERIENCE:

Worked as a lab assistant and performed techniques such as gel electrophoresis, DNA sequencing, and DNA extraction, fall 2005

Never miss an episode of CSI or Forensic Files

NAME OF WORKSHOP:

Robotics, INTERMEDIATE

RELATED COURSEWORK:

Robotics - high school: worked with variable speed motors, motion and resistance sensors, basic motor and gear ratios, and programmable controls.

Calculus Based Physics, fall 2004: studied dynamics, thermodynamics, electromagnetism, wave motion, optics, atomic and nuclear physics. This class also had a lab component

Mechanics, Electricity, and Magnetism, spring 2005: electrostatic fields and potentials, electrical properties of insulators, semiconductors and metals, magnetic fields and forces, and electro-magnetic induction

Electrical Engineering Design, spring 2006: developed basic electrical circuit element models, signal representations, and methods of circuit analysis

APPLICABLE EXPERIENCE:

Worked as an assistant in Robotic Design Studio, fall 2006

NAME OF WORKSHOP:

Sailing, INTERMEDIATE

RELEVANT COURSEWORK:

none

APPLICABLE EXPERIENCE:

Learned to sail when I was 5

Sailed in peanut class, moved on to Capris 14.2 and larger

Taught sailing at a summer day camp at Ocean Yacht Club for two seasons

NAME OF WORKSHOP:

Moviemaking, INTERMEDIATE

RELEVANT COURSEWORK:

Introduction to filmmaking, spring 2005: studied basic elements of screen writing, filming, directing, and editing

Advanced Filmmaking, fall 2005: Emphasis on film theory, camera placement, editing, and sound design

APPLICABLE EXPERIENCE

Proficient in Avid and Casablanca

Wrote, produced, and edited 3 shorts

Wrote, produced and edited a 45 minute documentary on the living wage

NAME OF WORKSHOP:

Bookmaking, INTERMEDIATE

RELEVANT COURSEWORK:

Took an adult continuing education bookmaking class, spring 2006

APPLICABLE EXPERIENCE:

Proficient in the following binding techniques: Japanese accordion, antique, flexible, lockstitch, whipstitch

Bookbinding and Scrap booking have been a hobby of mine for 4 years

Taught a bookmaking workshop at Girls, INC.

Qualification Examples

Applicant Example #3

Note: because this applicant is applying to the Senior Program, s/he has not listed any mini-courses in her/his qualifications. Instead s/he will submit a minimum of 2 mini-course proposals. See pages 12-13 for more information about formatting mini-course proposals.

NAME OF COURSE:
West African Dance, SENIOR

RELATED COURSEWORK:
West African Dance I & West African Dance II, Fall 2004 – Spring 2005: Learned authentic dances and songs from West Africa.

West Africa: Culture and Society I, Fall 2005: A chronological and interdisciplinary study of the cultures and societies of West Africa.

West African Dance, Fall 2005: Further studied dance forms including: Soli, Yankadi, Sorsonet, Cinte, Koukou, and Tiriba.

APPLICABLE EXPERIENCE:
After taking West African Dance for a year I decided to study abroad. I spent the fall 2005 semester abroad in Guinea where I took both academic and dance courses. While there I was also able to attend various dance and drumming performances.

NAME OF COURSE:
Dance Composition, SENIOR

RELATED COURSEWORK:
Dance Composition I & Dance Composition II, Fall 2003 – Spring 2004: Choreography of solos, duets and group works.

Ballet I & II, Fall 2003 – Spring 2004: Classical ballet technique/theory introduced at an elementary level.

Analysis of Rhythm from a Dancer's Perspective, Spring 2006: Introduction to the understanding and needs of a dancer in order to maintain his/her instrument and better understand his/her psychological approach to dance.

West African Dance I & West African Dance II, Fall 2004 – Spring 2005: Learned authentic dances and songs from West Africa.

West Africa: Culture and Society I, Fall 2005: A chronological and interdisciplinary study of the cultures and societies of West Africa.

West African Dance, Fall 2005: Further studied dance forms including: Soli, Yankadi, Sorsonet, Cinte, Koukou, and Tiriba.

APPLICABLE EXPERIENCE:
As a dance major I have a broad range of dance coursework that enables me to teach a composition class that includes elements of modern, jazz, ballet, and dance theory.

I teach introductory and advanced modern dance at the neighborhood YMCA to predominantly female students between the ages of eight and eleven.

NAME OF COURSE:
Intro to Latin American Studies, SENIOR

RELATED COURSEWORK:
Historical Emergence of the Caribbean, Spring 2006: Studied the historical development, patterns of conquest, colonization and European settlement of the Caribbean from the Conquest to the mid-twentieth century.

Introduction to Latin American Cultures, Fall 2003: Examined the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present.

APPLICABLE EXPERIENCE:
My mother was a diplomat. Hence, I have lived in Costa Rica, Columbia, and Uruguay. I am also considering Latin American studies as my minor.

Mini-Course Proposals

How to Propose a Mini-Course

While workshops for the Junior and Intermediate Program are defined in advance (see the 2010 listings on pages 14 and 15), mini-courses for the Senior Program are derived and developed entirely from faculty proposals. Successful faculty-proposed mini-courses often focus on a unique or unheralded subject that an instructor wishes to share with students, like rugby, jiu jitsu, or the local history of Yale and New Haven. Other successful mini-course proposals have taken a particularly inventive tact to help introduce students to a new subject, like Sesame Street Psychology, French for Travel, or Painting Without Brushes.

On page 13 are examples of formatted mini-course proposals. Look these over to get a better sense of what we are looking for in your mini-course proposals. Below are specific notes about the individual sections of the mini-course proposals, along with character limits for each section. (Note: character limits include spaces.)

- Mini-course title** (35 characters)
Your title should quickly and easily identify the nature of your mini-course.
- List your qualifications for teaching the course** (1000 characters)
Qualifications may include classes you have taken in college or high school, certifications, awards, or recognition you have received in a particular field, and/or applicable life experiences. It is particularly important to document your qualifications if you are interested in teaching a course or mini-course that is outside of your college major (which you are welcome to do) or in a field in which your application does not otherwise make clear that you are qualified.

Please note: Even if you have listed qualifications relevant to this mini-course in other places on the application, we encourage you to re-list your qualifications with your proposal. It makes it easier for us to evaluate the viability of your mini-course.
- List the major goal(s) of your course** (750 characters)
In this section, explain the skills and ideas you expect students to gain from taking your course and ways in which these skills and ideas might manifest themselves over the course of instruction.
- List examples of possible lessons/activities** (1000 characters)
This could be examples of specific class periods, an outline of a major project, or a listing of different activity ideas. We don't want you to develop an entire mini-course with your proposal, but we do want you to give us an idea of how you anticipate teaching the mini-course. The more concrete and developed your ideas, the better sense we have about your ability to teach the subject.

Who Completes the Mini-Course Proposals?

Only Senior Program candidates are required to submit mini-course proposals. Applicants to the Senior Program should submit at least 2 mini-course proposals (up to 4 total).

Practical Tips and Hints

- We recommend you draft and edit your mini-course proposals off-line in a word processing program, and then cut and paste your finalized text into the InfoSnap browser window.
- Rank and submit your proposals in order of preference, starting with Mini-Course Proposal 1 for the proposal about which you are most excited.

Mini-Course Proposals

Mini-Course Proposal Example #1

How Hollywood Distorts History

Mini-Course Title (35 character limit)

Qualifications for teaching this mini-course: (1000 character limit)
(Please list relevant classes in college or high school, certifications, awards, or recognition you have received in a particular field, and/or applicable life experiences)

Courses:

Introductory Film Studies course; Gender, Film, & Consumer Culture; Introduction to Sociology

In these courses, I have had ample opportunity to deconstruct and critically examine the way Hollywood represents (and distorts) historical events and details. I have researched and written papers on the intersection and depiction of world events in film, and also write film critiques for my school's newspaper.

Major goal of the mini-course: (750 character limit)

Students will develop the skills necessary to view Hollywood's depiction of historical events with a critical eye. After viewing a film such as Pearl Harbor, for example, students will be able to identify potential discrepancies between actual and fabricated details of events and customs of the time. Students will also be able to critique and deconstruct the discrepancies between reality and portrayal, as well as explain the motives behind distortion of history by Hollywood.

Possible lessons or activities might include: (1000 character limit)

Students will view film clips such as Pearl Harbor, Titanic, and The Patriot; they will develop and research points of possible discrepancies; they will hypothesize on motives behind the distortion of events.

Students will develop alternate story lines for these films and use them to look at how marketing and desired profit affect the development of historical plot lines.

Students will examine how institutionalized and cultural beliefs held now affect how historical stories are told and presented to a mainstream American audience.

Mini-Course Proposal Example #2

Intermediate French For Travel

Mini-Course Title (35 character limit)

Qualifications for teaching this mini-course: (1000 character limit)
(Please list relevant classes in college or high school, certifications, awards, or recognition you have received in a particular field, and/or applicable life experiences)

I am a French minor and have taken French for each semester of my college career, as well as an AP course in high school. I also spent a semester studying abroad in Paris.

Major goal of the mini-course: (750 character limit)

Students will have the opportunity to practice and hone their French communication skills (particularly their speaking skills), with the specific goal of being able to communicate effectively should they travel abroad to a French-speaking country. To complement this, students will also study French culture. By the end of the course, students should feel more comfortable with their speaking and pronunciation skills, as well as have the ability to navigate some of the linguistic and cultural obstacles that accompany travel abroad.

Possible lessons or activities might include: (1000 character limit)

The course will be taught entirely in French, so students will need a background in the language. We will learn language skills specific to foreigners traveling abroad, such as etiquette, asking for directions, navigating a new city, and making conversation. We will also look at and learn about aspects of French current affairs (using French publications and news sources), the cuisine of France (by preparing, eating, and practicing proper dining etiquette), French education (by looking at and comparing the life of a teenager in France to one in America), and other topics.

Junior Program 2010

Courses

Courses at the Junior Program consist of twelve 1-hour-and-15-minute periods, for a total of 15 hours of instruction over the duration of a session. To get a sense of what Junior Program courses look like, we encourage you to review our course descriptions from last summer <www.explo.org/junior/courses>. Although the Junior Program tends to offer a similar range of course options year to year, we always offer a few new courses each summer.

Below is the list of courses for which the Junior Program is seeking Instructors in 2010:

visual + performing arts

Drawing
Comic Book Art
Sculpture
Painting
Photography
Ceramics
Arts + Crafts
Video Production
Broadcast Journalism
Drama + Acting
Improvisational Theater
Musical Theater
Computer-Aided Music Design
Hip Hop Dance
Dance + Movement
Stage Combat + Theater Effects
Magic
Stop Motion Animation
Guitar
A Capella + Music

humanities

Public Speaking + Debate
Journalism
Creative Writing
English for Speakers
of Other Languages
French Language + Culture
Italian Language + Culture
Building a Medieval Empire
Archaeology + Anthropology
Paleontology + Archaeology

politics, law, business

Criminal Law / Mock Trial
Creating an Island Nation
Comparative Government + Politics
International Conflict Resolution
Business + Sports
Business
The Stock Market
Advertising/Marketing
Campaigns + Elections
Secret Service + Security

math, science, engineering

Logic + Deductive Reasoning
Applied Math
Cryptography
Math + Architecture
Mechanical Engineering
Computer Programming
Web Design
Lego Engineering
Woodworking
Pinewood Derby
Aerodynamics + Aerospace
Science of Sports
Problem Solving with Science
Physics
Chemistry + Physics
Chemistry
Forensic Science
Mythical Creatures + Cryptozoology
Pond Ecology
Orienteering + Navigation
Wilderness Survival
Marine Biology
Math + Art
Acoustical Science

Workshops

Workshops at the Junior Program consist of three 2-hour periods for a total of 6 hours of instruction.

Below is a list of workshops for which the Junior Program is seeking instructors in 2010:

Chinese Studio Arts
Camera-less Photography
Painting
Sculpture
Mask Making
Jewelry Making
Summer Spa
Cake Decorating
Japanese Cooking
World Cooking
Improv

Performance Art
Theater Special Effects
Percussion
American Sign Language
Woodworking
Beginning Model Rocketry
Web Design
Chemistry of Explosions
Dissection
Karate
Baseball

Basic Tennis
Coed Soccer
Basketball for Girls
Basketball for Boys
Lacrosse + Field Hockey for Girls
Lacrosse for Boys
Touch Football
Swim Lessons
Canoeing + Kayaking
Cheerleading
Shadow Dancing + Shadow Pupp

Yoga
Street Hockey
Street Luge
Archery
Fencing
Team Building Games
Chess
Murder Mystery Design
Track + Field
EMT + First Aid

Intermediate Program 2010

Courses

Courses at the Intermediate Program consist of twelve 1-hour-and-15-minute periods, for a total of 15 hours of instruction over the duration of a session. To get a sense of what Intermediate Program courses look like, we encourage you to review our course descriptions from last summer <www.explo.org/intermediate/courses>. Although the Intermediate Program tends to offer a similar range of course options year to year, we always offer a few new courses each summer.

Below is the list of courses for which the Intermediate Program is seeking Instructors in 2010:

business, law, politics

Creating a Business
Mock Trial
Model United Nations
Economics + Ethics of the Stock Market
Restaurant Management
Culinary Arts
Hotel Management
Video Advertising
Criminal Justice

sciences

Forensics
Biochemistry
Marine Biology
Hands-on Physics
Chemistry
Genetics
Medical Careers
Myth Busters
Chemistry of Food
Wilderness Survival + Camping
Science of Baking

design, engineering, math

Architecture
Interior Design
Go-Cart Design + Construction
Robotics
Model Vehicle Engineering
Applied Mathematics
Aeronautical Engineering
Role-Playing Game Design
JAVA Programming + Processing Programming
Woodworking + Carpentry
Video Game Design
General Engineering

performing arts

Acting
Improvisation
Performance Art
Learning, Writing, + Playing Rock Music
Hip Hop Dance
Modern Dance + Choreography
Musical Theater
Acoustic Guitar + Songwriting
Directing
Costume Design + Theatrical Makeup

visual arts

Fashion Design
Video Production/Music Video Production
Black + White Photography
Digital Photography
Comic Book Art + Anime
Painting + Color Theory
Figure Drawing + Expression
Non-Traditional Sculpture
General Art Survey

humanities, language, social sciences

Debate
English for Speakers of Other Languages
Creative Writing: Short Stories
Print Journalism
Italian Language + Culture
Japanese Language + Culture
Sports, Society, + Media
Vampires in Media
American Sign Language

Workshops

Workshops at the Intermediate Program consist of three 2-hour periods for a total of 6 hours of instruction.

The following is a list of workshops for which the Intermediate Program is seeking instructors in 2010:

Soccer	Sailing	Creating a Teen Business	Interior Decorating
Basketball	Canoeing	TV Commercial Production	Italian Cooking
Volleyball	Kayaking	Digital Animation	Competitive Cooking
Baseball	Hip Hop Dance	Darkroom Photography	Candy Making
Softball	Latin Dance	Digital Photography	Yoga
Touch Football	Step	Digital Photoshop Studio	Robotics
Ultimate Frisbee	Cheerleading	Intro to Acoustic Guitar	GarageBand (music software)
Competitive Swimming	Musical Theater	Skin Care Creations	Woodworking
Tennis	Acting 101	Jewelry Making	Engineering Challenges
Squash	Improv	Sewing Basics	Strategy Games
Lacrosse	Stage Combat	Graffiti Art	Treasure Hunting + Orienteering
Archery	Circus Skills	Painting	Outdoor Camping
Track + Field	Magic + Illusion	Cartooning	

Senior Program 2010

Courses

Courses at the Senior Program consist of fourteen 1-hour-and-10-minute periods, for a total of 16 hours and 20 minutes of instruction over the duration of a session. To get a sense of what Senior Program courses look like, we encourage you to review course descriptions from last summer <www.explo.org/senior/courses>. Although the Senior Program tends to offer a similar range of course options year to year, we always offer a few new courses each summer.

Below is the list of courses for which the Senior Program is seeking Instructors in 2010:

performing arts

Acting + Directing
Musical Theater
Guerilla Theater
Songwriting
Roots of American Music
A Capella
DJ-ing/Music Production
Choreography
Hip Hop Dance
Modern Dance
Ballroom Dance
Percussion + Movement
Rock Performance
Improv Comedy

business, law, + world affairs

Advertising + Marketing
Public Speaking
Debate
Mock Trial
Law, Controversy, + the Constitution
Economics
Investment Methods
Introduction to Business Management
Model United Nations
Globalization
Dictatorships + Power
Music Business + Marketing
Religion, Politics, + the Law
Fashion Advertising
Event Planning
World's Unsolved Problems

visual arts

Architecture
Interior Design
Video Production
Film Studies
Japanese Visual Culture
Painting
Drawing
Print Making
Portraiture
Photography
Digital Imagery
Graphic Design
Furniture Redesign
Fashion Design
Sustainable Fashion Design
T-Shirt Design
Public Art
History of Photography

humanities + social science

Personality + Behavioral Psychology
Abnormal Psychology
Criminal Psychology
Developmental Psychology
Social Psychology
Sports Psychology
Urban Studies
Intro to Philosophy
Philosophy + Theology
Gender Studies
International Human Rights
History + Hollywood
Rock as Revolution
Society + Culture of the 1990s
Sociology of Food

writing + language

Print Journalism
Broadcast Journalism
Broadcast Narrative
Speechwriting
Personal Essay Writing
Screenplay Writing
Satire + Parody in Media + Culture
Creative Writing
Mythology
Arabic Language + Culture
Chinese Language + Culture
American Sign Language
English for Speakers of Other Languages

science, engineering, + math

Anatomy + Physiology
Forensic Science
Environmental Chemistry
Immunology
Behavioral Neuroscience
Exploring Popular Science
Biomedical Ethics
First Aid/Rescue
Intro to Java Programming
Mechanical Engineering
Sustainable Engineering
Genetic Engineering
Professional Math
Cryptography
Physics of Motion
Sports Medicine
Philosophy of Physics
Strategic Thinking in Games
Science of Fear
Epidemiology

Mini-Courses

Applicants interested in working at the Senior Program are required to submit 2-4 mini-course proposals with their application. At the Senior Program, all of our mini-courses come from faculty proposals. Mini-courses at the Senior Program consist of seven 1-hour periods for a total of 7 hours of instruction. See pages 12-13 for details on submitting mini-course proposals.

We encourage you to review mini-course descriptions from last summer <www.explo.org/senior/mini-courses>. The following is a list of examples of past faculty generated mini-courses:

Fencing; Slam Poetry; Sibling Psychology; Zombies; Intro to Deaf Culture; Abraham Lincoln; Gangs of New York; Rugby; Ballet; Percussion Ensemble; Argentinean Tango; AIDS in the Public Eye; Japanese Culture; Counter-Terrorism.