



Physiology & Medical Sciences Academic Advising Syllabus 2022/23

Statement of Intent:

This syllabus is designed to outline what is expected of you in the academic advising process during your time as a student in the Physiology and Medical Sciences program at the University of Arizona. Both you and your advisor have important responsibilities in the advising relationship. Please refer to this document before each advising appointment to make sure that you are familiar with how to make the most of the advising relationship.

[Nondiscrimination and anti-harassment policy](#)

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes they have been the subject of discrimination to report the matter immediately. All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

University of Arizona Advising Mission Statement

The University of Arizona recognizes academic advising to be a critical component of the educational experience of its undergraduate students. Through individual, collaborative relationships with academic advisors, students are best able to define and implement sound educational plans that are consistent with their personal values, goals and career plans. While academic advising occurs most visibly in these individual relationships, a broad network of professionals, faculty, staff and students exists in support of the Institution's overall advising mission. The University acknowledges its obligation to provide students with accurate and timely academic advising, delivered through its academic departments and colleges, as well as through additional units and colleges devoted to specific student populations such as undecided, transfer, and pre-professional students, first-years, and those with disabilities.

Statement on basic needs:

It can be very difficult to work to your potential as a student while also struggling to meet your basic needs, like access to food and stable housing. If you or someone you know are struggling with these basic needs, please connect with the programs and services listed [here](#).

Where to find your Physiology advisor:

- Our Physiology advising office is located in the Ina E. Gittings Building, Rooms 105 & 106
- Typically our advisors work Monday-Friday 8am-5pm (some of this time may be virtual). You can learn more about our [advising services on our website](#)
- Our advisors collaborate with students in three primary ways; scheduled appointments both in person and through Zoom, drop-in advising in person, and email. Advisor appointment and drop in schedules are viewable by students in [Trellis Advise](#)

The Advising Relationship

Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in developing meaningful educational goals that are consistent with personal interests, values and abilities. Physiology advisors primarily meet with currently declared and active Physiology major and minor students. Students may declare our major when they first apply to the University or as an existing student by completing an online [change of major information session](#).

Student and Advisor Expectations:

*Some content on this page has been borrowed from the [UA Advising Resource Center](#)

Academic advisors provide academic assistance and individualized attention to promote each student's success at the University of Arizona. An academic advisor can share knowledge, experience and insight that is beneficial to the student. The advisor's role is to help the student evaluate and realize educational and career options. This requires the advisor to:

- Approve the student's academic program of study
- Provide accurate and consistent information
- Clarify program requirements, policies and procedures
- Assist the student in identifying appropriate institutional resources
- Facilitate relationships between the student and other individuals on campus who may provide assistance
- Uphold the academic standards of the institution
- Demonstrate respect for others and self at all times, advocate for student success and development, and adhere to the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA)
- Respond within *24-48 business hours upon receipt of an email from a student's University account.
**Response times may vary during peak advising times*

A key tenet of academic advising is that the student is responsible for his or her own decisions. Academic advisors exist because students require information and assistance to navigate the University system and to make appropriate decisions. The student's role is to explore academic, career and personal goals. This requires the student to:

- Seek advising from appropriate advisors at appropriate times
- Learn academic program requirements
- Utilize available resources, including those that are web-based, to monitor academic progress
- Take responsibility for actions and decisions that affect academic progress
- Demonstrate respect for others and self at all times
- Adhere to the University Student Code of Conduct, University policies and procedures
- Check University official email account multiple times per day during the regular Fall and Spring semesters



Should you seek an appointment, drop-in advising, or send an email:

Scheduled Appointment	Drop-In Advising	Send an Email
<ul style="list-style-type: none"> Generally, a 30-minute allotted prescheduled meeting time <p>Common examples:</p> <ul style="list-style-type: none"> More involved questions and detailed discussion might include: <ul style="list-style-type: none"> Academic Difficulty Change of Major Long term academic plan and goals Leave of Absence University or individual class withdrawal 	<ul style="list-style-type: none"> Generally, a 15-minute meeting during a specified drop-in advising hour. Students are seen in a first-come, first-served nature that may involve a short wait <p>Common Examples:</p> <ul style="list-style-type: none"> Quick clarification on an academic calendar date or deadline Clarification on previously discussed class choice/swap question 	<ul style="list-style-type: none"> Responding to a follow up email from an advisor after an appointment to clarify advice or ask a quick follow up question Any other quick questions or clarifications <p>When emailing, always include:</p> <ul style="list-style-type: none"> Name (First & Last) & Student ID Brief statement of issue/concern or question that includes all relevant information Include an informative and concise subject line Be respectful and thorough. This is not a text message with a friend.

Advising Appointment Tips:

Before	During	After
<ul style="list-style-type: none"> Schedule your appointment in Trellis. Pay attention to the modality of the appointment (zoom or in person?) Include clear and thorough explanation of your appointment reason. Providing more context up front allows your advisor to better prepare for your appointment Familiarize yourself with the UA Academic Calendar Come prepared with questions written out Research ahead of time 	<ul style="list-style-type: none"> Show up on time at the right place (Gittings building for in person, Zoom for online) Sign in if needed (typical to sign in for drop ins but not scheduled appointments) Be open with your advisor on how things are going in your classes Be willing to share things about yourself so we can better understand your goals and interests Ask about available campus resources Ask for clarification if needed 	<ul style="list-style-type: none"> Keep a record of information you learned in your advising appointment Complete any necessary follow up steps (paperwork, future appointments, etc.) Send follow up questions via email as needed

Semester at a glance:

Before the start of the term:

- Identify your goals and finalize your semester schedule
- Before the first day of class consider finding each of your classrooms and planning out how you'll get from class to class. Also identify places that might make sense based on the flow of your day and the locations of your courses where you might take a break, study, grab lunch etc.

Week 1-2:

- If necessary, make any last-minute changes to your schedule; check academic deadlines on the **Registrar's website** regarding adding and dropping courses. Check with your advisor about any course changes.
- Connect with your peer mentor if you have one!
- Connect with people in the classes you are taking. Everyone is nervous to connect but finding and maintaining study partners in your classes is key to academic success and accountability for many students!

Week 3-6: Visit your instructors during their office hours before your first exam.

Week 4: Evaluate how you are doing in your classes; usually the drop deadline occurs around this time.

Week 5-7: Get ready to register for next term by setting up an appointment with your academic advisor. Re-evaluate how you are doing in your current courses; usually the final withdrawal deadline occurs around this time.

Week 8-12: Get ready for midterms. Look up your Enrollment Appointment on UAccess and enroll in courses for the next term.

Week 13-16: Complete any projects due at the end of the term. Verify final exam dates/times and begin exam review. Visit instructor office hours and Think Tank for extra help.

Finals Week: Make sure to balance studying and preparing for exams with good sleep, nutrition, and breaks. Good luck on your exams!



Four years at a glance:

While the timeline below follows a more standard four-year plan, you should be able to easily adapt the recommendations as needed based on where you started as a student here. Check with your advisor if you need any help tailoring these suggestions to your unique academic and personal timeline.

1st Year:

- Meet with your academic advisor at least once in the fall before priority registration and again in the spring before priority registration for the next term. Typically priority registration happens in November and April, so planning to visit your advisor in early to mid October or March would be great idea to get a head start on planning for registration and checking in about your semester.
- If you've signed up to be matched with a Physiology mentor, engage with them and utilize that relationship and contact when you need support or advice from the student perspective
- Explore interests, strengths, and potential careers by attending campus events (*hint, we will share about these opportunities in our weekly email newsletter)
- Attend a PSIO club meeting and network with your peers!
- When time allows, start to work independently and/or with your advisor on creating your personalized (*tentative) 4-year graduation plan. We call it tentative at this stage because life happens and as you navigate each semester your initial plans may need to change and adapt, and that's OK!
- Visit career services sometime this year to start to build a resume. Resumes are often needed not just for job applications, but many on campus opportunities and involvement, including some internships etc. may require that you submit a resume. Building a good template early on can save you a lot of time and stress later and allow you to more quickly put your name in the hat for opportunities you come across.
- If you are a pre-health (interested in pursuing health related graduate programs and careers) make a plan to touch base with a [pre-health advising in the A-center](#) this year. They can help you start to lay down a plan to cover all of your professional school pre-requisites, including timelines for entrance exams and expectations for student leadership and volunteer/shadowing hours etc.
- Get involved in clubs, organizations, volunteering, and look into study abroad, internships, and/or research opportunities. Fun fact – studying abroad IS possible as a Physiology and Pre-health student, but you must work with your advisor during your first year to make a plan!
- Keep in touch with your support networks outside of the University. It is very common for the first year to feel really hard personally and academically at times. That's normal but you don't have to go through it alone!

2nd Year:

- Meet with your academic advisor at least once in the fall before priority registration and again in the spring before priority registration for the next term (typically priority registration happens in November and April)

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- If you haven't already, start prioritizing developing deeper relationships with faculty and mentors. Actively engage in class (ask and answer questions, actively listen and engage, visit office hours to discuss class content and ask questions) *Hint – “office hours” for instructors and faculty are kind of similar to what we call “drop-in” hours in advising. It's time they set aside specifically to connect with students in their class outside of the lecture or lab environment.
- Continue to add to and update your resume as you engage in outside of the classroom activities like internships, research opportunities, and/or study abroad programs. Make sure your online profiles are also up to date in Handshake and LinkedIn
- Check in with pre-health advising in the A-center as needed. You may be surprised how early you need to get involved and start planning for application activities for health related graduate programs!
- Continue to get involved in clubs, organizations, volunteering, etc., and consider applying to leadership roles in the organizations you have been actively engaged in and enjoy! Perhaps you can become a PSIO leader by joining or applying to our ambassador or peer mentor programs in spring of this year.
- You will likely take PSIO 201 and 202 this year. Don't forget to utilize all of your resources for success. These include utilizing the 201 and 202 study labs in Gittings, utilizing TA/Professor office hours, and seeking academic skills and subject matter tutoring support through [Think Tank](#).
- Consider taking PSIO 395A to prepare for success in out of class experiences like internships, research, and volunteering. [See our course descriptions here.](#)

3rd Year:

- Meet with your academic advisor at least once in the fall before priority registration and again in the spring before priority registration for the next term
- In spring of your third year make sure to tell your advisor your plans for graduation the following year. It's important to stay in touch about any changes you make to your schedule and class plans from here on out!
- Start or continue to research career options and graduate programs. Consider taking PSIO 395B to help translate your experiences into valuable career and graduate school preparation
- Continue to add to and update your resume as you engage in outside of the classroom opportunities. Make sure your online profiles are kept up to date in Handshake and LinkedIn
- Continue research, internships, volunteering, and involvement in clubs and organizations
- Many of you will take graduate exams this year (LSAT, GRE, MCAT, GMAT). Watch out for the many helpful prep sessions and programs that we typically advertise in our weekly email.

4th Year:

- Apply for graduation online in your UAccess student center. This allows your advisor to complete a degree audit and be sure the classes you've taken and intend to take this year will fulfill all degree requirements. Often this is done online and your advisor will contact you if they need to clarify your plans for graduation based on their audit.
- Finalize career, professional, or postgraduate plans and continue to or start applying
- Watch for emails and updates from the University and our college about preparing for convocation and graduation ceremonies



[Academic Eligibility Policies](#) and Expectations:

University of Arizona Academic Eligibility Policies: Information about the University policies related to academic eligibility [can be found here](#)

Physiology Academic Probation Policy: Should a Physiology student have a GPA under 2.0 and move into Probation in the University of Arizona academic eligibility policy and their number of “B” grades needed to get back to a 2.0 is 18 units or more, the student will be subject to a required program change to the University of Arizona A-Center.

Physiology Academic Warning Expectations: Physiology students on Academic Warning in the University of Arizona academic eligibility policy will be expected to participate in organized intervention activities and academic advising activities designed to facilitate academic skills growth and GPA improvement. Students will receive more information about these expectations before and during their warning semester.

Physiology Major GPA Requirement: Physiology students are required to maintain a 2.0 GPA in their Physiology major course work in order to graduate. Your advisement report in your UACCESS student center has a dedicated section related to major GPA; you should check this area and meet with your academic advisor regularly to understand where you stand related to your major GPA. After grades are posted each fall and spring semester, a review of all Physiology student major GPA’s is completed. If a Physiology student is found to have a major GPA under a 2.0 and the number of “B” grades needed to get back to a 2.0 major GPA is more than 10 units, the student will be subject to a required program change to the University of Arizona A-Center.

Other Helpful Links:

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.
Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.
Phone: 520-621-3334

The Dean of Students Office’s Student Assistance Program

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<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: DOS-deanofstudents@email.arizona.edu

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: survivoradvocacy@email.arizona.edu

Phone: 520-621-5767

Important Dates and Deadlines

Disability Resource Center

SOS (Support. Outreach. Success.)

Thrive Center

Financial Aid

[Basic Needs](#)

Advising Resource Center

Study Abroad

Student Wellness and Retention

Registrar

Think Tank

Student Engagement and Career Development