



## University of Wisconsin-Madison

### Intermediate Sanskrit (Third & Fourth Semester) ASIALANG 417 008 (45571) & ASIALANG 427 008 (45572)

#### Credits

By the end of the SASLI program, you will complete two, four-credit language courses.

#### Course Designations and Attributes

General Education

#### Course Description

Intermediate Sanskrit focuses on building reading comprehension by advancing the grammatical concepts learned in Elementary Sanskrit. Some of the concepts taught in the later stages of Elementary Sanskrit (including participles, compounds, causatives, and desideratives) will be reviewed here both as grammar modules and with particular attention to their occurrences in the reading selections. The goal of the course is to build reading comprehension skills and strengthen analytical techniques to aid in navigating challenging passages. Additionally, students will engage with a broad variety of genres of Sanskrit literature, developing the language skills that will prepare them for advanced study.

- The first semester will introduce students to a range of literary genres through selections from epic narrative (*itihāsa*), classical drama (*nāṭaka*), poetry, fable narratives and scholastic literature (*śāstra*). Students will read and interpret selections from the Rāmāyaṇa, the plays of Bhāsa, the fables of Nārāyaṇa, epigrammatic poetry, and scholastic writing from the disciplines of law (*dharmasāstra*) and mathematics (*gaṇitasāstra*).
- The second semester will focus on a more sustained engagement with classical literature that will include both courtly poetry (*kāvya*) and classical plays (*nāṭaka*) along with their associated exegetical literature. Students will engage with excerpts from Kālidāsa's works (plays and poetry) along with their canonical commentaries, in the process gaining familiarity with the principles of classical Sanskrit drama and poetry.

**Requisites**

Students must have successfully completed two semesters of Elementary Sanskrit at their home institutions (or the equivalent as determined by the instructor) prior to this course.

**Meeting Time and Location**

8:30-1:00 pm CST, M-F

**Instructional Modality: In-person**

This course will meet in-person.

**Regular and Substantive Student-Instructor Interaction**

Intermediate Sanskrit will be held on campus this summer, five days a week for four hours each day (Mondays-to-Fridays from 8:30 am - 1:00 pm, CST), with a break from 10:30 am - 11 am. If we are required to switch to an online format at any time, students are required to have their cameras on during the entire duration of the class and be ready to participate. The daily office hours from 1:30-2:30 pm (CST) can be used to discuss class material, related topics, or any Sanskrit-related issues of student interest. This is a highly participatory class, where most of the time is spent reading and analyzing texts together. Students will take turns reading, so it is essential to come to class with adequate preparation. Besides group discussions of homework and quizzes to facilitate group learning, students will receive regular individual feedback on their reading, pronunciation, and translation as well as on the quality of their homework preparation, so that they develop sound analytical and interpretative techniques. Outside of office hours, students can always reach out to the instructor over email.

**Instructor Title and Name**

Priyamvada Nambrath

Ph.D. student in the Department of South Asian Studies, University of Pennsylvania

**Instructor Availability**

**Office hours:** 1:30-2:30 pm (CST), Mon-Fri, or by appointment. This will be held remotely once a week.

## Course Learning Outcomes

This intensive Intermediate level course is expected to improve students' reading fluency and interpretive ability so that they can begin to engage more substantively with primary source material in Sanskrit along with the associated commentarial literature. By reading from a spread of literary genres and traditions, students will also gain more experience in creating clear and concise annotated translations. After completing this course, students will:

- Gain the skills needed to register for Advanced Sanskrit Class at their home institutions.
- Become familiar with a range of literary genres and traditions.
- Acquire the methodological skill-set necessary to read and analyze classical Sanskrit texts and accompanying exegetical literature.
- Solidify their understanding of grammatical concepts and paradigms.
- Become familiar with navigating a Sanskrit-English dictionary and other reference texts used in the study of Sanskrit.
- Build the skill set necessary for graduate (and advanced undergraduate) research using Sanskrit sources.

## Grading

Attendance, participation & preparation: 40%

Daily quizzes: 20%

Weekly take-home tests: 25%

Final exam: 15%

A	AB	B	BC	C	D	F
100-90%	89-83%	82-74%	73-67%	66-61%	60-55%	54-0%

\* The final grades will not be curved.

\* Since, preparation, and participation are essential aspects of this class, students must come to class prepared to read.

\* Each semester at SASLI is worth 4 UW-Madison credits, with 8 credits received at the end of the program.

\* Students must pass the first semester in order to continue to the second semester of the program

\* Students will receive two grades – one at the end of the first semester and a second at the end of the second semester.

## Course Website, Learning Management System & Digital Instructional Tools

This course will use Canvas to communicate schedules, quizzes and tests, and to upload learning materials. Emails will also be sent to the wisconsin email ids via Canvas. In the event of the course

having to move online, we will be using zoom for our remote class meetings.

### Required Textbook, Software & Other Course Materials

- Deshpande, Madhav M. *Samskrtasubodhini: A Sanskrit Primer*. Ann Arbor, MI: Center for South and Southeast Asian Studies, University of Michigan, 1997.
- Sanskrit-English dictionary: A hard copy version of either of these two is greatly preferred:
  - V.S. Apte's *The Practical Sanskrit-English Dictionary* (any reprint)
- OR-
- Monier Monier-Williams' *A Sanskrit-English Dictionary* (any reprint)

Online versions of both dictionaries are also available here:

<https://dsal.uchicago.edu/dictionaries/apte>

<https://www.sanskrit-lexicon.uni-koeln.de/scans/MWScan/2020/web/webtc2/index.php>

**Suggested Reference Grammars:** The following books are not required to be purchased, but students are welcome to bring them to class as reference material if they have them already.

- Goldman, Robert P. and Sally Sutherland Goldman. *Devavāṇīpraveśikā: An Introduction to the Sanskrit Language*. Berkeley: UC Berkeley, Center for South & Southeast Asian Studies, 1999. (Third edition only)
- Tubb, Gary A. and Emery R. Boose. *Scholastic Sanskrit: A Manual for Students*. New York: The American Institute for Buddhist Studies at Columbia University in the City of New York, 2007. **(A pdf version can be provided by the instructor as this book is out of print.)**
- Kale, M.R. *A Higher Sanskrit Grammar*. Delhi: Motilal Banarsidass Publishers, 2016. (Any reprint)

Campus provides students with [technology guidelines and recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

### Homework & Other Assignments

Homework is an integral part of this language program, and essential to getting the most learning benefit out of this course. At the end of each day of class, the reading homework for the next day will be clearly communicated. Homework will be assigned on a daily basis and students are expected to spend the necessary time to complete it. They are expected to come to class having read the assigned material and having made detailed written notes and questions. Homework can be completed as a group so that students are able to benefit from their collective expertise. Written homework notes must be handed in after class discussion for individual review and

feedback, and the notes will be returned to the student the next day. Homework will be graded on the basis of completion and not accuracy. Therefore, students must show work that has been completed to the best of their abilities. Missed homework will result in students falling behind and being strongly discouraged.

## **Exams, Quizzes, Papers & Other Major Graded Work**

### **Daily Quizzes**

We will have a brief quiz almost every day (of approximately 15 minutes duration) to review the material learned the previous day. The nature of the quiz will vary and will be designed to test a variety of skills and abilities. So, the format may range from multiple-choice questions to writing and translation, and will also address issues of grammar as well as reading content that has been discussed the previous day. It may occasionally also feature an oral component to test sight-reading ability. Grammar topics that are being tested can reach back earlier into any previous day or week, so students need to review their grammar fundamentals on a regular basis. Quizzes will be closed book and answers are expected to be written and not typed. (Please note that *closed book* includes all digital/soft resources, besides hard copies of dictionaries and grammar.) Due to the intense and fast-paced nature of this course, missed daily quizzes cannot be made up.

### **Weekly Take Home Tests**

Weekly take-home tests will be assigned on Friday at the end of weeks 2 and 3 in the first semester and at the end of weeks 6 and 7 in the second semester. These will primarily involve creating well-constructed, annotated translations for assigned sections of text. The assigned passages will be a mix of material already covered in the course and previously unfamiliar material. For the first semester, these selections will be taken from the *Rāmāyaṇa*, the *Hitopadeśa*, or the *Madhyama Vyāyoga*. The second semester's excerpts will be chosen from the *Kumārasambhava*, *Raghuvamśa*, or *Abhijñānaśākuntalam*. The purpose of these tests is to build student familiarity with the translation process so that they are comfortable enough by the time of the final exam to be able to turn in a polished translation. The weekly tests will be submitted by email.

### **Exams**

This course will have exams at the end of each semester. The first-semester exam will take place in class on **July 15**, and the second semester on **August 12**.

- The first-semester exam will test students' understanding of the material covered in class in terms of their ability to read and translate across several literary genres (epic narrative, classical drama, poetry and scholastic literature). Most passages will be from the material already covered in class, but one or two passages that have not been previously discussed will also be included. Students will provide translations and grammatical notes for each selected passage. This will be modeled on the weekly tests of Weeks 2 and 3.
- For the second-semester exam, students will write a commentary in Sanskrit on several excerpts chosen from the *Kumārasambhava*, *Raghuvamśa*, and *Abhijñānaśākuntalam*.

Following the commentarial style of Mallinātha, they must explain the syntax, provide glosses, and comment on the grammar. These questions will be modeled on the weekly take-home assignments completed in Weeks 6 and 7.

## Weekly Schedule

**Semester One (June 20 – July 15):** Epic narrative, drama, poetry, and scholastic literature

**Week One (June 20 - 24):** The *Rāmāyaṇa* of Vālmīki (*Sundarakāṇḍam*: Canto 1 – The Transoceanic Flight to Lanka, 5:1:1-110, 122-137).

**Week Two (June 27 – July 1):** The *Madhyama Vyāyoga* of Bhāsa.

**Week Three (July 4 - 8):** The *Hitopadeśa* of Nārāyaṇa (*Prastāvikā*, *Mitralābha* and Story 2) or the *Nitiśatakam* of Bhartṛhari (1-13). Selections from the *Pañcatantra* and Sanskrit love poetry.

**Week Four (July 11 - 15):** Scholastic literature drawn from *dharmasāstra* and *gaṇitasāstra* treatises: *Manusmṛti*, 1:1-86 (Creation, Life, Cosmology and Time) and the *Līlāvātī* of Bhāskara II, 79-94 (beginning with the Rule of Three).

**Semester Two (July 18 – August 12):** Classical Works with Exegetical Literature

**Week Five (July 18 - 22):** Kālidāsa's *Raghuvamśa* with Mallinātha's *Saṅjīvanī* (Sarga 1, The Journey of Dilīpa)

**Week Six (July 25 - 29):** Kālidāsa's *Kumārasambhava* with Mallinātha's *Saṅjīvanī* (Sarga 1, The Birth of Pārvatī)

**Week Seven (August 1 - 5):** Kālidāsa's *Abhijñānaśākuntalam* with Rāghavabhatta's commentary (Aṅka 3, The Meeting of Lovers)

**Week Eight (August 8 - 12):** Kālidāsa's *Vikramorvaśīyam* (Aṅka 4, The Despair of Purūravas)

## Important Dates:

- Monday 7/4, no class
- Week 7, Tuesday 8/2, All-SASLI Program, 1:30 pm CST
- Brief daily quizzes Tues-Fri most weeks.
- Weekly take-home tests assigned on Friday in Weeks 2, 3, 6, and 7.
  - July 1<sup>st</sup>, July 8<sup>th</sup>, July 29<sup>th</sup>, and August 5<sup>th</sup>.
- The first and second-semester final exams will be held on July 15<sup>th</sup> and August 12<sup>th</sup>, respectively.

## Weekly Schedule (Plan)

**Week One: The *Rāmāyaṇa* of Vālmīki: *Sundarakāṇḍam*, Canto 1 - The Transoceanic Flight to Lanka, 5:1:1-110, 122-137**

	<b>In-Class Readings 8:30-10:15 &amp; 11-11:45</b>	<b>Daily quiz 10:15-10:30</b>	<b>Learning Modules 11:45-12:45</b>	<b>Review 12:45-1</b>	<b>Homework</b>
<b>Monday June 20</b>	Introductions & Syllabus <i>Ram.</i> 5.1.1-21		Grammar review: the present, past imperfect, future, and imperative verb mode and tenses	Prep for tomorrow's quiz	Read <i>Ram.</i> 5.1.22-42
<b>Tuesday June 21</b>	<i>Ram.</i> 5.1.22- 42	<b>Quiz on yesterday's learning</b>	Sanskrit Prosody: <i>anuṣṭubh/ sloka</i> Memorize verse 1 from Kālidāsa's <i>Raghuvamśa</i> or verse 1 from the <i>Bhagavad Gītā</i>	Prep for tomorrow's quiz	Read <i>Ram.</i> 5.1.43-75
<b>Wednesday June 22</b>	<i>Ram.</i> 5.1.43- 75	<b>Quiz</b>	Paradigm recitation: a/ā stems, i/ī-stems, u-stem, and s-stem nouns.	Prep for tomorrow's quiz	Read <i>Ram.</i> 5.1.76-100
<b>Thursday June 23</b>	<i>Ram.</i> 5.1.76- 100	<b>Quiz</b>	<i>Ram. reading of choice</i>	Prep for tomorrow's quiz	Read <i>Ram.</i> 5.1.101- 110
<b>Friday June 24</b>	<i>Ram.</i> 5.1.101-110, 122-137 (2 <sup>nd</sup> set instructor- led, no prep)	<b>Quiz</b>	<i>Ram. reading of choice</i>		Read the text of <i>Madh.</i> <i>Vyāy.</i> to verse 11

## Week Two: The *Madhyama Vyāyoga* of Bhāsa

	<b>In-Class Readings 8:30-10:15 &amp; 11-11:45</b>	<b>Daily quiz 10:15-10:30</b>	<b>Learning Modules 11:45-12:45</b>	<b>Review 12:45-1</b>	<b>Homework</b>
<b>Monday June 27</b>	Introduction to the <i>nāṭaka</i> genre <i>Madh. Vyāy.</i> to verse 11		Grammar review: the aorist ( <i>luṅ</i> ) and past perfect ( <i>liṭ</i> ) tenses	Prep for tomorrow's quiz	Read the text of <i>Madh. Vyāy.</i> to verse 24
<b>Tuesday June 28</b>	<i>Madh. Vyāy.</i> to verse 24	<b>Quiz on yesterday's learning</b>	Sanskrit Prosody: <i>upendravajrā</i> Memorize verse 5.1.213 from <i>Sundarakāṇḍam</i>	Prep for tomorrow's quiz	Read the text of <i>Madh. Vyāy.</i> to verse 36
<b>Wednesday June 29</b>	<i>Madh. Vyāy.</i> to verse 36	<b>Quiz</b>	Paradigm recitation: <i>an</i> -stem, <i>in</i> -stem, <i>at</i> -stem & other consonant-final stems.	Prep for tomorrow's quiz	Read the text of <i>Madh. Vyāy.</i> to verse 47
<b>Thursday June 30</b>	<i>Madh. Vyāy.</i> to verse 47	<b>Quiz</b>	Intro to the grammatical tradition of Pāṇini	Prep for tomorrow's quiz	Read the text of <i>Madh. Vyāy.</i> to verse 51
<b>Friday July 1</b>	<i>Madh. Vyāy.</i> to verse 51	<b>Quiz</b>	Pāṇini and the Aṣṭādhyāyī <b>Weekly take-home test</b>		Read <i>Hit. prastāvikā</i> in full

### Course Policies

#### Attendance

This class will follow WISLI attendance policy, which states:

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work or tests, which may impact a student's final grade. Please see the grading rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.



For COVID-19 related questions, please see the UW-Madison COVID-19 Response FAQs: <https://covidresponse.wisc.edu/faq/>

All WISLI programs following UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term.

WISLI attendance policies align with UW-Madison guidelines: <https://doso.students.wisc.edu/guide/class-attendance/>

## Unexpected Absences and COVID-19

Given the intensive nature of our programs, instructors and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term. However, sometimes unexpected situations arise, and it is important to work together with the pedagogy and administrative program staff in a timely manner to find appropriate and reasonable accommodations for instructors and students while maintaining the rigor and flow of our intensive courses.

The Wisconsin Intensive Summer Language Institutes (WISLI) follow UW-Madison guidelines regarding COVID-19. For the most up-to-date information about these policies, go to: <https://covidresponse.wisc.edu>. Please review the information on the FAQs page (<https://covidresponse.wisc.edu/faq/>), which provides guidance regarding some COVID-19 related absence issues, including questions such as:

- If I am in class or at work when I receive a positive COVID-19 test result, should I leave immediately?
- What should I do if I've tested positive for COVID-19?
- What should I do if a student in my class tells me that they have tested positive for COVID-19? Should I inform the other students? Should I cancel class?
- What should I do if multiple students in my class are out because they are isolating or in quarantine for COVID-19?
- Will I be notified if a student in my class is required to be tested for COVID-19, has failed to test for COVID-19, or tests positive for COVID-19?
- Are instructors required to provide students fully remote or online access to in-person courses?
- How long should someone stay home if they are experiencing symptoms of COVID-19?
- I've been exposed to (a close contact of) someone with COVID-19. Do I need to quarantine and for how long?
- Should I attend work or class if I am sick?
- I heard someone in one of my classes has tested positive but I don't know whether I was a close contact. What should I do?

Per SASLI policy, students are expected to **attend class every day** during the semester given the intensive structure of the program:

- One absence per semester is permissible.
- Two absences in a semester will result in a grade deduction for that semester.
- Three or more absences in a semester will result in automatic failure of the course.

**Additional Notes:**

- Absences on days of exams, projects, presentations etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.
- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course and will result in dismissal from the program without refund.
- Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.
- Pre-program requests for absences will not be granted.
- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham at the beginning of the semester.
- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

**Teaching & Learning Data Transparency Statement**

*The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).*

**Privacy of Student Records & the Use of Audio Recorded Lectures Statement**

View [more information about FERPA](#). Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the

exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **How to Succeed in This Course**

The best way to succeed in this course is merely to be willing to participate. It is important that students dedicate several hours after class to prepare for the next day's session. As noted above, I encourage students to work collaboratively on their homework.

Students may find the following campus resources helpful in aiding their success in the SASLI program:

**University Health Services (UHS)** is the UW-Madison student health center with a mission "to enhance learning and student success by promoting, protecting, and restoring the health and well-being". Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remotehealth/>). Note that some services offered at UHS are limited to in-state students only.

**LGBTQ+ Support :** The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ+ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>.

**Dean of Students:** The Dean of Students' office can provide you with support and resources for a variety of concerns; their main objective is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is: <https://students.wisc.edu/doso/>.

Some additional campus resources are:

- [\*Undergraduate Academic Advising and Career Services\*](#)
- [\*Office of the Registrar\*](#)
- [\*Office of Student Financial Aid\*](#)

### **Course Evaluations**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

## Students' Rules, [Rights & Responsibilities](#)

### Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

UW-Madison is committed to creating a diverse and welcoming learning environment for all students and has a **non-discrimination policy** that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed **unacceptable** in class/or on Canvas.

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name and your selected pronouns**.

### Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course

- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see [conduct.students.wisc.edu/academic-misconduct/](https://conduct.students.wisc.edu/academic-misconduct/)

### **Accommodations for Students with Disabilities Statement**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

### **[Academic Calendar & Religious Observances](#)**