

Graduate Studies Handbook

Department of the Classics

University of Illinois at Urbana-Champaign

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CLASSICS GRADUATE STUDIES HANDBOOK

Each student should carefully read the most recent edition of *The Graduate College Handbook for Students, Faculty and Staff*, which is available at <http://www.grad.illinois.edu/gradhandbook> and is periodically updated. In it, you will find a description of Graduate College requirements and policies applicable to all departments. Specific departmental requirements are described in the present handbook.

Students are responsible for thoroughly familiarizing themselves with the policies and procedures outlined in both handbooks.

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1. DEPARTMENT OVERVIEW

The core mission of the Department of the Classics at the University of Illinois at Urbana-Champaign is to discover and disseminate knowledge about the languages, literatures, cultures, history, and philosophy of ancient Greece and Rome, as well as the archaeology, art, and architecture of the Greco-Roman world. Classics is inherently interdisciplinary and comparative, comprising the study of texts of all kinds, art of various media, and a wide range of material remains from two distinct but interrelated civilizations encompassing a large area of the Mediterranean basin from roughly 3000 BCE to 500 CE. The field of Classics also comprises the study of the ways in which Greek and Roman texts, ideas, or objects have been received in later literary, political, social, or cultural contexts. As a department, we foster interdisciplinary cooperation and value our formal and informal ties with faculty in a variety of related disciplines throughout the university.

Classics has enjoyed a long and prosperous tradition at the University from its very inception. The Morrill Act of 1862, which provided for the establishment of land-grant colleges, explicitly recognizes as integral to their function the teaching of “classical studies.” What was vital then remains vital now: Greek and Roman authors lie at the heart of western literary, cultural, and intellectual traditions, and the material remains of ancient Greece and Rome are a vibrant part of our global cultural heritage. The study of the Latin and Greek languages provides a foundation for the in-depth understanding of ancient texts and traditions and their relevance to contemporary concerns. The process of learning Latin or Greek itself also affords training in analytical reading, critical thinking, and complex language structures, as well as enhancing written and oral communication skills in modern languages, including English. A Classics degree offers students a thorough and rigorous education in the liberal arts and sciences, giving them a deep historical perspective on the complexities and diversity of human

experience, literary and artistic production, and many other issues of enduring importance.

Part of our mission is to foster the development of faculty as both scholars and teachers. Our goal is for all our faculty to produce new scholarship of the highest caliber and to play an active role in their scholarly fields and professional associations, while also providing the outstanding teaching, advising, and mentoring our students need to attain their own intellectual and professional goals. We have the infrastructure to support research of the highest caliber: the Classics Collection and the University Library at Illinois as a whole are world-renowned for both the size and breadth of their collections, which include some of the rarest books and manuscripts in the field. Further campus resources include two excellent museums, the Spurlock and Krannert Art Museum. We also publish the widely respected journal *Illinois Classical Studies* (now published by the University of Illinois Press), which was founded in 1976 to promote the work of Illinois scholars, but which now publishes major scholarship from around the world.

The other part of our mission is to educate a broad range of students, as well as the general public, about Classical antiquity and its reception. The Department of the Classics offers over sixty regularly scheduled classes in the languages and civilizations of Greece and Rome, including several very popular, high-enrollment introductory classes that provide essential knowledge about classical antiquity and its influences to a large and diverse undergraduate audience. The largest of these are CLCV 115 (Greek and Roman Mythology, 500-600 students each semester), CLCV 224 (Greco-Roman Antiquity and U.S. Cultural Minorities, 300-400 students each semester), both taught every Fall and Spring with a team of graduate student TAs; CLCV 114 (Introduction to Ancient Greek Culture), taught every Fall, and CLCV 116 (Introduction to Ancient Roman Culture), taught every Spring, each with a graduate student grader. Nearly all of our undergraduate CLCV and language classes help students fulfill general education requirements in the areas of non-primary language, humanities, literature and the arts, historical and philosophical perspectives, or cultural studies

(western/comparative cultures). CLCV 224 fulfils a general education requirement in cultural studies (U.S. minority cultures); we have two CLCV courses in the advanced composition gen ed category; and we regularly offer two fully online courses, usually taught by graduate student TAs, which reach a wide undergraduate audience: CLCV 100 (Vocabulary Building from Greek and Latin Roots) and CLCV 102 (Medical Terms: Greek and Latin Roots). We offer rigorous, writing- intensive classes to prepare students for the demands of employment in a knowledge- based economy, including the fields of business, international relations, law, and medicine.

We offer M.A. degrees in Classics (with available concentrations in Latin, Greek, or both), and the Teaching of Latin, and a Ph.D. in Classical Philology. Our graduate students gain detailed knowledge of the ancient languages, literatures, and culture, with opportunities to study art and archaeology, as well as ancillary disciplines. We take pride in the quality of our professional development efforts. In addition to taking the required courses “Introduction to Classical Studies” (GRK/LAT 595) and “Introduction to the Teaching of Classics” (CLCV 550), our graduate students regularly present at professional conferences and publish their work, and there are opportunities for involvement in *Illinois Classical Studies* as editorial assistant and research assistantships with faculty members. We also provide our students mentored experience in teaching a variety of in-person and online classes. Training future Latin teachers is also part of our educational mission. For students who wish to teach Latin at the K-12 level, we offer an M.A.T., and an Illinois professional educator license option can be added to other graduate degrees. Our graduates teach at schools, colleges, and universities around the country, and many have transitioned to rewarding careers beyond the education sector.

Lastly, we seek to make knowledge of Mediterranean antiquity available to as wide an audience as possible through involvement in schools, museums, local and regional organizations, and public lectures and conferences.

1.1 DEGREES OFFERED

We offer three graduate degree programs (M.A., M.A.T., Ph.D.). All degree programs require knowledge of Greek and/or Latin. Within the M.A. program, students may choose from three options: (a) both Greek and Latin (= M.A. in Classics); (b) Greek (=M.A. in Classics with Specialization in Greek); or (c) Latin (= M.A. in Classics with Specialization in Latin). The department also offers a Master of Arts in the Teaching of Latin (M.A.T.). Finally, the Department offers the highest graduate degree of Doctor of Philosophy in Classical Philology (Ph.D.). Further specialization in Medieval Studies is available to students pursuing graduate degrees in the Classics

(<https://medieval.illinois.edu/academics/graduate-program>). Students may also seek graduate minors and certificates in programs related to their research. The Director of Graduate Studies can discuss options with interested students.

1.1.1 Master of Arts

The Master of Arts in Classics (Greek and Latin) is our only degree which prepares students for admission to a Ph.D. program in Classics. Normally, this degree is completed as the first stage of a Ph.D. in our department. The M.A. in Classics with Specialization in Greek and the M.A. in Classics with Specialization in Latin are **terminal** masters programs; they do **not** lead to the Ph.D. in Classics but may be preparatory to further graduate study in other disciplines (e.g., Religious Studies or English). The M.A.T. (M.A. in the Teaching of Latin) is likewise a **terminal** degree; it is designed for those who wish to train as K-12 Latin teachers.

1.1.2 Doctor of Philosophy

The Doctor of Philosophy is offered only in Classical Philology, which requires advanced work in both Greek and Latin. Candidates are eligible for admission to our Ph.D. program upon completion of a Master's degree in Classics (or its equivalent).

1.1.3 Professional Educator Licensure

Students wishing to add an Illinois professional educator license in Latin to an M.A.T., M.A. Classics (Greek and Latin or specialization in Latin only), or Ph.D. must apply to the World Language Teacher Education Program (<https://wlte.illinois.edu/>) and consult its Director about requirements. In order to receive a license, students must complete an M.A. in Classics with Specialization in Latin, an M.A. in the Teaching of Latin, or a Ph.D. in Classical Philology.

1.1.4 Medical Scholars Program

The Medical Scholars Program permits highly qualified students to integrate the study of medicine with study for a graduate degree in a second discipline, including Classical Philology, with the goal of earning both the M.D. and the Ph.D. Students may apply to the Medical Scholars Program prior to beginning graduate school or while in the graduate program. Applicants to the Medical Scholars Program must meet the admissions standards for and be accepted into both the doctoral graduate program and the College of Medicine. Students in the dual degree program must meet the specific requirements for both the medical and graduate degrees. On average, students take eight years to complete both degrees. Further information on this program is available by contacting the Medical Scholars Program at <https://medicine.illinois.edu/admissions/medical-scholars-program>

1.2 GOALS

1.2.1 Master of Arts

To fulfill a variety of objectives, the Department's M.A. programs are designed: (1) to provide students who have successfully completed a B.A. degree or equivalent in Classics with greater breadth and depth of study in their chosen field; (2) to prepare students to enter doctoral programs in Classics or a related field at this or other institutions of higher learning.

1.2.2 Doctor of Philosophy

The overall goals of the Department's Ph.D. program are: (1) to provide professional-level knowledge in Classical Philology to advanced students; (2) to prepare students for university-level teaching and participation in the varied activities of the profession; (3) to prepare students to identify, develop, and pursue research interests; (4) to guide students in the production of professional-quality presentation of their research in written and oral formats; (5) to help students prepare dissertations that make significant and original contributions to their chosen areas of specialization.

1.2.3 Professional Educator License

The overall goals of the Department's Teacher Training program are: (1) to provide students who have successfully completed a B.A. degree or equivalent in Classics (or Greek or Latin) with greater breadth and depth of study in their chosen field and (2) to prepare students in the M.A. and Ph.D. programs to teach Latin in primary and secondary schools in the United States.

1.3 FACULTY ADVISERS

Your faculty adviser is responsible for overseeing your progress in the graduate program and advising you about course selection, examinations, and research areas within the context of the requirements of your graduate program and your individual research plans. If you need to file a petition for any reason, your adviser must approve and sign it (see below [1.7](#)); if you apply for internal or external grants or fellowships, your adviser writes letters in support of the applications. Once you begin the job search, the letter of recommendation from your adviser, along with two or three other letters from professors with whom you have worked closely, will form a crucial component of your job dossier.

The adviser typically serves as the first resource when a student has questions about academic or professional issues. At advanced levels, the adviser usually serves as the director of dissertation research. Students work closely with their advisers as they develop their research projects, including the preparation of abstracts and papers at professional conferences, the submission of essays for publication, and creating a dissertation proposal and writing the dissertation. Advisers usually work closely with their students to prepare them for the job search and guide them through the process of finding an academic job.

Upon entry into the graduate program, the Director of Graduate Studies (DGS) will be your adviser for the first year. M.A.T. students are also expected to consult the Ancient Language Program Coordinator. By the end of the first year in the M.A.T. and terminal MA programs or the first stage of the Ph.D. program, students are expected to identify a faculty adviser. Once a faculty member has agreed to serve in this function, the student should fill out a Declaration of Adviser form (available on the SLCL website), to be signed by both student and adviser.

If a student wishes to change advisers for any reason, a new Declaration of Adviser form must be completed. The student should consult with the DGS and potential new

advisers before making such a change. If a student is unable to find an adviser, the DGS may assist in identifying an appropriate faculty member to fill this role.

If, for any reason, a faculty member is no longer able or willing to continue as a student's graduate adviser, they should consult with the DGS as soon as possible so that the student may begin the process of identifying a new adviser. Such a change must not be undertaken lightly.

1.4 DIRECTOR OF GRADUATE STUDIES (DGS)

The DGS, who chairs the department's Committee on Graduate Study, is charged with the general administration of matters related to the graduate program and graduate student affairs, coordinating the work of the Committee on Graduate Study in the annual processes of admissions, exams, reviews of student progress, and awards. The DGS also mentors graduate students seeking post-graduation employment opportunities, and organizes departmental events and workshops aimed at professional development (e.g. abstract-writing workshops, conference paper rehearsals, mock job interviews).

All M.A. students and Ph.D. students who are still doing coursework are required to seek the advice of the DGS concerning courses they plan to take each semester, and are encouraged to consult the Director of Graduate Studies to discuss any aspect of their experiences as graduate students in our program. The DGS usually holds a DGS hour two or three times during the fall and spring semesters. This is an opportunity for students to communicate with the DGS any items that need to be discussed further with the department's Committee on Graduate Study, and for both DGS and students to discuss any other issues that come up during the semester. Individual appointments may be made directly with the DGS.

1.5 COMMITTEE ON GRADUATE STUDY (CGS)

1. The CGS consists of the all members of the Department's faculty with appointments to the University's Graduate Faculty, as well as two graduate students in residence, one from Stage I and one from Stage II or III, elected for a one-year term by the graduate students in residence at the beginning of the fall semester.
2. The committee shall be responsible, *inter alia*, for establishing admission and degree requirements in conformity with Graduate College policies and procedures; admitting students each year; recommending financial aid for new and continuing students; and establishing departmental regulations concerning graduate degree programs of study.
3. Every five years, a subcommittee of three faculty members, to include at least one tenured faculty member, shall be elected from among the CGS to review this Graduate Handbook and to present any proposed changes to the entire CGS for its vote.
4. Student members of the committee shall not be present for deliberation or voting on personnel matters, or meetings pertaining to the evaluation of students or recommendations for financial aid.

1.6 FINANCIAL AID (ASSISTANTSHIPS, FELLOWSHIPS, AWARDS)

The Department of the Classics complies with all rules and regulations governing graduate student appointments, including restrictions on percentage appointments. Information on this subject can be found in the Graduate Student Handbook provided by the Graduate College.

1.6.1 Teaching Assistantships

Financial support for all students is subject to annual review. Renewal is subject to demonstration of acceptable performance as students and as Teaching and Research Assistants, as well as satisfactory progress toward completion of the degree. The Department imposes specific time limits for Assistantships:

- Students who enter with a B.A. or equivalent typically will be supported for 2 years in the M.A. program through a combination of teaching assistantships, research

assistantships, and department fellowships, which come with tuition and fee waivers, assuming satisfactory progress and timely completion of the required exams.

- Students who enter with an M.A. typically will be supported for 4 years toward the Ph.D., through a combination of teaching assistantships, research assistantships, and department fellowships, which come with tuition and fee waivers, assuming satisfactory progress and timely completion of the required Ph.D. exams.
- A student who enters with a B.A. or equivalent, and earns both the M.A. and the Ph.D. in this department, will typically be provided with a total of 6 years of support for both graduate degrees, through a combination of teaching assistantships, research assistantships, and department fellowships, which come with tuition and fee waivers, assuming satisfactory progress and time completion of requirements.

Support beyond the maximum periods indicated above may at times be granted, but are always subject to departmental resources and needs as well as Graduate College regulations. Such requests require the approval of the CGS and may need to be referred to the Graduate College for final approval.

TAs who resign their appointments before completing at least three-fourths of the term may be required to pay the full amount of tuition and fees for that term. International students who leave campus must secure clearance from International Student and Scholar Services.

1.6.2 Research Assistantships

Research Assistantships are usually paid from extra-departmental funds obtained by faculty members in support of their research. The availability of RA positions will therefore vary from year to year depending on faculty grants. These RA-ships are negotiated between the individual faculty member and the student and are subject to the restrictions on appointments noted in 1.6.1 above. Faculty members typically initiate discussions regarding potential research assistantships with graduate students whose area of research and stage in the graduate program make them good candidates

to serve in this capacity. In addition, *Illinois Classical Studies* employs an Editorial Assistant depending on the availability of funds. The editor of the journal is solely responsible for the selection of the RA.

1.6.3 Graduate College Funding

Funding from the Graduate College is available on a competitive basis for presentation of papers at professional meetings or for dissertation or pre-dissertation research (<http://www.grad.illinois.edu/general/travelaward> and <https://grad.illinois.edu/fellowship/competitions>); for deadlines, see below, Section 8.

Students do not apply directly to the Graduate College for the Conference grants but rather to the Department, where a preliminary selection of applications is made by the CGS. The Department also has a small budget to support student travel to conferences and other activities, such as summer programs (see below under 1.6.6). Requests should be submitted to the Head in consultation with students' advisers.

1.6.4 SLCL and Graduate College Dissertation Completion Fellowships

Before their final year of dissertation writing, qualified students can apply for the competitive SLCL and Graduate College dissertation completion fellowships, either one of which precludes teaching appointments, allowing students to dedicate 12 months to completing their dissertation. In order to be nominated by the department for these fellowships, students must present competitive applications, and the Preliminary Exam must have been scheduled or passed before a date early in the spring semester that is specified in each year's competition announcement. For more information see the Graduate College and SLCL websites.

1.6.5 Other Opportunities

Other opportunities for funding include: teaching online courses in the Winter and Summer terms; teaching the three-week, five-day-a-week ILIP or Intensive Language Instruction Program courses run by the School for members of the university community and the general public in January and May of each year (contingent upon sufficient enrollment); hourly positions for departmental projects or assisting faculty members; requests from the community; and tutoring. A departmental list of Latin and Greek tutors is compiled every semester and is distributed to language class instructors and community members on request; it is also available [online](#). Tutors set their own rates and hours. In order to be selected for inclusion on the list, students must be making satisfactory academic progress and receive the approval of their adviser and the Ancient Language Program Coordinator.

1.6.6 Awards

The Department has several endowed and departmentally funded annual award for which graduate students are eligible, including the Richard T. Scanlan award for teaching excellence; the Distinguished Service Award for a graduating student who has made an outstanding contribution to the Classics Department at Illinois and/or the field of Classics; the Reimagining the Classics award for outstanding creative work; and a Verse Composition prize. Winners are selected by the Committee on Honors and Awards. That committee also maintains an updated list of departmental awards.

The Department maintains institutional memberships with the American School of Classical Studies in Athens and the American Academy in Rome, and we encourage students to participate in their annual summer or year-long sessions. The Department makes every effort to defray travel and tuition expenses for students who apply to and are accepted in these programs. Students are encouraged to explore external funding opportunities as well, for assistance with which they may consult the DGS.

1.7 DEPARTMENTAL POLICIES

1.7.1 POLICY ON THE ASSIGNMENT OF LATIN TEACHING ASSISTANTS

The intent of the following policies is to ensure that our elementary and intermediate Latin courses have the most effective instruction possible.

1. The assignment of Teaching Assistants to Latin will be made by the Department Head in consultation with the Ancient Language Program Coordinator.
2. The following factors will be considered:
 - a. Teaching evaluations in previous courses
 - b. Performance in graduate Latin courses and/or translation exams
3. Where possible, and consistent with item 2 above, preference will be given to students working toward an M.A. in the Teaching of Latin.
4. Every effort will be made to ensure continuity between the individual semesters of both first and second-year Latin.
5. Latin assignments will be made before assignments for CLCV courses.

1.7.2 CLASS SUBSTITUTION POLICY

The following policy concerning substitutions, including language courses and general education courses, applies to all faculty and graduate employees.

The Department follows the policies and practices for absences and class coverage specified by the College of Liberal Arts and Sciences. These practices include:

1. Volunteering to teach for each other in cases where one has to be absent whether because of illness or, with the professor's permission, for some other reason. This

must be mutually agreed upon and, in exchange, the person who was absent should teach the same amount for the person who taught for them.

2. In the event that teaching for one another cannot be mutually agreed upon, the department will compensate the substitute for the hours spent in the classroom teaching. However, the department will not require graduate employees in any way to work for each other. Moreover, it is imperative that there not be any compensation exchanged for substituting between any employees. All absences and any arrangements made to cover the absences should be reported as soon as possible to the immediate supervisor and the department head. At a minimum, the absences should be reported prior to the start of the work day if at all possible to ensure that the classes are taught and students in the class are informed of any class changes. These practices are to conform with the sick leave provisions in the collective bargaining agreement with the GEO.

1.7.3 OTHER POLICIES

1. The Department expects graduate students to maintain a visible web presence through the Department's website by updating their profiles regularly. Students have the right to opt out of being listed, for privacy reasons.
2. Office space is arranged centrally by the School of Literatures, Cultures, and Linguistics. Students will be consulted by the department head as to their office preference, and any preferences will be taken into account to the extent possible.
3. The use of the printers in the department's Perry Library is restricted to Classics graduate students and faculty; there are also copiers/scanners in Room 4080 for the use of graduate students and faculty.

1.8 PETITIONS

Petitions are used to request a waiver or modification of departmental or Graduate College requirements and policies, and to record information on a student's permanent record in the Graduate College. Most petitions must be approved by the Department and then forwarded to the Graduate College for approval. Others, such as requests to enroll in an Independent Study course, are handled within the department.

Petition forms, available online by logging in at

<https://slcl.illinois.edu/resources/graduate-student-services/graduate-student-forms-and-resources> should be filled out in consultation with the adviser, who must sign the petition in the space provided and forward it to the DGS for further approval. In all cases, justifications for the requests must be clearly stated in the space provided on the petition, and all relevant documentation must be attached.

1.9 Grievances

The Department follows the Graduate College policies for problem solving, including petitions and conflict resolution, for which see the Graduate College Handbook (<http://www.grad.illinois.edu/gradhandbook>). Academic conflict may be addressed through informal processes or through a formal grievance process. It is strongly recommended that students first explore the option of informal resolution. Students who believe they have an academic grievance should first discuss it with their adviser. If discussion with the adviser is inappropriate or unfruitful, discussion with the Director of Graduate Studies or department head is recommended. A student may elect to file a formal grievance within the unit in which a problem has arisen; the grievance will be discussed by the relevant departmental Grievance Committee. The student may also choose to file the grievance directly with the Graduate College.

1.10 LEAVE OF ABSENCE

The Department follows the Graduate College's policy on leaves as outlined in the Graduate College Handbook. Students should keep in mind that there are potentially

negative consequences for failing to request an Academic Leave of Absence. Students who do not enroll, and who do not meet with the DGS and document their status with an approved Academic Leave of Absence before a period of non-enrollment begins, are considered to be Absent without Leave. The Classics Department will put an advising hold on a student who is Absent without Leave. A student who is Absent without Leave may be prevented from re-enrolling, may have additional degree requirements to complete if allowed to return, or may be subject to new degree requirements. Please note that an Academic Leave of Absence cannot be requested retroactively, cannot be used to return to good standing, and cannot be used to extend the time to degree. The maximum allowed Academic Leave of Absence is two terms during a student's degree program (spring or fall, or two summer terms for summer only programs). These terms may be consecutive terms or terms approved individually.

Requests must be approved by the department prior to the first day of classes. To request a formal academic leave the student must complete the following before the first day of classes of the term of non-enrollment:

- Complete the written [Request for Academic Leave of Absence form](#)
- If necessary, file a petition to request an extension of time to degree
- International students must meet with an ISSS adviser and obtain a signature on the Request for Academic Leave of Absence form
- Submit the written Request for Academic Leave of Absence form to the DGS
- Consult with their adviser and DGS to review the request

The department reviews the Request for Academic Leave of Absence form and completes the following:

- Review and document the student's current academic progress in the program by recording the academic requirements that have been completed as well as the student's academic status
- Document the student's remaining requirements for degree completion upon return.
- Document the length of the approved period of non-enrollment to be not more than 2 terms (spring or fall) during a student's degree program. These may be

consecutive terms or single terms approved individually

- Document the potential financial support that may be available to the student upon return to the degree program, including current department policies on financial support that exist at the time the leave is approved
- The original approved Request for Academic Leave of Absence form is placed in the student's academic file in the unit. A copy is given to the student.
- In addition, the department may put an advising hold on the student's record until the return from approved Academic Leave.
- A copy of the approved form is forwarded to the Graduate College for inclusion in the student's academic record in the college.

Return from approved Academic Leave of Absence:

- Domestic students must notify their departments of their intent to return so that departments may review and confirm their academic status at the time of return. The department may need to remove an advising hold from the student's record. If a domestic student has not been enrolled for three consecutive terms including summer, the student must complete and receive approval of a Graduate College Application for Re-entry. The Approved Academic Leave of Absence form must be attached to the Application for Re-entry to document the approved leave terms and for the return to enrolled student status.
- International students must notify their departments of their intent to return so that departments may review and confirm their academic status at the time of return. The department may need to remove an advising hold from the student's record. Because of student visa requirements, all international students taking leave outside the U.S must complete and receive approval of a Graduate College Application for Re-entry. The Approved Academic Leave of Absence form must be attached to the Application for Re-entry to document the approved leave terms and for the return to enrolled student status. International students taking leave outside the U.S. should begin this process

at least three months in advance to allow for document processing and visa issuance, if required.

2. DEGREE REQUIREMENTS

This section lists the specific requirements for each degree offered, registration and credit hour policies and procedures.

2.1.1 ADMISSIONS REQUIREMENTS

Admissions requirements are explained on the departmental website at:

<http://www.classics.illinois.edu/programs/graduate>

2.1.2 COURSE CREDITS

Illinois graduate courses are designated by a 400- or 500-level number (e.g., LAT 491, GRK 520). Courses at the 500-level are designed for graduate students, although in rare instances an advanced undergraduate student may be granted permission to enroll. Courses offered at the 400-level are open to graduate students and to advanced undergraduate students. The number of hours assigned to 400- and 500-level courses varies. Degrees are awarded based on the total number of hours completed, not the total number of courses.

2.2 PROGRAM STAGES

The Graduate College divides all graduate programs into three separate stages.

2.2.1 STAGE I

Graduate students are considered to be in Stage I from initial enrollment in the Graduate College to completion of the M.A. degree. New students admitted at Stage I will be advised by the Director of Graduate Studies (see above [1.4](#)). A formal evaluation of every student's progress takes place at the end of the first year (see below [3.3](#)).

Students admitted to Stage I who wish to continue to Stage II, and who are on track to complete all requirements for the M.A. in Classics (our only Master's degree leading to the Ph.D. degree, see above [1.1](#)) by May or August, must add their names to the May or August degree list and petition the Graduate College to add their M.A. program as a Secondary Curriculum, so as to enable them to be awarded the M.A. en route to the Ph.D. **NOTE:** Students are responsible for adhering to the relevant deadlines, which will be announced in advance each semester. The DGS and SLCL Student Services office are available to assist with this process.

2.2.2 STAGE II

A graduate student enters Stage II after completion of the M.A. and remains in this stage until passing the oral Preliminary Examination (defense of dissertation proposal; see below [5.1](#)).

2.2.3 STAGE III

Stage III (also known as “ABD – All But Dissertation”) begins when the student has passed the Preliminary Examination, continues through the Final Examination (oral dissertation defense; see below [5.3](#)), and ends when the approved dissertation has been deposited.

2.3 M.A. REQUIREMENTS

2.3.1 M.A. in Classics (Greek and Latin)

- 1) Twenty-four hours of Greek and Latin in regular courses, including GRK 411 and LAT 411, with at least eight hours in each language and at least twelve hours at the 500 level.
- 2) CLCV 550, and four hours of an appropriate graduate-level course in Latin, Greek, or related fields (with approval of the DGS). Students who wish to do so may satisfy

this requirement by writing a Master's thesis; they should enroll in Greek/Latin 599 (Thesis Research); see 2.8 and 4.2 below.

3) Satisfactory examinations in the translation of Greek and Latin. See 4.2 below.

4) **(Only for those students intending to continue to the Ph.D. at Illinois)**

Demonstration of adequate reading knowledge of (a) German; and (b) French or Italian. One of these requirements must be met before entering Stage II, and the other by the end of the second year at Stage II. For further details see 4.7 below.

2.3.2 M.A. in Classics with a specialization in either Greek or Latin

1) Twenty-four hours in Greek or Latin in regular courses, including GRK or LAT 411, with at least twelve hours at the 500 level.

2) CLCV 550, and four hours of an appropriate graduate-level course in Latin, Greek, or related fields (with approval of the DGS). Students who wish to do so may satisfy this requirement by writing a Master's thesis (see below [4.2](#)); they should enroll in Greek/Latin 599 (Thesis Research; see below [2.8](#)).

3) Satisfactory examination in the translation of Greek or Latin (see below [4.1](#)).

2.3.3 M.A.T. (Teaching of Latin)

1) Sixteen hours of Latin in regular courses, including LAT 411, with at least twelve hours at the 500 level.

2) CLCV 550 and four hours of education courses.

3) Eight hours of appropriate graduate-level courses (with approval of the DGS).

2.3.4 Professional Educator Licensure

Professional education requirements are controlled by the World Language Teacher Education Program and updated as required by the Illinois State Board of Education (ISBE) in order to maintain accreditation. Students should consult the WLTE Program Director for current requirements. A suggested licensure plan is available

[here](#).

2.4 PH.D. REQUIREMENTS

1) Completing sixty-four hours of graduate coursework beyond the M.A. level, including the following:

- Twenty-four hours of Greek and Latin, with at least eight hours in each language and at least twenty hours at the 500 level. These must include Greek/Latin 595, if not taken previously; Greek 511 and Latin 511; Greek 580 and Latin 580.
- CLCV 550 (if not taken previously) and four hours (or eight hours) in appropriate graduate-level courses in Latin, Greek, or related fields (with approval of the DGS).
- The remaining thirty-two hours may be satisfied by a combination of coursework and a minimum of twelve hours of Thesis Research.

2) Passing the Qualifying Translation Exams, the Examination in the History of Greek and Latin Literature, and the oral Preliminary Examination (see below [4.3](#), [5.1](#)).

3) Passing the oral Final Examination (see below [5.3](#)).

4) Demonstrating a reading proficiency in (a) German; and (b) French or Italian. One of these requirements must be met before entering Stage II, and the other by the end of the second year at Stage II. For further details see Section 4.7 below.

2.4.1 MINIMUM COURSE LOAD AND REGISTRATION REQUIREMENTS

The Graduate College establishes minimum course loads for graduate students to maintain full-time status. These can be found in the Graduate College handbook (<http://www.grad.illinois.edu/gradhandbook>). The Graduate College considers 8 hours to be the minimum credit load for determination of full-time status for students holding 25% to 67% teaching assistantships. For registration requirements applying to students who hold fellowships (such as SLCL Humanities, Graduate College, or Illinois Distinguished), please consult the [Graduate College Handbook](#). It is important to note that fellowships generally require students to be continuously registered for graduate

coursework, in some cases in the summer as well.

2.4.2 REGISTRATION PROCEDURES

Students register online for all classes at Illinois. Links to the current course catalogue and registration instructions are available at <http://registrar.illinois.edu/registration>.

All planned coursework must be approved by the DGS before the student registers. Every semester, the DGS sets aside some time for students to come in for advising before registration begins. Students who register before consulting with their advisers may be asked to change their course registration.

2.4.3 REGISTRATION IN GRK/LAT 599

Students may register for GRK/LAT 599 Thesis Research after a faculty member has agreed to supervise their dissertation and they are ready to schedule the Preliminary Examination. Once other credit requirements have been satisfied and the Preliminary Examination has been scheduled, international students **MUST** register for the required hours of 599 every fall and spring semester until the thesis is deposited, in order to comply with U.S. immigration regulations.

3. PROGRESS TO DEGREE

IMPORTANT NOTE: The Graduate College establishes time limits on degree completion. See the Graduate College Handbook I.6.2 for detailed information.

3.1 GRADE POINT AVERAGE (GPA) POLICIES

The Classics Department adheres to a campus policy which requires a student to maintain a minimum cumulative graduate GPA of 2.75 in order to continue in an advanced degree program, and to have a cumulative graduate GPA of at least 2.75 in order to graduate; see the Graduate College Handbook for details (<http://www.grad.illinois.edu/gradhandbook>). If a student's GPA falls below the minimum at any time, the student will be placed on academic probation and financial aid may be rescinded; if the student fails to improve the GPA, the student will be dismissed from the program of study.

3.2 INCOMPLETE GRADES

Incomplete grades for coursework should be requested and justified by the student before the semester has ended, after consultation with the instructor. The Incomplete entitles the student to additional time to complete course requirements. A grade of Incomplete must be replaced by a letter grade no later than 5:00 p.m. of Reading Day of the next semester in which the student is registered; if this does not happen, the grade is automatically converted to an F. If the student does not enroll the following semester in a graded course, the incomplete grade becomes an F-by-rule after one year. Incomplete grades earned in the spring semester will not be converted to F-by-rule until the end of the following fall semester, whether or not the student registers

for the summer term. A student will not be certified for a degree with an Incomplete grade in the academic record.

Students should remember that the instructor has the right to approve or not approve submission of an Incomplete grade; if not approved, the instructor will assign a grade based on the student's record relative to the entire body of work assigned in the class, including the final examination or paper. When registering for each semester, students should plan their schedules carefully to ensure that they will be able to complete all course requirements by the designated deadlines.

3.3 ANNUAL REVIEWS

In accordance with a Graduate College policy on annual reviews (<https://grad.illinois.edu/faculty/annual-review>) and a Graduate College policy requiring that a graduate student be making satisfactory academic progress in order to hold an assistantship, as well as departmental mentoring guidelines, the Classics Department conducts an annual review of all of its enrolled graduate students. This annual review is intended to help students progress through the graduate program by giving regular feedback, allowing timely identification of deficiencies, clarification of expectations, and identification of opportunities for improvement. The Classics Department uses annual reviews not only to monitor student progress to degree, but also in its decisions for allocating summer funding, fellowship awards, TA support, and RA support in the coming academic year.

Timeline:

- In mid-March the DGS sends out the departmental annual review template to all enrolled degree-seeking students in the department, asking them to fill in

the self-reporting section of the template. This section requests information on the student's academic accomplishments and on the completion of program requirements: courses; language proficiency; seminar papers; and examinations.

- Students return the form to the DGS within two weeks. The DGS then asks the student's adviser to review the information provided by the student and provides a written evaluation of the student's performance, setting goals for the coming academic year. The adviser's feedback is due to the DGS within 10 days after the student has submitted the form.
- By April 30, the departmental Committee on Graduate Study will meet or otherwise correspond to discuss the progress of all graduate students on the basis of the student self-reporting on the annual evaluation form as well as any feedback from advisers.
- On the basis of the committee's discussions, the DGS fills out the evaluative portion of the annual review forms and sends them to students. By May 15, the DGS meets individually with students to discuss the review.
- The DGS places the original of the review in the student's file.

It should be noted that a student's progress may be reviewed at any time. If a student is judged not to be making satisfactory progress, he or she will be notified by the Director of Graduate Studies according to the policies established by the Graduate College. Continued unsatisfactory progress may result in revocation of financial aid, change to limited status, and/or dismissal from the program. Every effort will be made to ensure that the student understands the nature of the department's dissatisfaction.

3.4 CRITERIA FOR DETERMINING SATISFACTORY PROGRESS

Students will be considered to be making satisfactory progress if all of the following minimal criteria are met:

1. Overall GPA is consistently above the minimum (see above [3.1](#)).
2. The student has no outstanding Incomplete grades from a previous semester, and no pattern of requesting Incomplete grades consistently and/or without sufficient justification.
3. The student has consistently complied with departmental regulations regarding the maintenance of a full-time course load.
4. The student is not encumbered from registration by the Graduate College and has not been put on academic warning or limited status by the Graduate College.
5. The student's overall timeline for completion of the degree is commensurate with Graduate College and departmental time limits for support.

4. EXAMINATIONS AND OTHER PROGRAM REQUIREMENTS

NOTE: Before taking any examination except the Diagnostic Translation Exams, students should fill out the appropriate form (Request to Schedule Exam, available by logging in at <https://slcl.illinois.edu/resources/graduate-student-services/graduate-student-exams> and submit it to the DGS or ALPC. Students may also email the DGS or ALPC to schedule the exams. Departmental exams are normally given at 10:00 AM or 1:00 PM in a room provided by the SLCL Student Services office. Prior to the date of any exam except the Diagnostic Translation Exams, students whose native language is not English may request the use of a bilingual dictionary of their native language (e.g. French-English) to ensure that English vocabulary is not an impediment to success. Students may not bring their own dictionary, and if a request is not made in advance, use of a dictionary may not be allowed.

For those exams which are assigned letter grades, the minimum passing grade is B- for M.A. exams and B for Ph.D. exams. Percentage equivalents of letter grades are as follows:

A+ 100-97%

A 96-94%

A- 93-90%

B+ 89-87%

B 86-84%

B- 83-80%

C+ 79-77%

C 76-74%

C- 73-70%

4.1 DIAGNOSTIC TRANSLATION EXAMS

Upon entering our graduate program, students will take a one-hour diagnostic exam in the translation of Greek prose and poetry and a one-hour diagnostic exam in the

translation of Latin prose and poetry. The purpose of the exam is to evaluate students' preparation in Greek and Latin before classes begin so that they may receive appropriate guidance from the faculty, including advice on which classes to take in their first semester. The exams will be given together on the Friday before classes begin. On the basis of students' performance on these exams, they may be advised to do additional study in one or both languages, for example by doing independent study with a faculty member under the GRK and/or LAT 493 rubric, or by taking an additional regularly scheduled language class. There is no way to fail this exam, as it is purely diagnostic.

4.2 M.A. TRANSLATION EXAMS AND THESIS OPTION (FOR TERMINAL M.A. ONLY)

Note: M.A. students who intend to continue to the Ph.D. should request to take one QTE during Stage I (the M.A. stage) instead of the M.A. examinations.

4.2.1 M.A. TRANSLATION EXAMINATIONS

The purpose of these exams is to ensure that students earning the M.A. degree attain a level of proficiency in their target language or languages that is commensurate with the degree. Alumni of the M.A. programs should be able to use their Greek and/or Latin to conduct original research in a field closely related to Classics, teach their target language, and other such tasks requiring a high level of skill in the language. Each M.A. Language examination (Greek and Latin) consists of two passages from the Reading List (see below [4.6](#)) and one passage not from the Reading List. Each passage is between 80 and 120 words. The examiner, at their discretion, may provide glosses for rare words or usages, etc. These written exams are evaluated by three members of the Department tenure-track or tenured faculty, appointed *ad hoc* by the DGS or ALPC. The exam committee members submit their grades to the SLCL Student Services office, who compiles the three results and forwards them to the DGS. The DGS is responsible for determining the final grade.

The examination lasts two hours. The passing grade is B-. A student who fails the examination three times will be dismissed.

For this translation exam, each passage is graded based on the following criteria:

- 30% for morphology
- 30% for syntax
- 30% for vocabulary
- 10% for clarity of English expression

4.2.2 M.A. THESIS OPTION

The purpose of the M.A. thesis is to demonstrate a capacity for original research that goes beyond what is normally expected of undergraduate students. Students who wish to pursue the M.A. Thesis option (see above [2.4](#)) must register for the appropriate thesis hours and must choose an adviser who is a member of the Graduate Faculty, leaving sufficient time to complete a thesis. A second reader is chosen in consultation with the adviser. For a thesis deposit, the Graduate College does not require master's students to be registered during the term in which they deposit. The thesis adviser is required to sign the [Thesis/Dissertation Approval form \(TDA\)](#). For formatting and other Graduate College requirements regarding the thesis, please consult the relevant sections in Graduate College Handbook as well as the guidelines provided by the Thesis Office at <http://www.grad.illinois.edu/thesis>.

4.3 QUALIFYING TRANSLATION EXAMS (QTEs)

In order to make satisfactory progress toward the Ph.D., students admitted to our graduate program, whether they arrive with a B.A. or an M.A. in hand, will need to pass one Greek translation exam and one Latin translation exam, the Qualifying Translation Exams (QTEs). Mastery of Greek and Latin is an essential research tool in the field of Classical Philology. The purpose of these exams is to ensure that students have attained a sufficient level of proficiency in Greek and Latin to use those languages effectively in the production of professional-level research projects. These exams are

normally given twice per academic year: on the third Wednesday in September and the last Wednesday in April. Students may take the QTEs in whichever order they prefer.

These written exams are evaluated by three members of the Department's graduate faculty, appointed *ad hoc* by the DGS or ALPC. The exam committee members submit their grades to the SLCL Student Services office, who compiles the three results and forwards them to the DGS. The DGS is responsible for determining the final grade.

To make satisfactory progress toward the Ph.D., students admitted to our graduate program must pass both QTEs by the end of the sixth semester in our program (if they are admitted with a B.A. in hand) or the end of the fourth semester in our program (if they are admitted with an M.A. in hand). But we **strongly urge** students to plan their progress to degree in such a way as to pass both QTEs by the end of the **fourth semester** (if admitted with B.A.) or **second semester** (if admitted with M.A.), so that they may devote the following two semesters to the History of Literature ID exam (see next section).

Students are allowed three attempts at any given exam. In the event of an unsuccessful first attempt at a QTE in September, the second attempt will be on the third Wednesday of January; the third and final retake date will be the following April. In the event of an unsuccessful first attempt at a QTE in April, the second attempt will be on the September date for QTEs; the third and final retake date will be on the third Wednesday of January. *Those who fail a given examination three times in succession, or who fail four or more different examinations in one year, will be dismissed.*

For these translation exams, each passage is graded based on the following criteria:

- 30% for morphology
- 30% for syntax
- 30% for vocabulary
- 10% for clarity of English expression

4.3.1 GREEK QTE

The Greek Qualifying Translation Exam consists of four passages from the Reading List (see below [4.6](#)) and two passages not from the Reading List. Students are allowed some choice in the selection of the four passages to be translated. However, the final selection must include two prose and two poetry passages, and at least one of these four passages must be from the section containing texts not included on the Reading List (i.e., the section labeled “Sight passages”). Each passage is between 80 and 120 words. The examiner, at their discretion, may provide glosses for rare words or usages, etc. The examination lasts three hours. The passing grade is B.

4.3.2 LATIN QTE

The Latin Qualifying Translation Exam consists of four passages from the Reading List (see below [4.6](#)) and two passages not from the Reading List. Students are allowed some choice in the selection of the four passages to be translated. However, the final selection must include two prose and two poetry passages, and at least one of these four passages must be from the section containing texts not included on the Reading List (i.e., the section labeled “Sight passages”). Each passage is between 80 and 120 words. The examiner, at their discretion, may provide glosses for rare words or usages, etc. The examination lasts three hours. The passing grade is B.

4.4 QUALIFYING EXAMINATION IN THE HISTORY OF GREEK AND LATIN LITERATURE

To make satisfactory progress toward the Ph.D., students admitted to our graduate program must pass a Qualifying Examination in the history of Greek and Latin literature by the end of the sixth semester in our program (if they are admitted with a B.A. in hand) or the end of the fourth semester in our program (if they are admitted with an M.A. in hand).

This Qualifying Examination is a written exam in the history of Greek and Latin literature, consisting of 24 terms which are exclusively drawn from two lists of IDs (authors, texts, key terms in literary, political, and social history) that are made available to faculty and students and periodically updated. For this exam, students are expected to be fully conversant with the works and authors listed in the Reading Lists (see below [4.6](#)). This exam will take three hours and will be given on the Wednesday before Thanksgiving break in November. The minimum passing grade is B.

The exam is evaluated by three members of the Department's graduate faculty, appointed *ad hoc* by the DGS or ALPC. The exam committee members submit their grades to the SLCL Student Services office, who compiles the three results and forwards them to the DGS. The DGS is responsible for determining the final grade.

Students are allowed three attempts at any given exam. In the event of an unsuccessful first attempt at the written ID exam, the student will retake it on following April date for QTEs; the third and final attempt will be scheduled for the subsequent September date for QTEs.

4.5 SPECIAL AUTHOR OR AREA EXAM

Working with a faculty member, the student devotes not more than a semester to preparing for a written examination in a specific author or area. The examination lasts three hours and consists of three essays on such topics as the author's life and works, manuscript tradition and editions, significant themes, trends in the scholarship. The examination is evaluated by a committee constituted by the faculty member with whom the student is preparing for the exam. The grade is either "Pass" or "Fail"; examinations graded "Pass" may also be marked "with Distinction" or "with High Distinction".

4.6 READING LISTS

For students in our MA and PhD program, there are two Reading Lists, one for Greek and one for Latin.

4.6.1 Greek Reading List

Homer	<i>Iliad</i> , Books 1, 3, 9, 18, 24 <i>Odyssey</i> , Books 1, 5, 9, 11, 19, 21
Homeric Hymns	<i>Hymns</i> 2, 4
Hesiod	<i>Theogony</i> , <i>Works and Days</i>
Greek Lyric Poetry	F. Budelmann (ed.), <i>Greek Lyric: A Selection</i>
Pindar	<i>Olympian</i> 1, <i>Pythian</i> 1
Aeschylus	<i>Agamemnon</i> , <i>Eumenides</i> , <i>Persians</i>
Sophocles	<i>Oedipus Tyrannus</i> , <i>Antigone</i> , <i>Philoctetes</i>
Euripides	<i>Medea</i> , <i>Trojan Women</i> , <i>Bacchae</i>
Aristophanes	<i>Clouds</i> , <i>Lysistrata</i> , <i>Frogs</i>
Herodotus	Books 1, 8-9
Thucydides	Books 1-2.46, 5.84-116, and 6
Lysias	1 (<i>On the Murder of Eratosthenes</i>), 12 (<i>Against Eratosthenes</i>)
Isocrates	<i>Panegyricus</i>
Andocides	<i>On the Mysteries</i>
Antiphon	3 (<i>Second Tetralogy</i>), 5 (<i>On the Murder of Herodes</i>)
Xenophon	<i>Memorabilia</i> 1, <i>Anabasis</i> 3
Plato	<i>Apology</i> , <i>Symposium</i> , <i>Gorgias</i>
Demosthenes	<i>Philippic</i> 3, <i>Olynthiac</i> 1, <i>On the Crown</i>

Aristotle	<i>Poetics, Nicomachean Ethics 1, Politics 1</i>
Menander	<i>Dyskolos, Samia</i>
Apollonius of Rhodes	<i>Argonautica 1, 3</i>
Hellenistic Poetry	N. Hopkinson (ed.), <i>A Hellenistic Anthology</i>
Polybius	Book 1
Longinus	<i>On the Sublime</i>
Dio Chrysostom	<i>Oration 7</i>
Greek New Testament	<i>Acts of the Apostles</i>
Plutarch	<i>Alexander, How to Study Poetry</i>
Lucian	<i>True Histories</i> + N. Hopkinson (ed.), <i>Lucian: A Selection</i>
Longus	<i>Daphnis and Chloe</i> , Book 1
Cassius Dio	Book 52
Imperial Greek Poetry	N. Hopkinson (ed.), <i>Greek Poetry of the Imperial Period</i>
Selected inscriptions from:	
(a) Meiggs and Lewis: 5 (Foundation of Cyrene), 52 (Athens and Chalkis)	
(b) Rhodes and Osborne: 22 (Prospectus of the Second Athenian League), 54 (Plots against Mausolus of Caria), 88 (Ephebic Oath of Athens and the "Oath of Plataea")	

4.6.2 Latin Reading List

Ennius	<i>Annales</i> 1.34-50, 1.72-96, 8.268-286, 15.391-398 (ed. Skutsch)
Plautus	<i>Amphitryo</i> and <i>Casina</i>
Terence	<i>Adelphoe</i>
Lucretius	Books 1 and 3
Catullus	All
Horace	<i>Epodes</i> ; <i>Odes</i> 1 and 4; <i>Ars Poetica</i> ; <i>Sermones</i> 1

Virgil	<i>Eclogues; Georgics 4; Aeneid 1, 2, 4, 6, 7, 12</i>
Propertius	Book 1
Tibullus	Book 1
Ovid	<i>Amores 1; Heroides 1, 7, 10; Ars Amatoria 1; Fasti 3; Metamorphoses 1, 3, 6, 10; Tristia 4.10</i>
Lucan	Books 1 and 7
Valerius Flaccus	Book 7
Silius Italicus	Book 3
Statius	<i>Silvae 2; Thebaid 8; Achilleid</i>
Juvenal	<i>Satires 1, 2, 3, 4, 5, 6</i>
Martial	Books 1 and 2
Cato	<i>De Agricultura</i> praef.; 1.1-5.8, 139.1-143.2, 156.1-157.12
Varro	<i>De re rustica</i> prefaces; 3.16.1-38
Caesar	<i>De bello Gallico 1</i>
Cicero	<i>In Catilinam 1-2; Pro Archia; De amicitia; De re publica 6 (Somnium Scipionis); Select Letters</i> (ed. Shackleton Bailey, Cambridge 1980)
Sallust	<i>Bellum Catilinae</i>
Livy	Books 1, 6, 21
Augustus	<i>Res Gestae</i>
Petronius	<i>Satyricon 6-46, 83-87, 110-113</i>
Columella	Books 1 and 10
Quintilian	<i>Institutio Oratoria</i> 10.1.1-131
Seneca	<i>Thyestes; De Clementia; select Epistulae morales</i> (ed. Edwards, Cambridge 2019)

Suetonius	<i>Augustus; Nero</i>
Pliny	<i>Letters</i> 1.1, 1.9, 1.12, 2.20, 3.21, 4.19, 6.16, 7.27, 9.33, 10.96, 10.97
Tacitus	<i>Germania; Annales</i> 1 and 13; <i>Dialogus</i>
Apuleius	<i>Metamorphoses</i> 1.1-20, 3.21-29, 4.28-6.24, 11.1-15
Augustine	<i>Confessions</i> Book 8

4.7 PH.D. MODERN LANGUAGE REQUIREMENT

One of the requirements for a Ph.D. in our program is demonstration of reading proficiency in two of the modern languages which, in addition to English, are fundamental for mastering the scholarship of our field: (1) German, and (2) either French or Italian. If a student has a compelling professional reason to replace French or Italian with another modern language, they may petition the Department for permission to do so; such petitions will be handled on a case-by-case basis. Reading proficiency in one of these languages must be demonstrated at the time of admission to Stage II, and in the other language by the end of the second year at Stage II.

Students have two options for fulfilling this requirement:

- a. Successful completion, with a grade of B or higher, of the second semester graduate-level course designated as “Reading Knowledge for Graduate Students” (German 501 or French 501). Note that these courses do NOT earn graduate credit and may not be offered on a regular schedule. They may also have a prerequisite (such as German 500 or French 500), so plan your modern language courses carefully.
- b. Passing a reading proficiency exam (dictionary allowed) which is administered by the Classics department, as scheduled by the DGS in consultation with the student. This exam is two hours long and consists of a single passage of scholarship on Classics or a closely related field that must be translated into English in a way that shows clear comprehension of the original passage. Typically, the DGS sets and grades these exams, returning the results within two weeks of the exam date. On the

rare occasion that a student is being examined in a language the DGS cannot evaluate, the DGS may seek another examiner with appropriate expertise.

5. THE DISSERTATION

5.1 PH.D. PRELIMINARY EXAMINATION

(DISSERTATION PROPOSAL DEFENSE)

The Graduate College requires that each doctoral student undergo an examination or some other review of progress at the end of Stage II, i.e., when coursework requirements have been fulfilled. The Preliminary Examination (or dissertation proposal defense) is an oral examination administered by a committee which is appointed by the Dean of the Graduate College upon recommendation of the department head or the head's authorized delegate.

IMPORTANT NOTE: The Graduate College requires that students be registered for the semester in which they take the Preliminary Examination. For this purpose only, "academic term" is defined as extending to and including the day before the first day of the following academic term. See the Graduate College Handbook for further detail.

After the student, with faculty guidance, has determined a potential dissertation topic and a faculty member has tentatively agreed to serve as Director of Dissertation Research, the student will confer with the director in order to identify potential members of the Preliminary Examination Committee.

The Graduate College specifies the following requirements for the formation of the Preliminary Examination Committee:

- a. The committee must have at least four faculty members.
- b. At least three of the committee members must be current members of the Graduate Faculty.

- c. At least two members of the committee must be tenured at the Urbana-Champaign campus of the University of Illinois.
- d. The Chair of the committee must be a member of the Graduate Faculty.
- e. The dean of the Graduate College must approve, in advance, individuals who are not members of the Graduate Faculty to serve as voting members of the committee.

The members of the Examination Committee may subsequently serve on the Dissertation Committee, but the composition may also change. Typically, the adviser serves as the Chair of the Preliminary Examination Committee and then as the Director of Dissertation Research, but these roles may also be played by different faculty members.

The Preliminary Exam should be scheduled at least 15 working days (three weeks) before the proposed date. A final version of the student's dissertation proposal must be distributed to all committee members at least 10 working days (two weeks) before the proposed Preliminary Exam date.

The proposal itself should be about 20-35 double-spaced pages in length and should include the project outline (with specific examples, when applicable, and discussion of relevant passages from the authors examined and/or other relevant evidence), a plan of research and a timetable, as well as a working bibliography.

At the Preliminary Exam, the committee evaluates the project's intellectual value, depth, and feasibility. The exam lasts about two hours. Decisions of the Preliminary Examination committee must be unanimous and are recorded on the Preliminary Exam Result form. See the Graduate College Handbook for additional details.

The committee may make one of three decisions:

- Pass the candidate.
- Fail the candidate. A program may, but is not required to, grant the student another opportunity to take the examination after completing additional course work, independent study, or research, as recommended by the committee. However, if a second attempt is given, a new committee must be appointed by the Graduate College. The new committee may, but does not have to, consist of the same members as the original committee.
- Defer the decision. If this option is chosen:
 1. the same committee must re-examine the student,
 2. the second exam *must* occur within 180 calendar days of the date of first exam, and
 3. the outcome of the second exam must be pass or fail.

After a fail result, a student will only be allowed to take the Preliminary Examination one additional time while working toward the completion of any one program of study.

Upon passing the Preliminary Examination, the student proceeds to Stage III (also known as ABD), assuming that all other program requirements have been fulfilled.

5.2 THE DISSERTATION COMMITTEE

The purpose of this committee is to advise the student on dissertation research and effectively monitor the student's progress, often before the student is ready to form the final examination committee; students are also encouraged to consult with other

members of the faculty as they work on their dissertation. The dissertation committee does not need to be formally appointed or approved, but the Graduate College encourages formation of a dissertation committee as early as possible after the successful completion of the Preliminary Examination. The dissertation committee membership may be substantially or entirely the same as the Preliminary Examination committee. The dissertation committee membership may also be the same or essentially the same as the Final Examination committee (see below).

The Director of Dissertation Research usually serves as chair of the Dissertation Committee. If a member of another department or unit is the Director of Dissertation Research, a member of the Classics faculty will be appointed chair of the Dissertation Committee. In consultation with the Director of Graduate Studies, students may change their Director of Dissertation Research at any time.

5.3 PH.D. FINAL EXAMINATION (DISSERTATION DEFENSE)

The Final Examination (commonly known as the “dissertation defense”) is an oral evaluation administered by a committee which is appointed by the Dean of the Graduate College upon recommendation of the department head or the head’s authorized delegate. The Final Examination committee must include at least four voting members, at least three of whom must be members of the Graduate Faculty, and at least two of whom must also be tenured at the Urbana-Champaign campus of the University of Illinois. The committee should include faculty members from more than one area of specialization in order to provide diversity in viewpoint, methodology, or academic discipline. The dean of the Graduate College must

approve, in advance, individuals who are not members of the Graduate Faculty to serve as voting members of the committee.

The Final Examination committee is usually chaired by the Director of Dissertation Research, but this is not obligatory. The committee chair must, however, be a member of the Graduate Faculty.

The Final Examination should be scheduled at least three weeks before the proposed date. A finished copy of the final version of the dissertation, approved by the Director of Dissertation Research, should be in the hands of all committee members at least four weeks before the proposed defense date.

The student, the committee chair, and at least one additional voting member of the committee must be physically present for the entire duration of the Final Examination. All voting members of the committee must be present either in person or via video conferencing for the entire duration of the Final Examination, and the deliberation and determination of the result. In accordance with Graduate College regulations, all Final Examinations are oral and open to the public.

The examination lasts about two hours. Upon completion of the examination, the voting members of the committee must make one of two decisions:

- Pass the candidate. The candidate passes the Final Examination if the Director of Dissertation Research votes Pass and no more than one of the remaining committee members votes Fail. The committee will indicate on the Final Exam Result form if revisions are required. The committee will sign the Thesis/Dissertation Approval form after the completion of the examination and the completion of any required revisions.

- Fail the candidate. The candidate fails the Final Examination if the Director of Dissertation Research votes Fail or if two or more Committee members vote Fail. A program may, but is not required to, grant the student another opportunity to take the examination after completing additional research or writing, as recommended by the committee. However, a new committee must be appointed by the Graduate College. The new committee may, but does not have to, consist of the same members as the original committee. After a fail result, a student will only be allowed to take the final examination one additional time while working toward the completion of any one program of study.

The result of the examination is communicated to the student and to the Graduate College as soon as possible after the conclusion of the exam. All committee member votes and the examination result must be recorded with the Graduate College on the same Final Exam Result form. See the Graduate College Handbook for further details.

IMPORTANT NOTE: The Graduate College requires that all doctoral candidates be registered for the entire academic term during which they take the Preliminary Examination, and the term during which they take the Final Examination, regardless of when the dissertation will be deposited or when the degree will be conferred. For this purpose only, "academic term" is defined as extending to and including the day before the first day of the following academic term. If enough thesis credits have been accumulated, registration for zero hours is acceptable. See the Graduate College Handbook for registration options, including *in absentia* registration, zero hours registration, and GC 599.

The Graduate College does not require students to be registered at the time of

deposit. For formatting and other Graduate College requirements regarding the dissertation, please consult the relevant sections in Graduate College Handbook as well as the guidelines provided by the Thesis Office at <http://www.grad.illinois.edu/thesis>.

6. COLLEGIALITY AND PROFESSIONAL BEHAVIOR

Every semester the Department of the Classics organizes a series of lectures, conferences, workshops, symposia, in which the participation of the graduate students is vital, especially for the development of students' professional life. All students are expected to attend these events. In addition to the frequent Friday lectures and colloquia, the Department has a strong relationship with the local chapter of the Archaeological Institute of America (AIA), and we support their lecture series (2-3 per year). All lectures provide Department members with an important opportunity to learn first-hand about scholarship and creative work in the profession as a whole, as well as to meet colleagues from elsewhere in the US and abroad. Finally, the Department fosters a healthy environment of collegiality, collaboration, and amicable relations, and graduate students are expected to adhere to such standards by communicating and working together with their peers in a civil manner, and collegially sharing the office space in the Department that is provided to graduate students as available. Unless it stems from a violation of departmental or campus policies, any interpersonal conflict among graduate students is the responsibility of the students themselves to resolve. Such conflicts should in no way affect the working life of the department. The University has resources to support independent conflict resolution [here](#). If a violation of policy occurs, students may take formal steps according to the relevant policy.

The Department abides by the Society for Classical Studies' Statement on Professional Ethics (<https://classicalstudies.org/about/scs-statement-professional-ethics>) and holds annual information sessions for incoming students.

TAs are expected to abide by the departmental policy on dating/romantic relationships, as described in the Latin Teaching Handbook (available from the Ancient Language Program Coordinator). We also abide by the policies of the

university's Office of Diversity, Equity, and Inclusion regarding a just and equitable working environment (<https://diversity.illinois.edu/2021/09/07/reaffirmation-of-our-commitment-to-institutional-equity/>). Familiarize yourself with these policies

and related procedures. Do not date, or attempt to date, your current students.

Instructors who make advances on their students may be charged with harassment.

(It is rarely clear -- to the student -- that no adverse consequences will follow refusal.)

Romantic relationships that begin after a student-teacher relationship has terminated are not regulated by the University, although there are FERPA rules against using undisclosed information, e.g. contact information, obtained in your capacity as a university employee for this purpose. See the University policy on intimate relationships here:

https://www.hr.uillinois.edu/policy/policy_library/policy_resources_applicable_to_all_employees/policy_on_workplace_related_intimate_relationships.

7. GRADUATE STUDENT REPRESENTATIVES

Each academic year, there are two elected graduate student representatives in the department, one from Stage I and one from Stage II or III. These representatives participate in the department's Committee on Graduate Study (see above [1.5](#)), and the Stage II or III representative also participates in the Committee on Appeals. Both representatives serve as a communication channel between the graduate students as a group and the Department's faculty, particularly the DGS and Head.

Traditionally, the graduate student representatives have also coordinated the annual invitation of a guest speaker chosen by the graduate student community. Graduate student representatives should consult with the chair of the Events Committee as soon as they are elected.

Graduate students vote to elect the coming academic year's representatives by the end of August. The outgoing representatives are responsible for conducting the elections. The results are communicated to the DGS.

8. IMPORTANT DEADLINES AND DATES

Important deadlines will be announced each semester via email and posted on the SLCL Student Services Office website (<https://slcl.illinois.edu/resources/graduate-student-services>) and the Graduate College website (<https://grad.illinois.edu/general/calendar/fall>).

The following annual deadlines are approximate. *Please note that department deadlines may be 4 or more weeks earlier than those of the Graduate College in order to accommodate review at the Department and School levels.*

- Beginning of the semester: Dissertation Travel Grant applications
- September: Conference Travel Grant applications
- November: On-Campus Dissertation Research Grant applications
- February: Dissertation Travel Grant applications
- February: SLCL Dissertation Completion Fellowship
- April: Graduate College Dissertation Completion Fellowship

9. TIMELINES TO THE PH.D.

Parallel to fulfilling coursework and other requirements as outlined above, the department's timelines for passing required exams are as follows.

For students who enter our graduate program with the B.A. in hand

Year 1

- Friday before classes begin in August: Diagnostic translation exams
- Last Wednesday in April: first QTE

Year 2

- Third Wednesday in September or last Wednesday in April: second QTE
- Any needed retakes of QTEs
- Before the beginning of year 3: first modern language reading requirement

Year 3

- November (Wednesday before Thanksgiving break): History of Greek and Latin Literature ID exam
- March 1: first Qualifying Paper due
- May 1: second Qualifying Paper due
- Any needed retakes of QTEs

Year 4

- Special Author or Area exam (scheduled *ad hoc*)
- Preliminary Exam (dissertation proposal), scheduled *ad hoc*
- Before the beginning of year 5: second modern language reading requirement

Year 5

- Writing the dissertation

Year 6 (if needed)

- Completing the dissertation

For students who enter our graduate program with the M.A. in hand

Year 1

- Friday before classes begin in August: Diagnostic translation exams
- Third Wednesday in September: first QTE
- Last Wednesday in April: second QTE

Year 2

- November (Wednesday before Thanksgiving break): History of Greek and Latin Literature ID exam
- March 1: first Qualifying Paper due
- May 1: second Qualifying Paper due
- Any needed retakes of QTEs
- Before the beginning of year 3: first modern language reading requirement

Year 3

- Special Author or Area exam (scheduled *ad hoc*)
- Preliminary Exam (dissertation proposal), scheduled *ad hoc*
- Before the beginning of year 4: second modern language reading requirement

Year 4

- Writing the dissertation

Year 5 (if needed)

- Completing the dissertation

Appendix 1: Mentoring Guidelines

Introduction

The Classics Department understands that mentoring beyond the classroom is an important part of graduate education. Good mentoring not only helps build skills and knowledge necessary for successful careers, but also fosters an environment in which students feel supported as they navigate the challenges of a demanding career path. A variety of formal and informal strategies are in place to assist students in their academic and professional development. This section lays out basic goals and explains how students can make the most of mentoring opportunities within the department and beyond.

Roles

- Faculty – Faculty members carry out all the formal and informal mentoring tasks laid out below, seek further opportunities to assist students in their academic and professional development, and foster an environment in which students feel comfortable asking for help. Individual faculty members may also enter one-on-one mentoring agreements upon request from a student.
- Students – Students are primarily responsible for attending mentoring events and asking for assistance when they need it. They may also serve as mentors to other graduate students or undergraduate students. Fellow students can be good resources for advice specific to the department, particularly in matters of course work, exams, teaching duties, and campus resources.

Responsibilities

- Department Head – Available for consultation on matters pertaining to employment and department/school/university policy.
- Director of Graduate Studies – Coordinates the department's formal mentoring activities. Meets regularly with graduate students, both one on one and as a group. Available for consultation on matters pertaining to the department's graduate programs and academic careers in general.

- Ancient Language Program Coordinator – Supervises TAs who have been assigned to Ancient Greek or Latin classes. Available for consultation on matters pertaining to language pedagogy and language teacher career preparation.
- Adviser – Meets regularly with advisees to discuss research projects, career strategy, matters pertaining to academic career preparation, and (to a limited degree) non-academic career preparation.
- Other Classics Faculty – Individual faculty members may play a lead or supporting role in any of the activities listed below. They should be willing to lend their experience and expertise to students as needed, and willing to devote time to mentoring activities. Faculty may also set boundaries to avoid becoming overburdened with such responsibilities. Faculty most likely have a clearer understanding of how mentoring agreements work than students do, so they should take the lead when defining parameters for any such agreements.
- Students – Take advantage of opportunities offered by the department. Ask for help when needed. Respect boundaries set by faculty members and recognize that they may not be able to do more than they are already doing. Recognize that other students may view you as a mentor even if you do not. Be willing to give advice when you have it and be cautious in how you express opinions about graduate education, academic careers, and related matters, especially when speaking to students with less experience. Set boundaries to avoid becoming overburdened and be mindful of how much you ask of your peers.

Practices

Formal

- Annual written evaluations of students
- Abstract workshops for major conferences
- Practice talks for major conferences
- Mock job interviews
- Practice talks for campus visits
- Teaching observations
- Career preparation workshops

Informal

- Research consultations

- Discussions of funding opportunities
- Discussions of study strategies
- Office hours
- Networking assistance

Further resources

For a variety of reasons, the Department's standard mentoring practices may not meet all of a student's needs. In such cases, students are encouraged to reach out to other mentoring resources. For example, since different departments and universities work in different ways, it can be valuable to begin a mentoring relationship with an established scholar at another university simply to gain an additional perspective on professional development. Similarly, students wishing to pursue non-academic careers can expect support from the Department's faculty; however, they must also recognize that the faculty's experience is primarily academic, and so knowledge of other industries will be necessarily limited. Some suggested resources are listed below. This list is far from exhaustive, and students may wish to discuss further opportunities with the Department's faculty or representatives from the programs on the list.

- [UIUC Graduate College Career Development Office](#) – Offers workshops and individual support for both academic and non-academic job searches
- [Women's Classical Caucus Mentoring Program](#) – Open to all WCC members. Offers one-on-one and group mentoring primarily focused on academic careers in Classics and closely related fields.
- The [Asian and Asian-American Classical Caucus Mentoring Program](#) – Open to Asian and Asian-American students and scholars in Classics and related fields. Offers one-on-one mentoring primarily focused on academic careers.

Appendix 2: Generative AI

The Classics Department's position on the use of generative AI in research will need to evolve along with this still-emerging technology. Students are advised to consult the University of Illinois system-wide [Generative AI Principles](#). The purpose of this appendix is to offer guidance that may

help prevent students from harming their intellectual development through overreliance on generative AI. Since no policy can cover all possible scenarios, much less a policy concerning a new and rapidly changing technology, this appendix should be treated as a set of guiding principles specific to the Classics Department. As such, any decisions the Department needs to make concerning possible misuse of AI will be guided by the stated purpose of this appendix rather than its precise phrasing. In other words, the fact that a particular behavior is not explicitly forbidden here does not mean that it is acceptable behavior.

In brief, AI should primarily be used to speed up or enhance things that you can do for yourself without AI. As an analogy, it makes little sense to repeatedly re-read the entirety of ancient Greek literature looking for all the instances of one word when you could instead perform a word search on the TLG, but such word searches are useless to a person who lacks the linguistic and literary skills to evaluate the contents and contexts of the search results. In that case, a person would need to know how to read and criticize ancient Greek literature in the original language before beginning to use the TLG. Similarly, generative AI can assist with reading and writing tasks, but graduate students in Classics who cannot gather, organize, and interpret data on their own will not be able to produce and defend original ideas through the use of generative AI alone.

As a guiding heuristic, we suggest that, before using generative AI, you ask yourself whether you would feel right using another person for the same task. For example, it is perfectly acceptable to ask a friend to read a draft of a paper and suggest changes to improve clarity and argumentation, so it is not necessarily a problem to have generative AI do that for you. The more of your draft the person or program changes for you, however, the less acceptable it is to claim that the end result is still your own work, and you might consider adding a note to clarify the extent of your use of AI, just as you might add a note thanking a colleague for a particularly helpful insight. In fact, many publishers now require such disclosures as a matter of course. On the other end of the spectrum, it is totally unacceptable to ask a friend to draft a paper for you, so you should not use generative AI for that task either. When grey areas arise, as they are bound to do, ask yourself whether what you are doing defeats the purpose of the academic exercise you are working on. If so, do not do it. When in doubt, consult your instructor, adviser, mentor, or DGS.