

## BSS Preparation and Submission Checklist

Advisors: Please use this tool to review BSS proposals to ensure that they are complete and correct. **BSS proposals will not be accepted unless advisors have completed this checklist.**

**Candidate's Name:** \_\_\_\_\_

Advisor	Please initial each section indicating your approval
	<b>Prospectus Cover Sheet</b>
	<b>Information complete and signatures obtained</b>
	If a major is declared, the advisor for the primary major is the primary BSS advisor
	Submission date: <ol style="list-style-type: none"> <li>1. Students will complete a minimum of 12 course credits after approval of BSS proposal.</li> <li>2. If a transfer student who entered with senior standing, the student will complete a minimum of 6 course credits.</li> </ol>
	If no majors/minors are listed on prospectus cover sheet, student understands that s/he is dropping any previously declared majors/minors
	<b>Prospectus Narrative and Rationale</b>
	500-1000 word typed narrative
	Well written, clearly identifying educational and professional goals
	All courses appear in chronology
	<b>Prospectus Chronology</b>
	Ensure transcript and chronology match for courses already completed
	Does chronology include $\geq 31$ course credits?
	Chronology must include all intended adjunct courses
	<b>Major/Minor Check Sheets (if majors/minors declared)</b>
	Check that all courses necessary for declared majors/minors appear on transcript (completed) or chronology (projected)
	<b>BSS Declaration Card</b>
	Include any majors intended
	Include signatures from all readers

## ***Bachelor of Special Studies*** ***(B.S.S. Degree Program)***

The Bachelor of Special Studies degree offers Cornell students the opportunity to design their own liberal arts degree program in order to meet their particular educational goals. This opportunity permits students to combine courses in an individualized fashion and to broaden or deepen their studies beyond the traditional framework of the Bachelor of Arts. Accordingly, the B.S.S. has no general education requirements and no restrictions as to either the number of courses that may be taken in any one department or the level of such courses, or even that a student complete traditional course work. Moreover, while students pursuing a B.S.S. degree may complete one or more departmental, interdisciplinary, or individualized major, they are not required to complete an academic major.

The particular requirements for the Bachelor of Special Studies degree are:

- Complete a minimum of 31 term credits.
- Achieve a cumulative grade point average of 2.0 or higher.
- File for candidacy by submitting the Prospectus at any time after October 1 of the sophomore year.
- Complete a minimum of 12 course credits *after the Prospectus is filed*. Those admitted with senior standing must complete a minimum of six course credits.

The Bachelor of Special Studies degree is defined by the Prospectus, a detailed plan outlining the student's B.S.S. degree program. The Prospectus incorporates a narrative description of the program and a chronology of courses that will be taken by the student to fulfill the goals outlined in the narrative description. The Prospectus is to be written by the student, reviewed and signed by a faculty committee composed of a primary advisor and two readers, and filed with the Registrar, who verifies that it is complete and that it meets current academic regulations as set forth by the faculty. The signed Prospectus is considered an agreement between the student and the College.

Course changes that involve substitution of courses accomplishing the same goals as courses originally projected require only an add/drop form. However, significant deviations from the program outlined in the Prospectus must be justified in a letter to the Registrar written by the student and approved by the student's B.S.S. faculty committee *before* the student may change the agreement. Significant deviations would include:

- a shift in emphasis or direction of the program of study
- the addition or deletion of a major or minor
- a decrease in the ratio of upper-level to lower-level courses
- the substitution of three or more independent studies or internships for scheduled courses

If you have questions concerning the Bachelor of Special Studies Degree, please contact the Registrar, or your faculty advisor.

***Instructions and General Information  
for Students Contemplating  
the Bachelor of Special Studies***

1. Obtain a copy of the guidelines for the Narrative and the Chronology from the Registrar's Office at the end of your first or the beginning of your second year.
2. Discuss your proposed B.S.S. program with your advisor or one or more members of the faculty.
3. Choose a committee of three faculty members including a primary advisor who will help you create your B.S.S. program and two faculty readers who, along with your primary advisor, will review and sign your Prospectus. The primary advisor and faculty readers must either be members of the full-time teaching faculty or part-time members who have been selected by the Department or Program to advise B.S.S. students and to sign their Prospectus. Some departments may choose certain members to advise all of their B.S.S. students. If you declare one or more majors, your primary advisor *must* be a member of a department in which you will have a major.
4. In conjunction with your primary advisor, begin planning your B.S.S. program *prior to registering for your junior year*. Write a 500-1000 word Narrative and complete the Chronology. Rewrite until your primary advisor gives initial approval to your Prospectus.
5. Circulate your Prospectus to two faculty readers and schedule a group meeting with your primary advisor and your two faculty readers. After this review, your faculty committee may either approve and sign your Prospectus, or suggest revisions to strengthen it. If revisions are suggested, rewrite and re-circulate the revised document to each of your three committee members for their approval. Once approved, the Prospectus must be signed by each member of the faculty committee and filed with the Registrar, who will verify that it is complete and meets current academic regulations as set forth by the Faculty.

Your faculty committee will evaluate the Prospectus according to these criteria:

- Is it technically well-written (grammar, spelling, organization)?
- Is it conceptually well-written (articulation of program clear? goals achievable? means reasonable?)
- Is the Chronology consistent with the Narrative?
- Is the plan consistent with the educational aims of the College?

Please remember that a *concentration* is an individualized program, not possible under an existing major, designed by you and your B.S.S. advisor to facilitate specialized study in a particular field. Such programs may include catalogue courses, independent studies, internships, and off-campus study. Concentrations are informal and are not listed on a student's transcript.

If you are planning to major in Elementary, Secondary, or Music Education and apply for teacher licensure, you must complete a series of General Education requirements established by the State of Iowa and outlined in the *Catalogue*. You must also apply for admission to the Teacher Education Program. The regulations governing Teacher Education are the same for B.A. and B.S.S. candidates. As a student planning to pursue those goals, it is your responsibility to be certain that your proposed Chronology of Courses includes courses that meet the necessary requirements.

6. File your Prospectus with the Registrar any time after October 1 of your sophomore year. If it is complete and found to conform to current academic regulations, the Registrar will notify you of its approval. The Prospectus will become part of your permanent file at the College.
7. You must obtain the written permission of your faculty committee for any significant changes from the Prospectus *before* implementing such changes. If in doubt as to whether the changes are significant, consult the Registrar.

8. In the fall of the student's senior year, the Registrar will review each candidate's B.S.S. program to determine whether the student has registered for the same or similar courses as are listed on the Chronology of Courses included in the student's Prospectus. (This review occurs during the senior audit, described in the *Catalogue* section on Degree Programs.) *A student who has made significant deviations from the B.S.S. Prospectus without prior written approval of the faculty committee will not be awarded the B.S.S. degree.*

Guidelines for the Narrative
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It will be important to address two matters in your narrative. One is the matter of your educational and professional goals. Be sure to identify those goals, commenting specifically on how you came to develop them, why they are important to your future, and how the program you propose will allow you to meet them.

The other matter to be addressed is the connection between your program and the mission and liberal arts values of Cornell College. As outlined in the Catalogue, Cornell "offers an innovative and rigorous learning community where faculty and staff collaborate with students to develop the intellectual curiosity, creativity, and moral courage necessary for a lifetime of learning and engaged citizenship." In particular, the College has established educational priorities and outcomes in the areas of knowledge, inquiry, reasoning, communication, intercultural literacy, ethical behavior, citizenship, vocation, and well-being. (see Education Priorities and Outcomes) In your narrative, understanding that not all areas will be equally emphasized, be sure to describe the extent to which the program that you propose will enable you to achieve these intended outcomes.

Because much learning takes place outside the classroom, your chronology may not suggest the full range of your educational experiences and intellectual and cultural interests. You should, therefore, include in the narrative all those activities, interests and experiences that you consider relevant to your having achieved or your achieving the outcomes stated above. Such things might include your extracurricular activities at Cornell or in high school; community or organizational service at college or elsewhere; jobs, travel, hobbies, private study, and family background.

Finally, since this narrative will be read as an indication of your capacities to conceive, organize, and articulate your ideas, and will be a part of your file forever, it will be important for you to take care in its preparation and presentation. All submissions should be typed.

**PROSPECTUS COVER SHEET**  
**for the**  
**BACHELOR OF SPECIAL STUDIES DEGREE**

Name: \_\_\_\_\_ ID# \_\_\_\_\_ Box # \_\_\_\_\_

Primary B.S.S. Advisor (must be advisor for primary major, if any): \_\_\_\_\_

Faculty Reader 1: \_\_\_\_\_ Faculty Reader 2: \_\_\_\_\_

Major, if any (as a B.S.S. candidate, a major is not required). If your program includes an individualized major that you have not already submitted, please include your *Contract for an Individualized Major* form (available from the Registrar's Office web site):

\_\_\_\_\_  
\_\_\_\_\_

Minor, if any (as a B.S.S. candidate, a minor is not required):

\_\_\_\_\_  
\_\_\_\_\_

Concentration, if any (note definition of a *concentration* in instructions):

\_\_\_\_\_  
\_\_\_\_\_

**Submission Deadline** (check the deadline that applies to you):

I will complete at least 12 course credits after submitting my BSS Prospectus.

I entered Cornell as a transfer student with senior standing and will complete 6 course credits after submitting my BSS Prospectus.

Your signature: \_\_\_\_\_ Date \_\_\_\_\_

Primary B.S.S. Advisor's signature: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Reader's signature: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Reader's signature: \_\_\_\_\_ Date \_\_\_\_\_

**Registrar's Office Use Only**

Registrar's signature: \_\_\_\_\_ Approval Date \_\_\_\_\_

BSS Start Date: Academic Year: \_\_\_\_\_ Block: \_\_\_\_\_

## CHRONOLOGY OF COURSES

Candidate's name: \_\_\_\_\_ Date \_\_\_\_\_

1. List courses, including **course number and title**. Numbers correspond to the block the course will be taken. List Adjunct courses (if any) on lines labeled "A."
2. Include all transfer courses and indicate (TRN) after the title. Indicate the number of **Cornell** credits (4 sem hours/6 quarter hours = 1 credit; 3 sh/5 qh=.75 credits; 2 sh/3-4 qh = .5 credits; 1sh/2 qh = .25)

Block	Course Number/Title	CC credits	Completed	Registered	Block	Course Number/Title	CC Credit	Completed	Registered
	<b>First Year (2__-2__)</b>		<input type="checkbox"/>	<input type="checkbox"/>		<b>Third Year (2__-2__)</b>		<input type="checkbox"/>	<input type="checkbox"/>
1			<input type="checkbox"/>	<input type="checkbox"/>	1			<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="checkbox"/>	<input type="checkbox"/>	2			<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="checkbox"/>	<input type="checkbox"/>	3			<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="checkbox"/>	<input type="checkbox"/>	4			<input type="checkbox"/>	<input type="checkbox"/>
5			<input type="checkbox"/>	<input type="checkbox"/>	5			<input type="checkbox"/>	<input type="checkbox"/>
6			<input type="checkbox"/>	<input type="checkbox"/>	6			<input type="checkbox"/>	<input type="checkbox"/>
7			<input type="checkbox"/>	<input type="checkbox"/>	7			<input type="checkbox"/>	<input type="checkbox"/>
8			<input type="checkbox"/>	<input type="checkbox"/>	8			<input type="checkbox"/>	<input type="checkbox"/>
9			<input type="checkbox"/>	<input type="checkbox"/>	9			<input type="checkbox"/>	<input type="checkbox"/>
A			<input type="checkbox"/>	<input type="checkbox"/>	A			<input type="checkbox"/>	<input type="checkbox"/>
	<b>Subtotal</b>	—				<b>Subtotal</b>	—		
	<b>Second Year (2__-2__)</b>		<input type="checkbox"/>	<input type="checkbox"/>		<b>Fourth Year (2__-2__)</b>		<input type="checkbox"/>	<input type="checkbox"/>
1			<input type="checkbox"/>	<input type="checkbox"/>	1			<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="checkbox"/>	<input type="checkbox"/>	2			<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="checkbox"/>	<input type="checkbox"/>	3			<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="checkbox"/>	<input type="checkbox"/>	4			<input type="checkbox"/>	<input type="checkbox"/>
5			<input type="checkbox"/>	<input type="checkbox"/>	5			<input type="checkbox"/>	<input type="checkbox"/>
6			<input type="checkbox"/>	<input type="checkbox"/>	6			<input type="checkbox"/>	<input type="checkbox"/>
7			<input type="checkbox"/>	<input type="checkbox"/>	7			<input type="checkbox"/>	<input type="checkbox"/>
8			<input type="checkbox"/>	<input type="checkbox"/>	8			<input type="checkbox"/>	<input type="checkbox"/>
9			<input type="checkbox"/>	<input type="checkbox"/>	A			<input type="checkbox"/>	<input type="checkbox"/>
A			<input type="checkbox"/>	<input type="checkbox"/>		<b>Subtotal</b>	—		
	<b>Subtotal</b>	—				<b>Total</b>	—		