

URS Thesis Proposal Template – Humanities

Download a blank application template online at <https://tx.ag/2627URSAppPlanningTemplate>.

Section 1: Contact Information

Section 1.1: Student Applicant

| | | | |
|--|---|------------------------|--------------------------|
| Jane | A. | Aggie | 121212121 |
| <hr/> <i>First Name</i> | <hr/> <i>Middle Name</i> | <hr/> <i>Last Name</i> | <hr/> <i>9-digit UIN</i> |
| NetID@tamu.edu | email@gmail.com | Arts & Sciences | History |
| <hr/> <i>Texas A&M Email Address</i> | <hr/> <i>Personal/Permanent Email Address</i> | <hr/> <i>College</i> | <hr/> <i>Major</i> |

Section 1.2: Application Type

Individual Thesis
 Team Thesis (Up to 5 Members)
 Primary Contact Name: [Click here to enter text.](#)

IF TEAM, ENTER CO-APPLICANTS

| | | | |
|-------------------------|--------------------------|------------------------|--|
| <hr/> <i>First Name</i> | <hr/> <i>Middle Name</i> | <hr/> <i>Last Name</i> | <hr/> <i>Texas A&M Email Address</i> |
| <hr/> <i>First Name</i> | <hr/> <i>Middle Name</i> | <hr/> <i>Last Name</i> | <hr/> <i>Texas A&M Email Address</i> |
| <hr/> <i>First Name</i> | <hr/> <i>Middle Name</i> | <hr/> <i>Last Name</i> | <hr/> <i>Texas A&M Email Address</i> |
| <hr/> <i>First Name</i> | <hr/> <i>Middle Name</i> | <hr/> <i>Last Name</i> | <hr/> <i>Texas A&M Email Address</i> |



Undergraduate Research Scholars

2026-2027 Proposal Template – For Planning Only

Section 1.3: Faculty Advisor(s)

PRIMARY FACULTY ADVISOR:

| | | | |
|---|---------------------------|----------------------------|---|
| Reveille | IX | Aggieland | reveille@tamu.edu |
| _____ <i>First Name (and Middle Initial)</i> | _____ <i>Last Name</i> | _____ <i>Department</i> | _____ <i>Texas A&M Email Address</i> |

SECONDARY FACULTY ADVISOR (IF APPLICABLE):

| | | | |
|---|---------------------------|----------------------------|---|
| _____ <i>First Name (and Middle Initial)</i> | _____ <i>Last Name</i> | _____ <i>Department</i> | _____ <i>Texas A&M Email Address</i> |
|---|---------------------------|----------------------------|---|

TERTIARY FACULTY ADVISOR (IF APPLICABLE):

| | | | |
|---|---------------------------|----------------------------|---|
| _____ <i>First Name (and Middle Initial)</i> | _____ <i>Last Name</i> | _____ <i>Department</i> | _____ <i>Texas A&M Email Address</i> |
|---|---------------------------|----------------------------|---|

NON-FACULTY MENTORS (IF APPLICABLE):

| | | | |
|---|---------------------------|----------------------------|---|
| _____ <i>First Name (and Middle Initial)</i> | _____ <i>Last Name</i> | _____ <i>Department</i> | _____ <i>Texas A&M Email Address</i> |
|---|---------------------------|----------------------------|---|

| | | | |
|---|---------------------------|----------------------------|---|
| _____ <i>First Name (and Middle Initial)</i> | _____ <i>Last Name</i> | _____ <i>Department</i> | _____ <i>Texas A&M Email Address</i> |
|---|---------------------------|----------------------------|---|

| | | | |
|---|---------------------------|----------------------------|---|
| _____ <i>First Name (and Middle Initial)</i> | _____ <i>Last Name</i> | _____ <i>Department</i> | _____ <i>Texas A&M Email Address</i> |
|---|---------------------------|----------------------------|---|

Section 2: Proposal

Proposal Title:

Aggies Missing in Action

Section 2.1: Project Summary

In **250-300 words**, describe the overarching research project over the course of the eight-month program and how you propose to accomplish the objectives of the research project.

The project summary should contain:

- A statement of your motivation, problem, and research question.
 - A justification and importance of your research topic.
 - How does your project differentiate itself in the current research field and how does it build on previous research in your broader discipline? Make sure you understand the previous research that has been done in your broader discipline and in your specific subfield. Be specific throughout.
 - The expected outcome(s) of the research project and its associated objectives.
-

TIPS FOR CREATIVE WORKS:

Creative Works theses combine critical and creative modes.

In the **critical mode**, you should explore previous research in your field and concentrate on how your project applies innovative methods to existing mediums and/or uses established modes to develop new knowledge through its application. This research will help you design a specific motivation, problem, or question you want to answer through your Creative Artifact.

As part of the **creative mode**, you should develop a Creative Artifact that is appropriate for the genre or medium that you are exploring. Your Creative Artifact should answer your research question and will be further developed through exhibition and reflection throughout the academic year. The Creative Work thesis is the combination of your analysis, artifact, and reflection.

Creative Works project summaries must also answer the following questions:

- How does your anticipated Creative Artifact build on previous research in your genre or medium?
- What processes or medium-specific tools will it incorporate; why?
- What form will the anticipated Creative Artifact take and what new knowledge will it produce?

PROJECT SUMMARY:

Among the 81,000 American Soldiers, Sailors, Airmen, and Marines currently missing in action are 165 Aggies, former students of Texas A&M who answered the call to serve and who ultimately gave their lives. While there are official lists of Aggies who have served and were killed in action, there is no comprehensive list of Aggies Missing in Action, nor has there been any recognition of these Aggies by Texas A&M. My research seeks to identify these Aggies and lay the foundation for further analysis into their lives and service, while identifying ways the university can honor their service and sacrifice. This research is important because it will provide the first in-depth look into the lives of these Aggies and will serve as a platform for students and faculty to conduct further research potentially leading to their recovery. The expected outcome of this research is a comprehensive database of Aggies missing in action with accompanying photographs and information cataloged on a story map, providing a breakdown by service branch, conflict, and last known location. It is our duty to honor their sacrifices and bring them home.

Section 2.2: Introduction

In **350-500 words**, expand on your common research theme and why it is an important object of scholarly inquiry in the context of your research field.

The Introduction usually requires a discussion of your literature review and a summary of the pertinent previous research in your field that shows the relationship between your project(s) and the material you cite.

In the Introduction, be sure that you are:

- Using in-text in a citation style appropriate for your discipline to indicate your academic indebtedness to previous research (ex: ACS, AMA, APA, Chicago, IEEE, MLA, etc.). Failure to use appropriate in-text citations will result in your proposal being returned to you for revisions.
- Demonstrating that you have surveyed the state of knowledge in your research area and that you understand how your outcomes will make an important contribution to your field.
- Introducing your thesis statement.

INTRODUCTION:

The Defense POW (Prisoner of War) MIA (Missing in Action) Accounting Agency was officially established in 2015. Tasked by the Department of Defense to recover service personnel classified as Missing in Action from World War Two through Vietnam, the DPAA is continually enhancing their research and recovery methods to align with the latest technological developments, giving researchers an opportunity to analyze cases from new perspectives (Terril 150). Today, recovering those who have once been deemed unrecoverable is no longer an impossibility.

Currently, the number of service personnel Missing in Action who attended Texas A&M rests at 165 individuals. This number has been reached and confirmed through personal research methods outlined in Section 2.4. Serving in all capacities, these Aggies are composed of the finest few who gave their lives and who have yet to come home. These individuals have also not been recognized in any official capacity by Texas A&M University. Books such as *Texas Aggies Go To War*, and *the Book of Aggie Lists*, which have been written as the foremost resources on Aggies during wartime do not include a list of Aggies Missing in Action. While admitting that “lists might still suffer from omissions and errors,” (Woodall xii), the omission of a complete list of Aggies Missing in Action is a glaring one. As a university built upon the values of selfless service it is necessary to facilitate the remembrance and commemoration of these Aggies and their sacrifices (Dethloff xi). My research will offer the university a way to accurately and fully communicate the sacrifices and service of Aggies Missing in Action, allowing students to engage directly with the past and the university’s core values, as well as provide future

students and researchers a platform to track progress towards potential recovery efforts.

Beginning with background historical research, my thesis seeks to provide a confirmed and complete list of every Aggie who was declared Missing in Action from World War II through the Vietnam War. The range of this project between World War Two through the Vietnam War reflects the mandated scope of the DPAA's mission statement in who they have deemed recoverable, and there are no Aggies Missing in Action after the Vietnam War. This scope is necessary for the thesis because the thesis seeks to provide Texas A&M University with a complete list of every Aggie Missing in Action between World War Two through the Vietnam War. Once the list is complete, further research will be conducted in order to categorize the Aggies by service branch and conflict, mapping their last known locations on a story map that includes their photographs, information on how and why they went missing, as well as a biography containing general facts about their birth, hometown, major, service at A&M, familial data, and cause of death. My research will also act as the foundation for a database which will serve as a living research document that can be updated and edited as future students and faculty continue researching the lives and circumstances of the Aggies Missing in Action.

Through further analysis of past, present, and changing MIA recovery efforts, my research will identify Aggies who have the greatest potential for recovery, giving researchers a base to launch future research and potential recovery programs. My research will also examine military commemoration practices at Texas A&M and will present the university with options for creating a permanent structure or memorial for our Aggies Missing in Action. It is our duty to honor their sacrifices and preserve their memory, and to one day bring them home.

Section 2.3: Objective(s)/Goal(s)

In **75-100 words**, describe your research objectives and goals clearly and succinctly.

State your hypothesis, research question, or motivation so that a reader from any research background can understand what it is you are trying to accomplish.

Articulate how your research contributes to the ongoing discussion in your research field.

Describe the purpose, scope, rationale, and motivation for this research.

Do not explain your methodology or theoretical framework in this section.

OBJECTIVES/GOALS:

My research objective is to accurately identify, categorize, and map the locations of all Aggie servicemen from World War II through the Vietnam War who are currently Missing in Action in order to provide students and researchers a platform to track progress towards future recovery efforts. As the first full-scope analysis into the lives and service of these Aggies, my research will also identify ways for Texas A&M to honor their service and sacrifices.

Section 2.4: Methodology/Theoretical Framework

In **100-200 words**, propose how you will tackle your research question and what research methodologies you will employ that will ensure the evidence you will procure is warranted for the research you are conducting.

Describe the approach, techniques, and procedures you will take to complete your project.

Describe the resources you need to do your research (e.g., laboratory, library or other space, documents or books you need to reference, databases you need access to) and the people you will interact with during the research process.

Describe the terminology that explains the disciplinary standards you will employ in your project.

This section should align with the steps you describe in your timeline.

TIPS FOR ARTS, HUMANITIES, AND SOCIAL SCIENCES:

In addition to the above, describe what theoretical framework drives the lens through which you will carry out your research (e.g., Historical, Feminist, Literary, Ethnographic, Post-memory, etc.).

TIPS FOR CREATIVE WORKS:

In addition to the above, describe how the Creative Artifact will be developed as an outgrowth of your research methodology and concentrate on how your project applies innovative methods to existing mediums and/or uses established modes to develop new knowledge through its application.

METHODOLOGY/THEORETICAL FRAMEWORK:

I plan to conduct my research through a historical lens, relying on historical, geospatial, and theoretical archaeological research methods. Properly identifying Aggies Missing in Action requires the use of sources involving lists of Aggies Killed in Action such as The Book of Aggie Lists and Aggies Go to War, which are cross checked against lists of military personnel currently Missing in Action provided by the Defense POW MIA Accounting Agency. The current number of Aggies Missing in Action, which rests at 165, has been derived from this research method. The information provided by the DPAA also includes the names of units the Aggies served with as well as last known location. Resources from the Association of Former Students as well as Texas A&M yearbooks will provide their photographs and confirmation of their attendance at the university. The personal background information of the Aggies, such as birthdate, hometown, marriage, military records, etc. will be provided by interns under the supervision of Dr. Erika Bravo, Texas A&M's DPAA Research Partner Historian, using online genealogical resources such as Ancestry, Family Search, Newspaper Archives, etc. provided by Texas A&M

Library Databases. This information will be collected in a database and categorized and mapped using software such as ArcMap and ArcGIS, also provided by Texas A&M.

Section 2.5: Bibliography/References/Works Cited

A minimum of FOUR scholarly, peer-reviewed sources are required.

Choose a citation style appropriate for your discipline under the advisement of your Faculty Advisor.

Include a list of at least FOUR references for all the literature cited in the text of the preceding proposal sections.

This might also include your literature review and text that you intend to consult.

Ensure that each citation contains all required components, such as author, title, publisher, date, source, and page numbers (if applicable).

The following types of sources are not appropriate and result in an **automatic rejection** and request for revisions:

- Wikipedia
- YouTube
- Personal Websites
- Blogs
- Popular Magazines
- Entertainment Publications
- General News

BIBLIOGRAPHY/REFERENCES/WORKS CITED:

MLA (Modern Languages Association) Example

Mathis, Carlton et al. "What Prevents Business Faculty and Students from Participating in Undergraduate Research?" Council on Undergraduate Research Quarterly, vol. 35, no. 4, 2015, 35-41.

APA (American Psychological Association) Example

Mathis, C., Ramos, H., Gonzalez, E., & Datta, S. (2015). What prevents business faculty and students from participating in undergraduate research? Council on Undergraduate Research Quarterly Council on Undergraduate Research Quarterly, 35(4), 35-41.

Chicago Example

Mathis, Carlton et al., "What Prevents Business Faculty and Students from Participating in Undergraduate Research?" Council on Undergraduate Research Quarterly 35, no.4

(2015): 35-41, accessed June 15, 2023,
<https://www.cur.org/what/publications/journals/curq/issues>.

Section 5: Contingency Plan

Students are required to apply with a contingency plan that describes how the URS project will be completed if you are unable to follow the scope of the original project proposal due to unforeseen circumstances such as illness, supply chain issues, lost or corrupted data, etc. The purpose of this contingency plan is to help you complete the URS thesis program on time and to fulfill graduation or other program requirements, such as Honors distinction requirements.

Depending on the project, this contingency plan could address, but is not limited to, the following:

- Lack of physical access to research space, data, or other resources
- Inability to obtain equipment, permission, data, or other resources
- Partial or incomplete data, trials, experiments, reviews, analyses, design, etc.
- Limited and/or restricted travel
- Inability to hold in-person meetings • Virtual project completion if moved fully online

In **200-250 words**, give a detailed description of a contingency plan that will guide you in the case that you experience disruptions and/or unanticipated impacts on your URS project and thesis. Explain how you will adjust your project and thesis writing timeline as if you were to experience unforeseen circumstances.

Contingency Plan:

The virtual nature of the project addresses many issues arising from inability to travel, obtaining research space, and other in-person resources as all genealogical and mapping resources are available online through Texas A&M University. Basic information on an individual’s location, unit, and dates of service, are also available through the DPAA’s online databases. While in-person research at Texas A&M libraries will be conducted, if for any reason I am unable, all needed resources are accessible through online platforms provided by the University.

The nature of the project also addresses a potential for incomplete data, as the goals of the project will still be met as the use of a database and story map to catalog the initial data about the servicemen will allow future students and researchers to continually update and complete any missing information.

Any lack of biographical information on an individual Missing in Action will not affect the overall analysis of their place in the conflict in which they were lost. Certain Aggies with information pointing to research trends who have served and are Missing in Action will be highlighted, but each serviceman will have their basic information listed, which can readily be found through genealogical, historical, and archival resources.

Section 6: Timeline

The Timeline section is meant to help you plan to effectively carry out your research goals over the course of the academic year and give proposal reviewers a sense of your overall project plan.

We recommend that you design your research, writing, and communication goals as if this timeline were a class syllabus.

Keep in mind the program requirements and think about what you need to accomplish each WEEK, providing as much **project-specific** detail as possible.

List action items and other milestones for the project; list deliverables in paragraph format or bulleted list.

Timelines that fail to address the specificity of project tasks, action items, and deliverables on a week-to-week basis will result in **automatic rejection** and a one-time request for revisions. This means that phrases similar to the following are prohibited:

- “Continue experiments and write results”
- “Continue writing thesis”
- “Attend group check-in”
- “Submit installment draft and progress report”

Section 6.1: September and October Goals

September Goals

- **Week 1: September 1-7**
 - Beginning of Fall History Research Internship to continue summer work on researching MIA Aggies.
 - Conduct a meeting with faculty advisors to go over the scope and aim of the project, finalize the thesis application and discuss presenting at Symposium.
 - Continue GIS story map software training.
 - **Thesis App Deadline**
- **Week 2: September 8-14**
 - Wait to receive application comments and revise application.
 - Begin a rough outline of proposed thesis sections and talk with advisors about how to incorporate the digital component.

- Attend a Research Compliance Drop-in to ensure project is in compliance.
- **Week 3: September 15-21**
 - Begin to pick out certain stories to highlight in the thesis and finalize selection of one story.
- **Week 4: September 22-28**
 - Begin an analysis of Aggies MIA, their connection to each other, and the greater conflict.
 - Monthly Project Check with faculty advisors.

October Goals

- **Week 1: September 29 - October 5**
 - Have all pictures and names of Aggies Missing in Action finalized.
 - Have all relative personal information on the Aggies completed (predetermined by Aggie MIA research spreadsheet)
 - Read the URS Canvas Community and mark requirements/deadlines in calendar.
- **Week 2: October 6-12**
 - Complete a basic story map with all finalized pictures and MIA locations.
 - Finalize rough draft of story map- find editors.
 - Review Thesis templates and finalize selection with advisors.
- **Week 3: October 13-19**
 - Sign up for October Group Check-in on Canvas.
- **Week 4: October 20-26**
 - Attend October Group Check-in meeting.
 - Start to incorporate previous outline into my thesis template.
- **Week 5: October 27- November 2**
 - Review materials on URS Canvas page for Orientation Quiz.
 - Monthly Project Check with faculty advisors, submit presentation for review.

Section 6.2: November and December Goals

November Goals

- **Week 1: November 3-9**
 - November 4: Complete Orientation Quiz on Canvas by midnight deadline.
 - Identify a publisher and begin writing an abstract.
 - November 9: Deliver presentation at Never Forgotten: Conflict Archaeology and Military History at Texas A&M Symposium.
 - Sign up for November Group Check-in on Canvas.
- **Week 2: November 10-16**
 - Complete Public Presentation Report and submit on Canvas (not due until April 15).
 - Begin writing a rough draft of the complete research, starting with a detailed outline.
 - Attend November Group Check-in meeting.
- **Week 3: November 17-23**
 - Continue writing thesis, finish at least 250 words.
 - November 18: Complete Thesis Formatting Quiz on Canvas by midnight deadline.
 - Start preparing fall Progress Report
- **Week 4: November 24-30 (Thanksgiving Break)**
 - Register for UGST 405 Thesis Writing Course.
 - November 24: Exhibit due for Advanced Museum Studies Class.
 - Monthly Project Check with faculty advisors.

December Goals

- **Week 1: December 1-7**
 - December 5: Attend POWER Writing Productivity Session.
 - December 7: Submit Progress Report 1 by midnight deadline.
 - Continue any edits towards the GIS portion of the project.

- Conduct end of semester meeting with advisors & send thesis draft to advisor before Winter Break.
- *Week 2: December 8-14*
 - End of Fall 2025 Semester Dec. 16
 - Continue writing, incorporate feedback and edits from advisors.
- *Week 3: December 15-21*
 - Continue writing for at least 30 minutes per day.
- *Week 4: December 22-28*
 - Winter Holiday
- *Week 5: December 29 – January 4*
 - Winter Holiday

Section 6.3: January and February Goals

January Goals

- *Week 1: January 5-11*
 - Continue to write Thesis. Goal: 30 minutes per day.
 - By the end of Winter Break: have at least 1,000 words written.
- *Week 2: January 12-18*
 - January 12: First day of Spring 2026
 - January 15: Attend Writing Abstracts Workshop and incorporate advice into draft.
 - Continue writing, finish at least 375 more words.
 - Sign up for January Group Check-in on Canvas.
- *Week 3: January 19-25*
 - Attend January Group Check-in meeting.
 - Submit Installment 1 to faculty advisors for edits and approval.
 - Fill in Preliminary Pages in Thesis Template in preparation for Installment 1 deadline.
 - Sign up for a meeting with the University Writing Center to go over proofreading.
 - Finalize draft abstract for URS Symposium
 - January 25: Register for URS Symposium by midnight deadline.
- *Week 4: January 26- February 1*
 - January 30: Attend Thesis Help Drop-in Session 1.
 - Monthly Project Check with faculty advisors.
 - Incorporate edits from advisors into thesis draft & check word count.
 - Begin working on presentation draft for URS Symposium.
 - February 1: Submit Installment 1 by the midnight deadline.

February Goals

- **Week 1: February 2-8**
 - February 3: Finish writing and submit Progress Report 2 by midnight deadline.
 - Work on Installment 1 revisions
 - Finish writing methods section (word count goal: 2,000 words)
 - Send presentation draft to advisor for feedback.
- **Week 2: February 9-15**
 - Continue writing (word count goal: 3,500 words minimum)
 - Finalize URS Symposium presentation and print poster
 - Finish reviewing all sources and begin organizing citations
- **Week 3: February 16-22**
 - February 18: URS Symposium
 - Continue writing (word count goal, Installment 2 minimum: 4,125 words)
- **Week 4: February 23- March 1**
 - Send Installment 2 to faculty advisors to approve.
 - February 27: Thesis Help Drop-in Session 2
 - Monthly Project Check with faculty advisors.
 - Incorporate edits from advisors into draft.
 - March 1: Submit Installment 2 by midnight deadline.

Section 6.4: March Goals

March Goals

- **Week 1: March 2-8**
 - March 3: Progress Report 3 & Proof of Conference, deadline at midnight
 - Finalize complete draft of thesis.
 - Submit final draft to faculty advisors for edits.
- **Week 2: March 9-15 (Spring Break)**
 - Continue edits and work on ensuring formatting is correct.
 - Incorporate all suggested formatting edits from Installment 2 and finalize thesis document
 - Sign up for March Group Check-in 4.
- **Week 3: March 16-22**
 - Attend March Group Check-in 4 meeting.
 - Make sure all aspects of the thesis are formatted correctly.
 - Submit final draft to faculty for approval.
- **Week 4: March 23-29**
 - Incorporate final edits from faculty advisors into draft.
 - Monthly Project Check with faculty advisors.
 - Attend Final Thesis Help Drop-in Session on either March 30 or March 31 to finalize formatting.

April Goals

- **Week 1: March 30 – April 5**
 - April 1, 9:00 AM - FINAL THESIS DEADLINE
- **Week 2: April 6-12**
 - Final thesis document formatting check, fix document formatting as requested by program staff.
 - Double check Public Presentation Report (submitted in Fall) is correct before the April 15 deadline.

Section 3: Application and Program Agreements

Section 3.1: Research Compliance Agreement

POLICY

Faculty advisors who mentor undergraduates in the URS thesis program are solely responsible for advising and verifying student research compliance, research ethics, and necessary training. Faculty advisors are required to review and approve all aspects of URS applications and final theses, including the student's Research Compliance Acknowledgement.

Regulatory research committee (IRB and/or IBC and/or IACUC) approval is required before research activities involving human subjects, animals, or biohazards can commence. This requirement applies to activities conducted at Texas A&M and to activities at non-Texas A&M facilities and institutions. In both cases, students are responsible for working with Texas A&M's office of Research Compliance & Biosafety to ensure and document that all Texas A&M compliance obligations are met before the research begins. Students and faculty advisors are encouraged to reach out to the appropriate research compliance committee as early as possible.

The Research Compliance Acknowledgement section of the URS application is necessary to document the following:

Faculty advisor(s) approval of the proposed research

Student awareness and action to address any and all compliance issues for research involving human subjects, animals, and biohazards with the office of Research Compliance & Biosafety while conducting research

AGREEMENT

I acknowledge and certify that all research compliance requirements related to this proposal have been addressed with your faculty advisor(s) prior to submission.

If any approvals or training are needed, I agree not to collect any data until approvals have been obtained and required training has been completed.

I understand that if the scope of the proposed research project changes, those changes must be addressed with my Faculty Advisor and the office of Research Compliance & Biosafety prior to implementation.

CHECK ONE BOX:

I disagree I agree

Section 3.2: Program Expectations Agreement

POLICY

The management of this program relies on Texas A&M Student Rules, and as the Student Rules website states, “each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules.”

Given the variety of submission deadlines and mandatory meetings part of this program, you are likely to engage with Student Rule 07. All students should be familiar with Student Rule 07 as well as the program's meeting and assignment requirements before engaging with the program. Students who do not meet program expectations and do not provide university-excused absences will face possible dismissal from the program.

Additionally, Student Rule 20 and Student Rule 24 are particularly important for this program, as it holds a university-level honors distinction. Students in this program are held to the highest standards and are expected to adhere to the Aggie Code of Honor and Student Conduct Code. All students should be familiar with Student Rule 20 and Student Rule 24 before engaging with the program.

Finally, all students in this program should be familiar with the University's guidelines on research misconduct, research integrity, and research ethics and compliance from the start. All individuals associated with Texas A&M University are responsible for maintaining our high standards of scholarly integrity.

AGREEMENT

I have read and understand the Program Expectations Agreement. I acknowledge that my thesis is written in progression, and I must comply with the Undergraduate Research Scholars thesis program timeline and deadlines. I also acknowledge that if I do not meet the program eligibility requirements or obtain the necessary waiver forms, I will not be accepted into the program.

CHECK ONE BOX:

I disagree I agree

Section 3.3: Honor and Student Conduct Code Agreement

POLICY

Students in the URS thesis program must be in good standing at the university while they are in the program, at the time of graduation distinction audit, and through graduation to be eligible for the Undergraduate Research Scholar honors transcript distinction.

Students who receive the F* sanction for academic misconduct at any time from entry to Texas A&M University through graduation are ineligible to participate in the URS program or receive the Undergraduate Research Scholar honors transcript distinction.

Students who have been found responsible for a Honor Code or Student Conduct Code violation and sanctioned with suspension or expulsion at any time from entry to Texas A&M University through graduation, or any sanction that has resulted in their not being in good disciplinary standing while they are in the program, at the time of graduation distinction audit, and through graduation are ineligible to participate in the URS program or receive the Undergraduate Research Scholar honors transcript distinction upon final resolution of their case.

Students may not be awarded the Undergraduate Research Scholar honors transcript distinction retroactively after completing the Academic Integrity Development Program.

AGREEMENT

I have read and understand the Honors and Student Conduct Code Agreement. I acknowledge that any type of honor or student conduct code violation from Student Rules will result in a review and possible dismissal from the URS thesis program, if I am accepted. Additionally, I acknowledge that any type of honor or student conduct code violation after completion of the program will result in a review and ineligibility to receive the Undergraduate Research Scholar honors distinction on my official transcript.

CHECK ONE BOX:

I disagree I agree

Section 3.4: Advisor Approval Agreement

AGREEMENT

I understand that my Faculty Advisor is required to review and approve my application.

I understand that a reviewer will be assigned to review my application and I may receive requests for feedback before I am accepted to the program.

I understand that the Office of Undergraduate Research staff will review my application and will issue the final acceptance notification.

CHECK ONE BOX:

I disagree **I agree**