Thank you for your interest in proposing a Chiron Studies class at Portland State University (PSU). This document will detail the proposal process and offer resources relevant to developing your proposal, including an initial draft of your syllabus. Please read carefully if you are interested in proposing a Chiron Studies class.

PSU students and faculty founded Chiron Studies during the 1968/69 academic year, during an important era of student activism in the USA and abroad. This unique and innovative program makes it possible for qualified upper-division undergraduate (juniors and seniors) and graduate PSU students to design and instruct official classes that are not already offered in the university's curriculum. Chiron instructors work with a faculty mentor throughout the process, attend learning seminars on a variety of topics relevant to teaching, engage in a rewarding peer mentorship community, and receive pay for their time and energy. These classes are four-credit general electives that are selected by a combined faculty, student, and alumni committee.

One of the only programs of its kind at a major university in the world, Chiron Studies provides PSU students with a meaningful way to influence the university's curriculum towards a model that better represents diverse student interests. Chiron Studies is dedicated to providing PSU students with an empowering means of diversifying and expanding the university’s curriculum while nurturing thoughtful educators.

Rozzell Medina
Committee Chair
Portland State University Chiron Studies
Chiron Studies Class Proposal Guidelines

Eligibility:
To be eligible to teach a Chiron Studies class, you must be a degree or certificate seeking upper-division undergraduate (junior or senior) OR graduate student during the term for which you are applying to instruct the class.

Undergraduates must be enrolled in at least 6 credit hours during the term for which they are applying to instruct a class. This can include any independent study (Course by Arrangement) in which you may be enrolled in conjunction with instructing a class. Undergraduate students must have a cumulative GPA of 3.0 or higher to be eligible.

Graduate students must be enrolled in no less than 4 credits during the term for which they are applying to instruct a class. This can include any independent study (Course by Arrangement) in which you may be enrolled in conjunction with instructing a class.

*Independent Study (Course by Arrangement)* credits may be an excellent way to integrate your Chiron Studies proposal/instruction experience into your PSU coursework. The student and a faculty mentor must arrange any such credits, although the Chiron Studies Coordinator may be able to offer guidance about such opportunities. Consult a PSU adviser to determine whether these credits will work for you.

Successful proposers must submit all required materials by the appropriate due date and interview for the position (detailed later) to be eligible.

To initiate your proposal process:
· You may wish to schedule a meeting or attend a seminar with the Chiron Studies Coordinator for guidance and insight into the process.
· **Find a faculty mentor.** This should be a PSU faculty member who is knowledgeable about your class material and supportive of your endeavors. Your faculty mentor will provide support and assistance to you throughout your Chiron Studies experience, including the development of your proposal and, should your proposal be accepted, the duration of your Chiron Studies class. Your faculty mentor might be someone with whom you are already familiar, who believes that this will be a mutually beneficial learning experience. However, this might also be an excellent opportunity to establish a new mentorship relationship with a faculty mentor.

Eventually, your faculty mentor will be listed as the instructor of record for your class. While communicating with potential faculty mentors, be forthcoming about the amount of time and attention your collaboration could, potentially, require. This will include at least: four mentorship meetings, class observations, and periodic check-ins via phone, email, et cetera, as needed (within reason). Your faculty mentor should be able to contribute 4-8 *actual hours* to this experience.

Adjunct and fixed-term faculty *may serve* as your faculty mentor. More details about this responsibility are provided on the Faculty Mentor Agreement form at the end of this document.

Chiron Studies greatly values the work of our faculty partners. Your faculty mentor may receive a stipend for their service, should your class proposal be accepted. Please check with the Chiron Studies Coordinator to determine whether this is the case.

· **Research the university’s existing curriculum** to make that sure PSU *does not* already offer the class you are proposing. Chiron Studies only offers classes that are significantly different from those already offered by the university. If a class is not offered during a term, but it *has been offered*
within previous terms, or is scheduled to be offered during an upcoming term, it will not be considered for Chiron Studies’ class offerings.

· Researching the existing curriculum might also serve to inform you what needs are not being met within it, which your class may meet. For example, while a subject may be explored, theoretically, within the curriculum, there may be no opportunities for students to explore the subject in practice (i.e. within their communities). You may be able to create a class that creates such a learning opportunity.

If you find a PSU class that resembles the class that you are interested in proposing, it is a good idea to meet with the instructor(s) of that class. This could give you a very good idea of how you can distinguish your proposed class from theirs and draw from their knowledge of that subject within the PSU curriculum. It is important to remember that Chiron Studies classes must be significantly different from all other PSU classes.

**Time Commitment and Expectations:**
The Chiron Studies instructor experience is an incredibly valuable and enriching one that comes with a great deal of responsibility. It is important to know what to expect should your class proposal be accepted. Here is a list of approximated time commitments with brief rationales:

**Class Promotion:** Chiron Studies instructors are required to assist the Chiron Studies Coordinator, committee members, and each other in the promotion of all Chiron Studies classes that are being offered during the term in which they will be instructing their class. This means that the promotion of Chiron Studies classes is a collective effort in which each instructor is expected to play an integral part. This may include hanging fliers, tabling, and speaking to classes. *Approximate Time Commitment: 2-6 hours*
Check-ins and meetings with the Chiron Studies Coordinator: The Chiron Studies Coordinator is responsible for coordinating Chiron Studies and the Chiron Studies Committee. It is important that you attend all scheduled meetings (via phone, in-person, or otherwise) with the coordinator and do so in a timely manner. *Approximate Time Commitment:* 2-5 hours

Chiron Studies Instructor Learning Seminar: Chiron Studies instructors meet with the Chiron Studies Coordinator, each other, and other qualified members of the PSU community to learn about teaching, pedagogy, classroom strategies, and Chiron Studies’ mission and values. *Approximate Time Commitment:* 3-8 hours

Class Meetings: Chiron Studies instructors are required to be on time and remain present and engaged for the duration of every meeting of their class. *Approximate Time Commitment:* 36 hours

Class Preparation Time: This is the work that a Chiron Studies instructor does outside of the classroom to ensure that they are prepared to facilitate a high-quality learning experience for the students enrolled in their class. This includes grading papers, providing feedback, meeting with students outside of class (within reason), and preparing presentations, discussions, field trips, et cetera. *Approximate Time Commitment:* 3-6 hours per week

Faculty Mentorship Check-ins: Chiron Studies instructors are required to meet with their faculty mentors at least three times throughout the term. The Chiron Studies Coordinator may request to be present during part of these meetings, and instructors are required to accommodate these requests. *Approximate Time Commitment:* 3 hours

Peer Mentorship Meetings: Every Chiron Studies Instructor is part of a cohort that meets every other week during the term to discuss how their classes and
experiences are going. This constitutes a major part of the learning and professional development that occurs. The Chiron Studies Coordinator facilitates these meetings, and they may include special guests. Attendance at every peer mentorship meeting except one is mandatory for all instructors with the final meeting during week ten being mandatory for all instructors. *Approximate Time Commitment:* 7.5 hours

**Outline of a Finished Proposal:**
Your completed proposal must include the following components, all of which will be detailed herein:

1. A Cover Letter
2. Faculty Mentor Agreement & Memorandum of Understanding
3. A Resume/CV
4. 2 Letters of Recommendation
5. The Class Proposal Syllabus

**1. Cover Letter (500-word maximum)**
Tell us why you are qualified to instruct this class, what you hope to gain from the experience, and how you feel that offering this class will benefit Chiron Studies, PSU students, and the Portland community. What have you done, read, studied, etc. that will help us understand why you should instruct this class? Address your letter to The Chiron Studies Committee, which is comprised of students, faculty, and alumni. Keep in mind that while the entire committee may not be able to interview you, each committee member will read your cover letter. Let your voice and personality come through. Address your letter to The Chiron Studies Committee, which is comprised of students, faculty, and alumni.

**2. Faculty Mentor Agreement and Memorandum of Understanding:**
These forms can be found at the end of this document. All fields must be completed appropriately, and a signed, scanned copy of each must be emailed to
chironstudies@pdx.edu as part of your completed application by the appropriate due date.

3. A Resume/CV: Please list related experience, education, workshops attended, creative work, papers written/published, et cetera relevant to your knowledge, abilities, and qualifications to instruct the class you are proposing. This does not have to be a standard resume; we are open to all sorts of experience that may be relevant.

4. Two (2) Letters of Recommendation: These should come from people who can speak to your level of commitment and ability to instruct the class you are proposing. One of these letters may come from your faculty mentor. They must be sent via email (to chironstudies@pdx.edu) from the recommenders, and should include their title and contact information (including phone number). Your name and “recommendation” should appear in the subject line.

5. The Class Proposal Syllabus: If you are a college student, you know what a syllabus is, and hopefully you have some ideas about what makes a syllabus effective, based on your experience. A strong syllabus is vital to a strong proposal. Many consider a syllabus to be a map that will guide the learning community through their exploration of the class material. While you will be able to submit revisions to your syllabus if your proposal is accepted, this syllabus should be a detailed and interesting map that provides us with a strong vision of what your proposed class will be like. A template is provided at www.pdx.edu/chiron/propose to help insure that all vital sections and information are included in your proposal syllabus.

Some guidelines for creating your syllabus follow. Depending on how your mind works, you may follow these in the order that makes sense for your process; however, you should pay attention to each in order to make sure that your proposal syllabus contains all the necessary information:
A 4-credit class meets for ten weeks with the option to meet during finals week. Ten-week classes meet for 3 hours and 40 minutes per week with the option of meeting once per week or twice per week (1 hour and 50 minutes per meeting). Keeping this in mind will help you envision how your class should be planned.

**Familiarize yourself with PSU’s Campus-wide Learning Outcomes.**

PSU’s eight Undergraduate Campus-Wide Learning Outcomes (CWLOs) are Communication, Creative and Critical Thinking, Disciplinary and/or Professional Expertise, Diversity, Engagement, Ethics and Social Responsibility, Sustainability, and Internationalization. These campus-wide outcomes communicate the university’s priorities to prospective students, help current students understand the guiding principles behind their educational experiences, and provide a framework for campus-wide assessment of student learning. CWLO rationales and criteria can be found at [http://www.pdx.edu/institutional-assessment-council/undergraduate-cwlos-with-criteria](http://www.pdx.edu/institutional-assessment-council/undergraduate-cwlos-with-criteria)

At Chiron Studies, we greatly value these CWLOs, and we are glad to provide students with a unique way of engaging with these outcomes and co-creating knowledge that will promote these learning outcomes. Familiarizing yourself with these CWLOs and considering how your class can contribute to engaging students (including yourself) with all or some of them will strengthen your class proposal.

You may also wish to include the CWLOs in your syllabus (either the above link or a brief explanation) to familiarize students with them.

**Develop a class outline.**

Write a class outline, which will serve as a conceptual framework.
To do this:
1) Identify major topics,
2) Sequence major topics,
3) Break major topics into subtopics,
4) Sequence the subtopics within each topic.

You may choose to organize these items chronologically or by increasing conceptual difficulty. This outline does not, necessarily, appear in your syllabus, but it will become valuable when you are designing a class calendar, creating assignments, researching your class materials, and more.

**Determine learning objectives and outcomes.**
For the sake of writing your syllabus, it may be useful to imagine your ideal last day of the class you are proposing. What will your students be able to do and what skills have they learned? Use verbs that describe something observable, and draw logical connections between discussion, reading, writing, creative work, and synthesized experience. Find more about writing effective learning objectives and outcomes in the syllabus template at www.pdx.edu/chiron/proposal.

*Learning objectives and outcomes must be included in your proposal syllabus and final syllabus.*

**Determine class activity methods.**
Go through your outline and determine how you will explore the material, whether through presentations, demonstrations, fieldwork, multimedia, tours, discussions, with special guests, and so on. Be creative! Consider asking others for ideas, and think about the kinds of things you like to do in class. Furthermore, remember that there are many different learning styles, and it is a good idea to incorporate a variety of experience into your class to accommodate different students and keep your class interesting. By honoring the richness of various types of learning and experience, you allow space for a variety of knowledge and
processes.

Remember imagining your ideal last day of class when you were writing your learning objectives and outcomes? As a learning community, what did you do to meet those objectives and outcomes? Are your expectations realistic? Are these activities accessible to a diverse group of individuals? If you plan on allowing the individuals in your learning community the freedom to co-create these experiences, that is excellent. This should be addressed within your syllabus, and the process should be detailed therein.

**Write a class description**

Write a brief 75-100-word description of the class content. Base your description on the class outline, your objectives, and the class activity methods. Be concise and explain what your class will offer. Consider using active words like “explore,” “analyze,” “examine” and “investigate” to make your class material and process appealing.

* A class description must appear in your proposed and final syllabus.

**Determine texts and other resources**

Identify books, articles, websites, and other material you will require your students to read, watch, listen to, et cetera. You should also identify optional or suggested readings for students that want more work. Be sure to have the complete information about the materials, including all publisher information (including ISBN if you are requiring particular editions or translations).

Include this information in your proposal syllabus, but you will not be obligated to keep this as your final reading list. If you plan to encourage students to determine their own readings, include this in your syllabus, as well as an explanation of how this will work and what support will be available in this regard.
For the purpose of submitting your proposal, it is important to show that you have researched a variety of texts and resources.

* Texts and other resources must appear in your proposed and final syllabus.

**Assignments**

It may be useful to think of assignments as the way that students document their exploration, curiosity, experience, and learning. Documentation can and should include various formats in order to best represent the breadth and depth of rich learning experiences.

What kind of work will students do in your proposed class? How will completing the class assignments nurture learning? How many points will each assignment be worth, and when will they be due?

You may wish to allow students the freedom to create their own assignments based on their unique interests. If so, your syllabus should include a detailed description of how this system will work.

* Assignments section must appear in your proposed and final syllabus.

**Develop the community connection**

This may seem like a daunting task to some, and to others this may be absolutely germane to your class content. Either way, we provide resources for Chiron Studies instructors so that each proposal can have some form of Community Based Learning (CBL) or Experiential Learning (EL).

To make sense of CBL and EL and to give you more of a context for what we are looking for, we have outlined some of the myriad ways that this might be achieved. You do not need to have this step completely solidified by the time you send in your proposal; you should have a clear idea of the names of some
communities, organizations or individuals with whom you intend to connect. You may find that a strong community engagement/connection component brings out excellent new ideas and creates room for experiential and place-based learning, which are widely regarded as essential components of a dynamic education. Meeting with the Chiron Studies Coordinator and communicating with your faculty mentor might be invaluable in developing this integral part of your proposal.

*Distinguishing Features of Community-based Learning:*

- CBL combines service in the community with student learning in a way that educates the student and benefits the community
- Joins theory with practice
- Provides students with an understanding of educational relevance
- Integration of classroom expectations with community-based work
- Opportunities for students to gain applied experiences

*Forms of Experiential Learning:*

1. Volunteerism
   Primary emphasis is on service and the intended beneficiary of the service.

2. Community Service
   Some may be learned about how the service makes a difference in the recipient’s life, but the primary emphasis is on the service and relationships.

3. Internships
   Hands-on experience that is meant to enhance student learning relevant gaining a particular skill; typically, students arrange and complete internships individually.

4. Field Education
   Students are involved in learning projects that bring them into environments outside the classroom.
5. Guest Lectures
Bringing in an experienced member of the community can often heighten the 'real-world' context of the classroom content, and can break down the standard barriers of a classroom.

*Documentation and Reflection of CBL and EL:*
Encourage students to document and reflect upon their community-based and experiential learning. *Remember that there are many ways to document and reflect upon learning.* Encourage creativity in this endeavor. Depending upon the role that CBL and EL will play in your proposed class, this may be one of the major assignments. Also, consider how students will check-in and discuss their CBL and EL throughout the term in ways that will make their learning meaningful and create opportunities for collaboration and community building.

Consider how this component of your class might help students to gain experiences and make connections that may benefit them beyond their involvement in this class. Allow room and encourage exploration in this regard, while offering adequate resources and guidance for students. This is one vital way that you can ensure that your class provides learning experiences that are very relevant to the lives and interests of participants.

*Community connection section must appear in your proposed and final syllabus.*

*Write your pedagogical philosophy.*
If you are selected to instruct a Chiron Studies class, you will be in a very unique position within a very unique learning environment. As mentioned earlier, Chiron Studies is one of the only programs of its kind at a major university in the world. In your pedagogical philosophy, acknowledge this fact and explore what it means to you to be instructing a for-credit college class that you designed, which
students are most likely paying to take. Be concise and authentic.

* Pedagogical philosophy must appear in your proposed and final syllabus.

**Determine grading and evaluation methods.**
State your expectations about grading and evaluations clearly. To insure that all Chiron classes follow the same university academic standards, follow these guidelines as you develop your grading and evaluation methods:

- Examinations: No more than 40% of the total grade (not mandatory)
- Class Participation: No more than 30% of the total grade; be very clear about what is meant by participation, and note that participation and attendance are not the same thing.
- As this is a lower-division undergraduate elective class, you should not assign individual research papers over four pages. This does not mean you have to assign papers.
- No individual assignment should account for more than 30% of the grade.
- Create a grading system that is balanced so that no area is weighted too heavily.
- Base grades on a percentage of the total number of points possible, not on a curve.
- Clearly explain your policies regarding absences and late work
- Give an explanation of why you are using your chosen grading method and how, exactly, the system will work.

* Grading and evaluation methods must appear in your proposed and final syllabus.

**Step 9: Prepare a Syllabus**
Now you have all the information you will need to prepare a comprehensive syllabus:
At the top of your syllabus, be sure to include:

- Your class title and basic information (see syllabus template)
- Instructor and faculty mentor contact information (use pdx.edu email addresses)

There are two other basic, pre-created components to add to your syllabus:

Disability Access Information/Accommodations: The following is an example of information regarding accommodations, which you may include in your syllabus. Be sure to give accurate information. Feel free to include other information you may wish to include regarding disability access and accommodations:

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150, TTY or Relay 503-725-4178, SMSU 116, www.drc.pdx.edu) to document their needs for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Academic Honesty: Please include the following information regarding
academic honesty in your syllabus. As a potential Chiron Studies instructor, you should also familiarize yourself with the information given in the provided link.

*Academic honesty is very important. Please familiarize yourself with the university’s policy regarding academic dishonesty: [http://www.pdx.edu/dos/codeofconduct#AcademicDishonesty](http://www.pdx.edu/dos/codeofconduct#AcademicDishonesty) Misrepresenting the work of others as your own could lead to the failure of assignment(s).*

Remember to review the proposal syllabus template at www.pdx.edu/chiron/propose, and consider allowing others to read your proposal and provide feedback. *Your faculty mentor must review your proposal before you submit it.*

Submit your completed proposal(s) to the Chiron Studies Coordinator via email (chironstudies@pdx.edu) by the appropriate due date, which can be found at www.pdx.edu/chiron. All materials should be submitted as one complete PDF, with each component included in the order below:

**Chiron Studies Class Proposal Checklist:**
- Cover Letter
- Resume/CV
- 2 Letters of Recommendation
- Class Proposal Syllabus
- Faculty Mentor Agreement AND Memorandum of Understanding

Please retain the body of your proposal as an editable document as well, should your proposal be accepted.

*After submitting a completed class proposal,* the Chiron Studies Coordinator and, potentially, Chiron Studies Committee members, will contact you to schedule an interview. Your faculty mentor may also be contacted for a brief
The Chiron Studies Committee will examine your proposal and determine whether to offer it as a Chiron Studies class. The Chiron Studies Committee is composed of faculty, students, and alumni. You may be asked to attend the review to answer questions about your proposal and your abilities to instruct the proposed class. After this review, the Committee will vote to approve, approve conditionally, or deny your proposal. A definition of each decision follows:

**Approved:** The Chiron Studies Coordinator will contact you and provide you with all the information necessary to instruct your proposed class, including material support and HR payroll procedures. You will also set up meeting times to complete the necessary workshop and development trainings. An approved class might be canceled due to low enrollment and/or other conditions that will be communicated between you and the Chiron Studies Coordinator, but every effort will be made to assure that this does not happen.

**Conditional Approval:** Your proposal is generally acceptable, but you must change certain aspects and/or address certain concerns before proceeding.

**Denial:** You may not teach your class through Chiron Studies at this time. You are welcome to submit the proposal – revised or as-is – for consideration during another term.

This is the end of the Class Proposal Guidelines. The *Faculty Mentor Agreement* and *Memorandum of Understanding* forms follow.
Chiron Studies

FACULTY MENTOR AGREEMENT

I have reviewed and approved the Chiron Studies class proposal for:

________________________________________________
Class Title and Chiron Instructor Name (Printed)

Please initial each box below to indicate your agreement with the statement:

□ I agree to supervise the academic quality of the class content.
□ I agree to act as a mentor to the Chiron Studies instructor. This may take the form of meetings, email correspondence, or various forms of “check-ins.”
□ I agree to be the Instructor of Record by submitting the grades for this class.
□ I agree to evaluate the class and the instructor at the request of the Chiron Studies Committee, Chiron Coordinator, or Instructor (within reason).
□ In the unlikely event that a Chiron instructor is unable to complete his or her Chiron Studies class I agree to help the Chiron Studies Student Coordinator and/or Committee find a replacement as soon as reasonably possible.

________________________________________________
Faculty Mentor Name (Printed)

________________________________________________
Faculty Mentor Signature  Date

________________________________________________
Home Department  Email Address
Chiron Studies Memorandum of Understanding

The Chiron Studies instructor experience is an incredibly valuable and enriching one that comes with a great deal of responsibility. It is important to know what to expect should your class proposal be accepted. Below, you will find a list of approximate time commitments with brief rationales.

Class Promotion: Chiron Studies class instructors are required to assist the Chiron Studies Coordinator, committee members, and each other in the promotion of all Chiron Studies classes that are being offered during the term when they will be instructing their class. This means that the promotion of Chiron Studies classes is a collective effort in which each Chiron Studies instructor is expected to play an integral part. This may include hanging fliers, tabling, and speaking to classes. **Approximate Time Commitment: 2-5 hours**

Check-ins with the Chiron Studies Coordinator: The Chiron Studies Coordinator is responsible for coordinating Chiron Studies and chairing the Chiron Studies Committee. It is important that you attend all scheduled meetings (via phone, in-person, or otherwise) with the coordinator in a timely and professional manner. **Approximate Time Commitment: 1-5 hours**

Chiron Studies Instructor Learning Seminar: Prior to the term, Chiron Studies instructors meet with the Chiron Studies Coordinator, each other, and other qualified members of the PSU community to learn about teaching, pedagogy, classroom strategies, and Chiron Studies’ mission and values. **Approximate Time Commitment: 3-8 hours**

Class Meetings: Chiron Studies class instructors are required to be on time and remain present and engaged for the duration of every meeting of their class. **Approximate Time Commitment: 36 hours (4-credit class)**

Class Preparation Time: This is the work that a Chiron Studies class instructor does outside of the classroom to ensure that they are prepared to facilitate a high-quality learning experience for the students enrolled in their class. This includes grading papers, providing feedback, meeting with students outside of class (within reason), and preparing presentations, discussions, field trips, etcetera. **Approximate Time Commitment: 3-6 hours per week**

Faculty Mentorship Check-ins: The faculty mentorship component of the Chiron Studies instructor experience can be very rewarding for everyone involved, and it is up to the Chiron Studies instructor to nurture this relationship
and integrate it, meaningfully, into their experience. The Chiron Studies Coordinator will work with instructors to schedule faculty mentor check-ins and observations throughout the term. Chiron Studies instructors are expected to report the progress and efficacy of the faculty mentorship experience throughout the term, coinciding with these check-ins and observations. **Approximate Time Commitment: 4-6 hours**

**Peer Mentorship Gatherings:** Peer mentorship gatherings nurture community and create space for Chiron Studies instructors to get together and talk about how their classes are going, ask each other questions, share observations, and discusses challenges and successes. These will be scheduled on a per-term basis in conjunction with the Chiron Studies Coordinator and the instructor cohort. **Approximate Time Commitment: 7.5 hours**

By cosigning with the current Chiron Studies Coordinator below, you are indicating that you have read and understood the time commitments detailed above and on the opposite side of this document. Should your class proposal be accepted for inclusion in Chiron Studies class offerings, you agree that you will meet these commitments in addition to whatever time commitments are required of you in order to excel as a Chiron Studies Instructor.

___________________________________________________________

Proposer’s Name (Printed):

___________________________________________________________

Proposer’s Signature                         Date:

___________________________________________________________

Chiron Studies Coordinator Name (Printed)

___________________________________________________________

Chiron Studies Coordinator Signature               Date