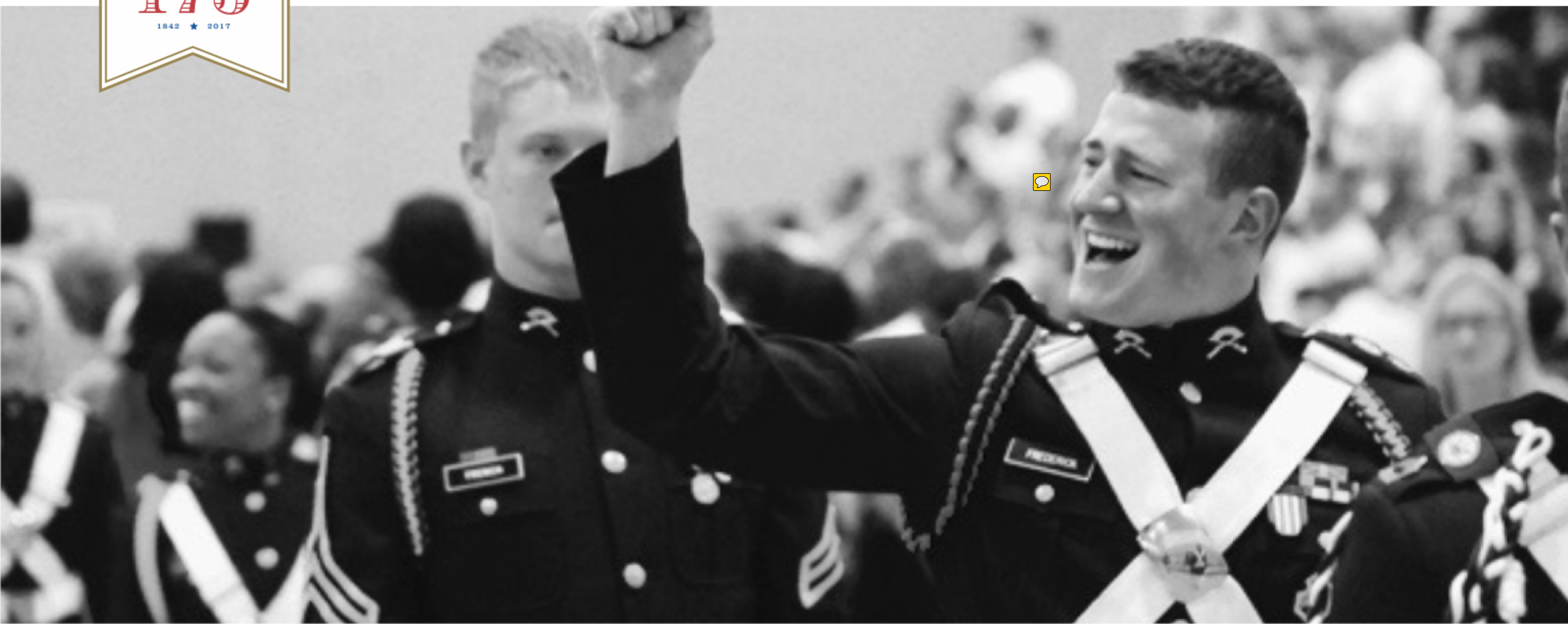



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Dear Prospective Cadet,

Marion Military Institute is looking for individuals like you to be a vital member of the Corps of Cadets. Here you will find an unmatched college experience focused on developing you as a whole person.

Our mission is directed towards you and your success: Educate and train the Corps of Cadets in order that each graduate is prepared for success at four-year institutions, including the service academies, with emphasis on providing intellectual, moral-ethical, and leadership development experiences in a military environment.

Marion Military Institute offers you outstanding academics. You will have the opportunity to earn an Associate in Science or an Associate in Arts degree. These programs are based on a strong general studies and liberal arts curriculum taught by credentialed faculty who care about you, your educational progress and your academic goals. Within these degree programs, you will have options tailored to your interests.

Marion Military Institute supports these academic programs with electives essential for successful transfer to a four-year program of your choice. For example, the performing arts, fitness and humanities courses will introduce you to a variety of experiences important to excelling in a challenging world.

Marion Military Institute strives for consistent superior performance by our faculty, emphasizing ongoing assessment and evaluation of our programs. Almost all of your instructors are full-time and dedicated to their professional development, which ensures you receive the most current learning methods. We are also committed to the most modern technologies in our classrooms. The small class size, averaging 17 students to every instructor in core classes, demands a high quality of diligence in teaching and learning.



Academic Success Center

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Please note these useful resources for new and returning cadets:

[Academic Calendar](#) – All the dates you need to know for the coming academic year

[College Catalog](#) – Course descriptions, academic policies, faculty roster, available scholarships, and other useful information

[Registration Guide](#) – A must-read for new Cadets

[Transcript requests](#) – Use the procedure on this site to request a transcript

[Course schedule](#) – Available courses for the coming academic semester

Please call our admissions office, 800-664-1842, with questions about enrolling at MMI. We look forward to having you as a vital member of our exceptional learning environment. I look forward to meeting you.

Sincerely,

Lt Col Timothy T. Ullmann, USAF Retired

Chief Instructional Officer

tullmann@marionmilitary.edu



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Degree Programs

Marion Military Institute offers transfer degree programs designed to meet the needs of students who plan to transfer to four-year institutions to pursue a baccalaureate degree. The College offers both the associate in arts and the associate in science degrees (CIP Codes 24.0101 and 24.0102).

Both degree programs require completion of a total of 64 college-level semester hours.

Degree Requirements

Area I - Written Composition: 6 credit hours required

- ENG 101 and 102 - Freshman Composition (I and II) - 6 credit hours

Area II - Humanities and Fine Arts: 12 credit hours required

- Literature: 3 or 6 credit hours

Students must complete EITHER a literature sequence OR a history sequence.

- ENG 251 and 252 - American Literature (I and II) - 3 credit hours each
- ENG 261 and 262 - British Literature (I and II) - 3 credit hours each

- Arts: 3 credit hours

Those transferring to an Alabama state university must complete either Art Appreciation or Art History

[Learn more](#)

- The remaining 3 or 6 credit hours to be selected from Humanities and/or Arts.

[Learn more](#)

Area III - Mathematics and Natural Science: 11 credit hours required

- Mathematics - 3 credit hours required

One course above MTH 100 is required.

[Learn more](#)

- Natural Science (Sequence) - 8 credit hours required

[Learn more](#)

Area IV - History, Social and Behavioral Sciences: 12 credit hours required

Students must complete EITHER a history sequence OR a literature sequence.

- Must complete at least 3 credit hours in History

[Learn more](#)

- Must complete at least 6 credit hours from other Social and Behavioral Science Disciplines

[Learn more](#)

- Remaining 3 credit hours from any History, Social, and Behavioral Science Discipline

[Learn more](#)

Area V - Pre-Professional, Pre-Major and Elective Courses: 23 credit hours required

- Must include Military Science (4 to 12 credit hours)

- Early Commissioning Program - MSC 201, 201, 241, and 124 (12 credit hours) and MSC 110 each semester (4 credit hours)

- Leadership Education Program and Service Academy Program - MSC 106, 108, 120, and 122 (4 credit hours)

- Air Force Basic Cadet and Service Academy Program - AFS 101, 102, 201, and 202 (4 credit hours)

2016-2017 Catalog

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2016-2017

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2015-2016

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2014-2015

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Academic Calendar 2017-2018

2017 Fall Semester

July 31	Cross Country Arrives
Aug 3	Baseball, Softball & Golf Arrive
Aug 4	Coast Guard Sponsored Arrive
Aug 7	LEP and ECP Arrive
Aug 8	SAP Arrive
Aug 8	SAP Picnic; 6:00 pm; Stevenson Home
Aug 10	Returning Cadets Report
Aug 14	Classes Begin
Aug 18	Last Day for Drop/Add
Sept 1	Cresting
Sept 4	Labor Day Holiday
Oct 13 & 14	Parents Weekend
Nov 20 – 26	Cadet Thanksgiving Break (12:00 pm on the 17th through 6:00 pm on 26th
Dec 4	Last Day of Class
Dec 5 – 7	Exams
Dec 9	Graduation and Commissioning



2018 Spring Semester

Jan 3	New Cadets Arrive
Jan 8	Classes Begin
Jan 12	Drop/Add Ends
Jan 15	Martin Luther King Holiday
Jan 19	Cresting
Mar 12 – 16	Spring Break (12:00 pm on March 9 through 6:00 pm on March 18)
April 27	Last Day of Class
April 30 – May 2	Exams
May 2	SAP Convocation
May 4	Honors Convocation
May 5	Graduation and Commissioning

[Final Exam Schedule](#)



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Academic Success Center



Marion Military Institute’s Academic Success Center opened in October of 2016. The establishment of the Center was made possible by a federal Title III grant under the Strengthening Institutions Program. The grant will provide \$1.9 million over a five-year period with college contributions to the project amounting to over \$600 thousand, indicating federal support to the program of 76 percent and institutional support of 24 percent. Services provided through the Center encompass various retention-focused activities including tutoring, development and provision of academic support workshops, advisor training, and faculty professional development.

The Center employs a full-time math specialist, writing specialist/activities director, administrative assistant, and a half-time director and technology specialist. The Center, which is located on the bottom floor of Baer Memorial Library, is housed in 2 rooms, each with 12 computers, a printer, and desks and chairs, all of which are mobile and can be arranged so that students may work individually or in groups. Each room contains a moveable whiteboard that tutors may use when working with students. Additionally, grant funds have provided the opportunity for the College to purchase Starfish, an early alert system that will aid in timely notification of students who may be experiencing difficulty and who could benefit from Center services.

In the Center’s first month of operation, tutors worked over 300 hours, providing 480 tutoring sessions, including individual and group sessions. Currently, the Center has tutor services available in writing, literature, all levels of mathematics, physics, chemistry, Spanish, and criminal justice. Student tutors must be recommended by an MMI faculty member in order to be eligible to tutor in a specific subject area. The grant also funds professional tutors who hold at least a bachelor’s degree in a specific subject area.

The Center closed out the fall semester with the “Final Blitz”, which was a concentrated tutoring session held on Sunday evening just before exams began. Tutors, as well as faculty members, were available to assist students and to help them focus on preparation for final exams.

Contact: 334-683-2348

Math - April Smitherman

Writing - Jamie Kirby



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Academic Resources

Request for Accommodations



A student who wishes to request an accommodation(s) for any covered disability (including a learning disability) must review the request guidelines provided in this document. The student then must personally complete the [Accommodation Request Form](#) and submit it to the Office of the Academic Dean for review and approval.

Please note that the student must provide appropriate documentation as described in the guidelines that is ***no more than 3 years old*** and additionally, that IEP's are not acceptable documentation for colleges and universities.

If you would like to request an accommodation, please complete the Request for Accommodations form (found on the Request for Accommodations tab of the Academics webpage on the MMI website) and send it or fax it to the office of the Academic Dean (address and fax number can be found on the form).

Disability Verification of Learning Disabilities

Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the area of specialization, employment, and state in which the individual practices must be clearly stated in the report. The following professionals are generally considered qualified to diagnose learning disabilities: clinical psychologists, school psychologists, neuropsychologists, learning disability specialist, diagnostician, and psychiatrists who have expertise in evaluating the impact of learning disabilities on an individual's educational performance. All reports should be on official letterhead, dated, and signed.

Current/Comprehensive Documentation

An evaluation should be no more than three years old. Documentation should substantiate the need for services based on the student's current level of functioning. A school plan such as an IEP or a 504 Accommodation Plan is insufficient documentation, but may be included as part of a more comprehensive report.

Identification of Learning Disabilities

Evaluation should include a clinical interview, assessment of aptitude AND academic achievement, and a diagnosis of LD.

Clinical Interview- Relevant information regarding the student's academic history and learning abilities should be included. Also, medical, developmental, and social histories should be investigated and reported, along with any family history of educational, medical, or psychological difficulties. Medical, social, and psychological problems should be ruled out as causes of learning disabilities.

Assessment of Aptitude-A complete intellectual assessment, with standard scores reported, is required. The following tests are recommended for assessment of aptitude; other appropriate measures may be used at the examiner's discretion.

- Wechsler Adult Intelligence Scale (3rd Edition)
- Stanford-Binet Intelligence Scale (4th Edition)
- Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems

The Slosson Intelligence Test-Revised and the Kaufman Brief Intelligence Test are screening devices, thus are not appropriate for the diagnosis of learning disabilities.

Assessment of Academic Achievement- Norm-referenced academic achievement tests, with subtests and standard scores reported, are essential. The assessment should include evaluation of reading, math, and written language. Also, it may be useful to include other evaluations, such as informal inventories or classroom observations. The following standardized tests are recommended for assessment of academic achievement; other appropriate measures may be used at the examiner's discretion.

- Woodstock-Johnson Psychoeducational Battery-Revised
- Tests of Achievement (to substantiate any processing problem)
- Wechsler Individual Achievement Test (if student falls within age norms)
- Kaufman Test of Educational Achievement (if student falls within age norms)
- KeyMath Diagnostic Arithmetic Test-Revised if student falls within age norms)
- Test of Written Language-3 (if student falls within age norms)
- Grey Oral Reading test 3 (if student fall within age normal)

The Wide Range Achievement Test (WRAT3) is a screening device, thus is not appropriate for the diagnosis of learning disabilities.

Diagnosis of Learning Disabilities- The evaluator should use direct language in the diagnosis of a learning disability based on DSM-IV criteria: a SPECIFIC statement that a learning disability exists is required for services and accommodations. Also the evaluator must describe the substantial limitation(s) to academic learning that are presented by the learning disability. If the data indicates that a learning disability is not present the evaluator should state that finding in the report. The report must outline alternative explanations and diagnosis.

Recommendations for Accommodations

The report should include specific recommendations for academic accommodations and the rationale for such accommodations. If accommodations are not identified specifically in the diagnostic report, Disability Services must request this information before services can be provided. A history of accommodations does not in itself warrant the provision of similar accommodations at Marion Military Institute. The final determination of appropriate and reasonable accommodation rests with the Dean of Academics.

The diagnostic report must include specific recommendations for accommodations and a detailed explanation of why each accommodation is recommended.

Disability Verification of Attention Deficit / Hyperactivity Disorders (ADHD)

Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate ADD/ADHD: physician, psychiatrists, clinical psychiatrists, neurologist, or neuropsychologist who have expertise in evaluating the impact of ADD/ADHD on an individual's educational performance. A diagnosis of ADD/ADHD by someone whose training is not in these fields is not acceptable. All reports should be on official letterhead, dated, and signed.

Current Documentation

Evaluation should be no more than 3 years old and must provide a clear statement of the presenting problem. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's current functioning and must define the level of functioning and any limitations supported by evaluation data.

Identification of ADHD

A comprehensive evaluation should include a clinical interview, assessment of attention difficulties, and diagnosis of ADD or ADHD using DSM-IV criteria. A school plan such as an IEP or a 504 Accommodation Plan is insufficient documentation, but may be included as part of a more comprehensive report.

Clinical Interview-Because ADHD is, by definition, first exhibited in childhood and manifests itself in more than one setting, relevant historical information is essential. The student's academic history should be included. Medical, developmental, and social histories should be investigated and reported, along with any family history of educational, medical, or psychological difficulties. A description of the individual's presenting attention symptoms should be provided as well as any history of such symptoms. A family history of ADHD and the student's medical history also are important. High school IEP, 504 Plans, and/or a letter from a physician or other professional will not be sufficient to document ADD or ADHD. Medication cannot be used to imply diagnosis.

Assessment of Attention Difficulties

The evaluator should include any assessment data that supports or refutes a diagnosis of ADHD. Assessments such as checklists and rating scales are very important, but checklists, surveys, or subtest scores should not be used as the SOLE criterion for a diagnosis of ADHD.

The evaluator should investigate the possibility of dual diagnosis and/or co-existing medical and/or psychological disorders that result in behaviors that mimic ADHD. Medical, social, and psychiatric problems should be ruled out as causes of ADHD.

Diagnosis of ADD/ADHD Using DSM-IV Criteria-Individuals who exhibit general problems with organization, test anxiety, memory, and concentration do not fit the diagnostic criteria for ADHD. Likewise, a positive response to medication by itself does not confirm a diagnosis of ADHA. The diagnostician should use direct language in diagnosis of ADHD, avoiding the use of terms such as "suggests", "is indicative of", or "attention problems". A SPECIFIC statement that the student is diagnosed with ADD or ADHD and the accompanying DSM-IV criteria are required for services and accommodations. Also, the evaluator must describe the substantial limitation(s) to academic learning

presented by the attention disorder. If the data indicate that ADHD is not present, the evaluator should state that finding in the report. Additionally, any alternative explanations or diagnosis must be ruled out.

Diagnosis must be clearly supported (with data provided) using relevant test data with standard scores to support conclusions, including at least:

- WAIS-R
- Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language
- Behavioral Assessment Instruments for ADD/ADHD, normed on adults

Recommendations for Accommodations

The diagnostic report should include specific recommendations for academic accommodations; and the rationale for such recommendations. If accommodations are not identified specifically in the diagnostic report, Marion Military Institute must request this information before services can be provided. A history of accommodations in itself does not warrant the provision of similar accommodations at Marion Military Institute. The final determination of appropriate and reasonable accommodation rests with the Academic Dean.

A summary of diagnostic findings is a component of the report. The summary might include an indication of how patterns of inattentiveness and/or hyperactivity validate the presence of ADHD, and the elimination of alternative explanations for academic problems (such as poor study habits, lack of motivation, psychological or medical problems).

Development Studies Courses

- ENG 092 Basic English I
- ENG 093 Basic English II
- RDG 080 Developmental Reading
- MTH 090 Basic Mathematics
- MTH 098 Elementary Algebra

Developmental Studies courses at MMI provide an educational opportunity for students to strengthen their foundational skills in preparation for college-level academic courses.

Developmental courses are designed to offer individualized and group instruction in the areas of reading, standard written English, and mathematics.

These hybrid courses, delivered in both traditional and laboratory settings, are required of students who do not achieve minimum scores on one or more sections of the COMPASS assessment test. The results on the COMPASS test determine the developmental coursework appropriate for students. Please refer to the Placement Testing section of this webpage for information about the COMPASS test.

NOTE: The developmental courses do not confer credits toward graduation. Enrollment in these courses can require that students take summer school or online courses to attain the 64 credits necessary for an A.S. degree in four semesters or two years.

Course outcomes

Students enrolled in Developmental Studies courses at MMI will master the following program outcomes and competencies:

1. Written Communication ... demonstrate measurable success in appropriately leveled writing skills
2. Oral Communication ... demonstrate appropriately leveled oral communication skills
3. Reading Skills ... demonstrate appropriately leveled reading skills
4. Quantitative reasoning ... demonstrate measurable success in appropriately leveled math skills
5. Study Skills ... demonstrate an ability to apply basic study skills to successful academic performance
6. Critical thinking ... demonstrate an ability to use logic to analyze texts
7. Use of Technology ... demonstrate appropriately leveled skills in the use of technology in academic settings
8. Academic Preparedness ... demonstrate preparedness to succeed in college-level courses

Course Competencies

Written Communication:

Competency 1.1 Students will create coherent, grammatically correct written responses to prompts and questions.

Oral Communication:

Competency 2.1. Students will give meaningful responses to classroom prompts and in presentations.

Reading Skills

Competency 3.1. Students will read and comprehend appropriately leveled texts.

Competency 3.2. Students will demonstrate appropriately leveled ability to analyze written texts.

Quantitative Reasoning

Competency 4.1 Students will demonstrate an ability to produce solutions to a variety of mathematical problems, especially those in pre- and intermediate algebra.

Study Skills

Competency 5.1. Students will demonstrate knowledge of successful study skills through regular attendance, completed assignments, active engagement in class, and utilization of campus academic support.

Critical Thinking

Competency 6.1. Students will evaluate the logic of strengths and weaknesses of varying points of view.

Competency 6.2. Students will demonstrate the ability to distinguish between pertinent and irrelevant information.

Use of Technology

Competency 7.1. Students will gather and correctly process information through appropriate use of technological tools.

Competency 7.2. Students will demonstrate the ability to use information technologies to communicate information to others.

Academic Preparedness

Competency 8.1 Students will demonstrate an ability to succeed in passing college-level coursework.

Advanced Placement (AP) Credit

Marion Military Institute AP Equivalents and Credit	
AP Examination*	Number of Credit Hours
Art History	6 - ART 203 and 204
Biology	8 - BIO 103 and 104
Calculus AB	4 - MTH 125
Calculus BC	8 - MTH 125 and 126
Chemistry	8 - CHM 111 and 112
Economics: Macro	3 - ECO 231
Economics: Micro	3 - ECO 232
English Language & Composition	6 - ENG 101 and 102
English Literature & Composition	6 - ENG 102 and ENG 999 (Elective)
Government & Politics - Comparative	3 - POL 200
Government & Politics - United States	3 - POL 211
Physics B	8 - PHY 201 and 202
Physics C/Mechanics	4 - PHY 213
Physics C/Electricity & Magnetism	4 - PHY 214
Psychology	3 - PSY 200
Spanish Language	
Score of 3	4 - SPA 101
Score of 4 or 5	8 - SPA 101 and SPA 102
Statistics	3 - MTH 245
Studio Art Drawing	6 - ART 113 and 114
U.S. History	6 - HIS 201 and 202
*A minimum examination score of 3 is required for consideration of credit awards.	



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Ed.S., Troy State University*

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Tennis Coach; Instructor, English
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M.A., Slippery Rock University*

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Instructor, Mathematics
*B.S., Yunnan Normal University, China
M.S., East China Normal University
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Transfer Information and Scholarships



Sophomore cadets requesting assistance for transfer to their 4-year institution of choice should contact [Lt Col Timothy Ullmann](#), USAF (Ret), Chief Instructional Officer and Academic Dean. [Mrs. Lisa Fitts](#) in the Dean's office (north wing of the Chapel) can be reached at [334-683-2334](#).

MMI has transfer scholarships available to graduating cadets with the following regional universities:

- Auburn University
- Mississippi State University
- Troy University
- University of Alabama



The [University of West Florida](#) offers a 64 credit transfer agreement (no scholarship) to MMI cadets as well.

[Download the Transfer Scholarships Packet](#)

Scholarships by Comparison

**EACH school requires that a student be admitted to the transfer school by March 1 to be eligible for their scholarship. Completion of an associate's degree is required for scholarship funding.*

Transfer School	Basic Requirements	Award Amount	Deadline
Auburn University	2.75 GPA + cadet leadership position or military officer program + and/or commandant's recommendation + essay	\$5,000 annually (in-state) / \$15,000 (out-of-state)	2/28
Mississippi State University	2.85 GPA + cadet leadership position or military officer program + and/or commandant's recommendation + essay	\$2,500 annually	2/28
Troy University	2.75 GPA + essay + commandant's recommendation + active STARS Guide	\$2,000 annually	2/28
University of Alabama	2.75 GPA + cadet leadership position or military officer program and/or commandant's recommendation + essay	\$5,000 annually	2/28
UA Presidential Scholarship	3.5 GPA + president's nomination + essay	approx. \$20,940 (cost of in-state tuition over four semesters)	2/28



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Mission

Consistent with the mission of Marion Military Institute, the mission of Baer Memorial Library is to provide quality resources to support the curriculum; expert services to support Marion Military Institute cadets, faculty, and staff; and an environment where lifelong learning is encouraged and where cadets can meet their educational, informational, and socialization needs.

General Information

MMI's Baer Memorial Library serves the needs of cadets, faculty and staff. More general information about the library including rules, study guides and FAQs are available [here](#). The basement of the library houses computer labs and classrooms. The second floor has a large meeting room with a big-screen television and the school's archives.

Collection

The main floor of Baer Memorial Library contains more than 22,000 items. These items are searchable from OPAC stations around the library. Computers are provided for cadets to write papers and access to the Internet. While reference and AV items are not available for checkout, the library provides a copier and a TV/VCR/DVD station for student use. The library subscribes to more than 50 periodicals along with area and national newspapers.

Because MMI is a public institution, access to the Alabama Virtual Library is provided to all students. MMI also provides access to Early American, and a list of vetted web sites, all accessible via the [library's main web site](#).

History

Marion Military Institute's (MMI) library is named for Mildred Pope Baer, MMI's librarian for twenty-five years. Mrs. Baer was killed in a car accident in 1957. Cadets contributed to a flower fund and found that they had \$225.53 left over after the purchase of the funeral wreath, which they used to start a library-building fund.

The library was dedicated on May 21, 1966.



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Greetings from Marion Military Institute

Marion Military Institute (MMI) is the nation’s oldest military junior college. With its origin dating back to 1842, the Institute has achieved a national reputation for developing young men and women into successful and prominent leaders in the military, in business and in government.

Our foundation is built upon a top-notch and robust academic program that contributes significantly to our high success rate for cadet acceptance and transfer to four-year universities, including our nearly 83% acceptance rate for those qualified cadets seeking appointments to each of the service academies. But there is much more at MMI that contributes to this success. It is found in our unique whole-person approach to education which is embedded in our military tradition. This tradition is reflected in cadet life that is defined by a full-time military experience that emphasizes education in physical fitness, moral fitness, and leadership. Cadets are prepared for success in any future educational institution they go on to attend. More importantly, they are prepared for success in life.

MMI’s whole-person approach helps educate cadets in critical thought, judgement, decision-making, and character development. Cadets learn about the most basic tenets of good leadership. The uniforms they wear, the drill they practice, the athletics and physical training they do, the barracks they keep, and the structure and discipline they live by, all provide an education that develops cadet self-discipline, accountability, responsibility, and a commitment to only the highest standards of excellence.

Finally, cadets will find themselves bound to the large Corps of Cadets, and through this they attain a basic sense of duty, teamwork, and service for the greater good. Cadets learn to understand the very ideals MMI’s motto upholds: Truth, Honor, Service. The MMI experience is one that will define each cadet forever.

I encourage you to visit our campus, talk to our faculty and staff, and examine our programs. Whether you are interested in military service or not, the whole-person education received here will lay the foundation for success in any endeavor you choose to pursue in life.

David J. Mollahan

Colonel, USMC (Ret)

President, Marion Military Institute

President’s Message

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President’s Bio

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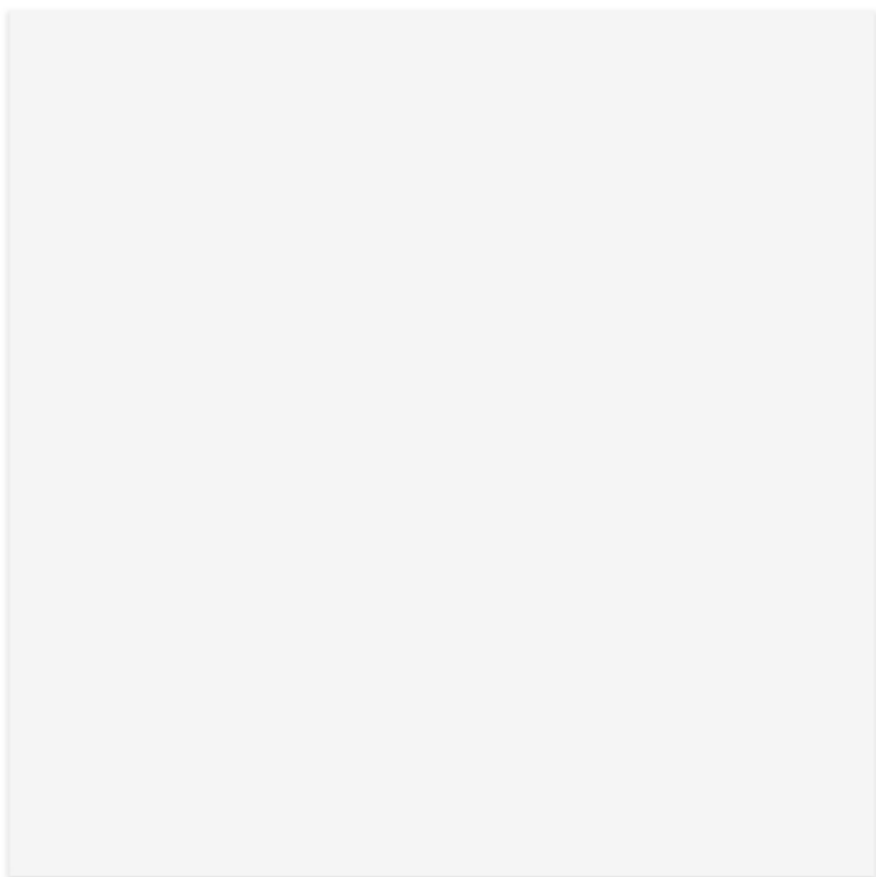
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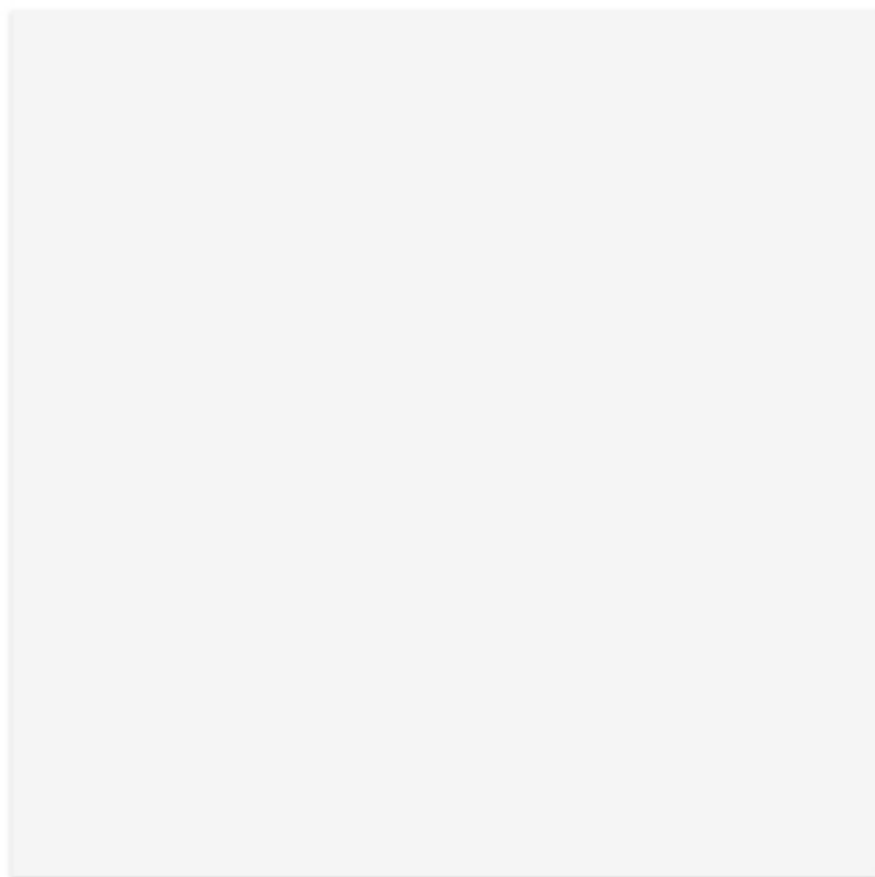
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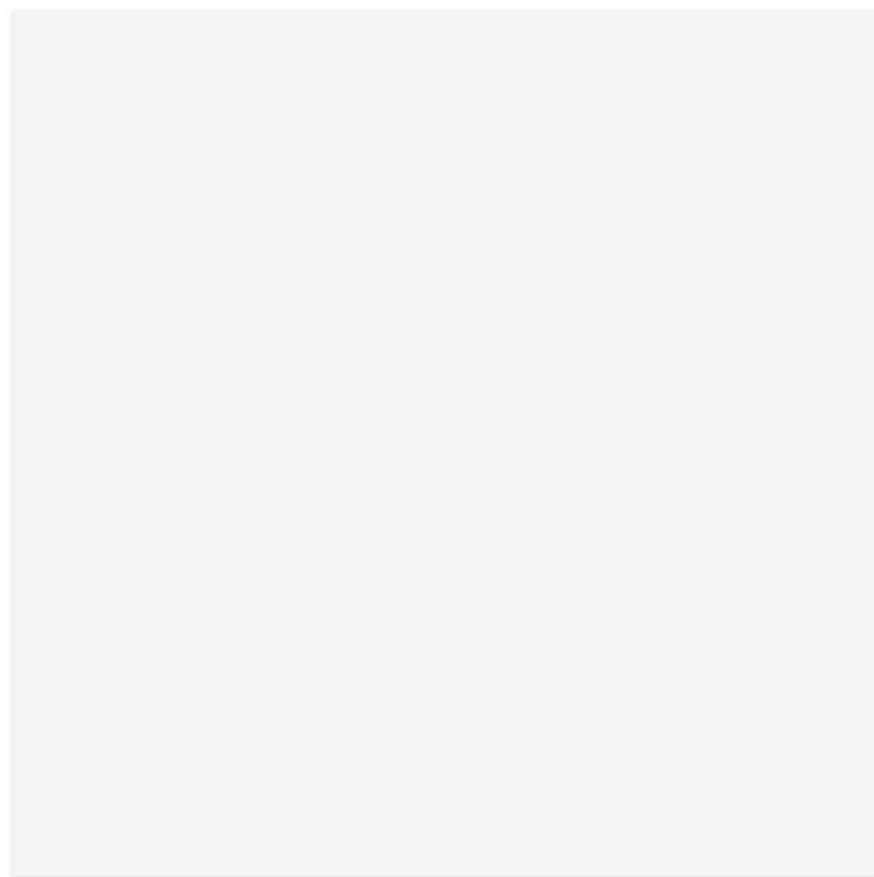
Executive Staff



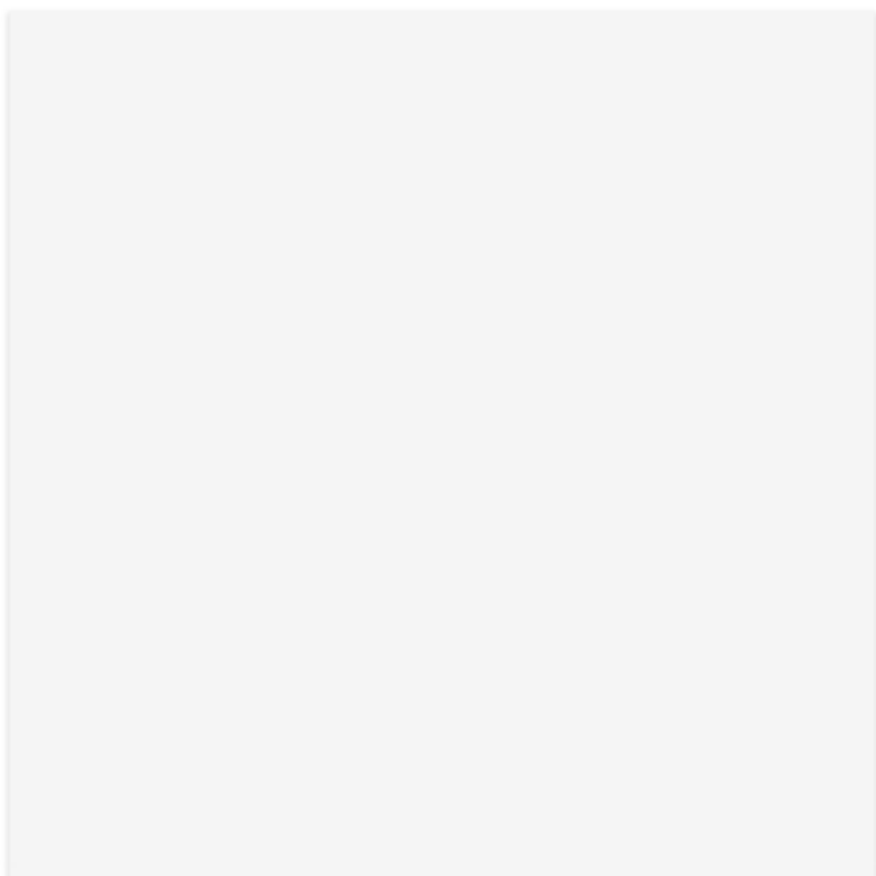
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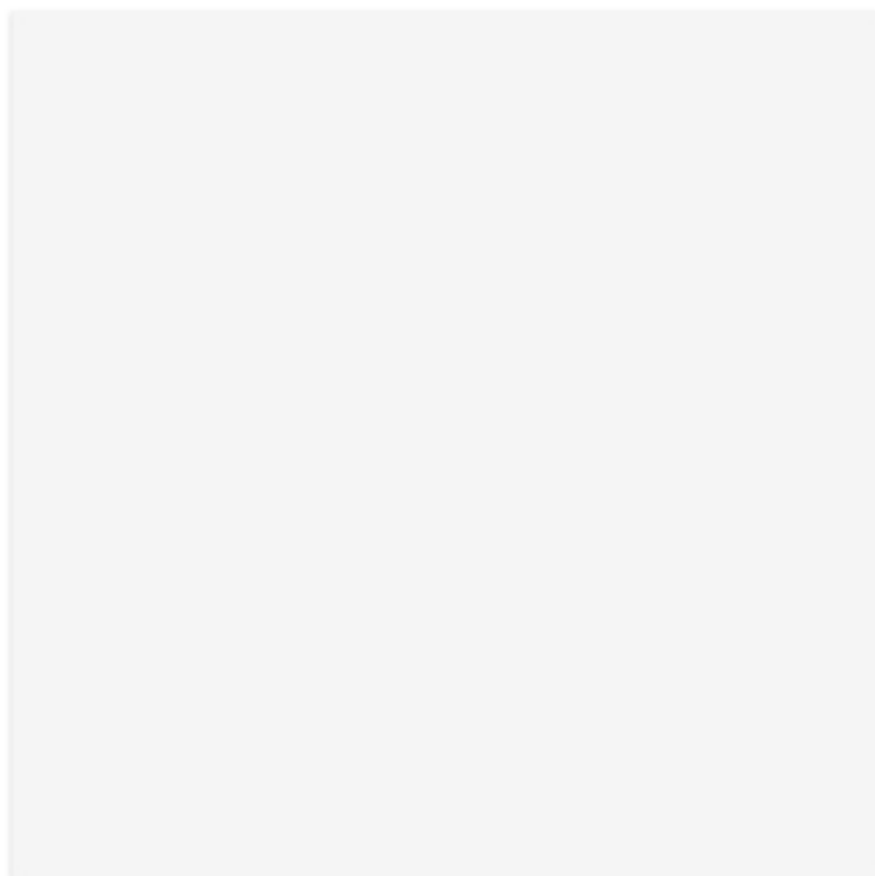
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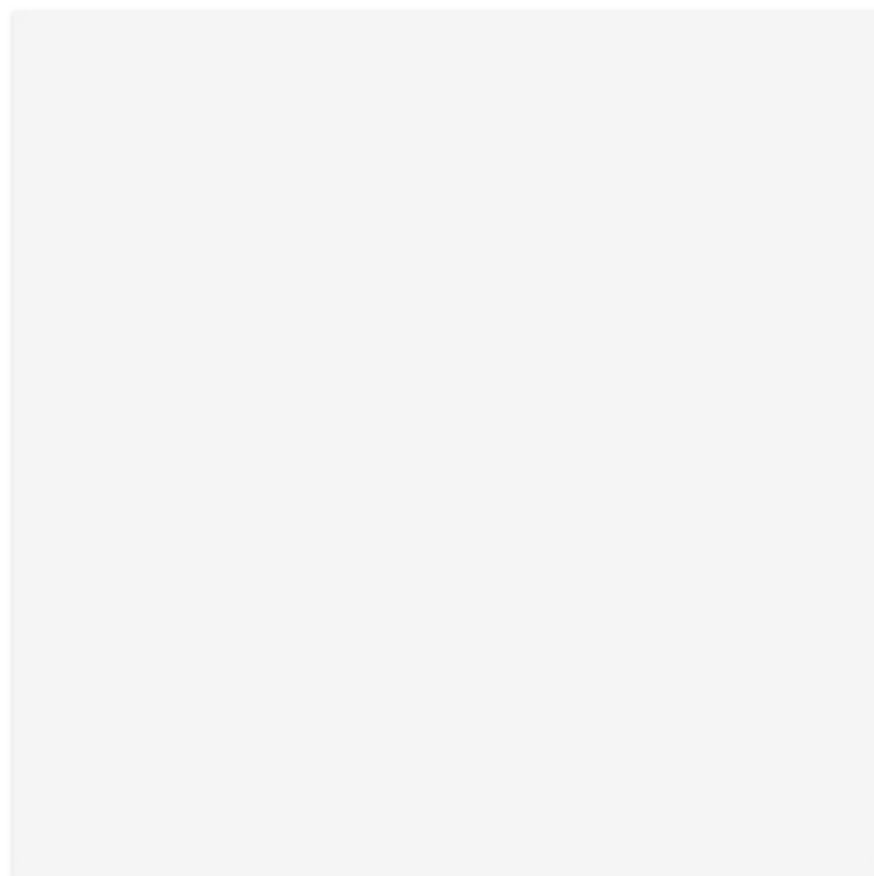
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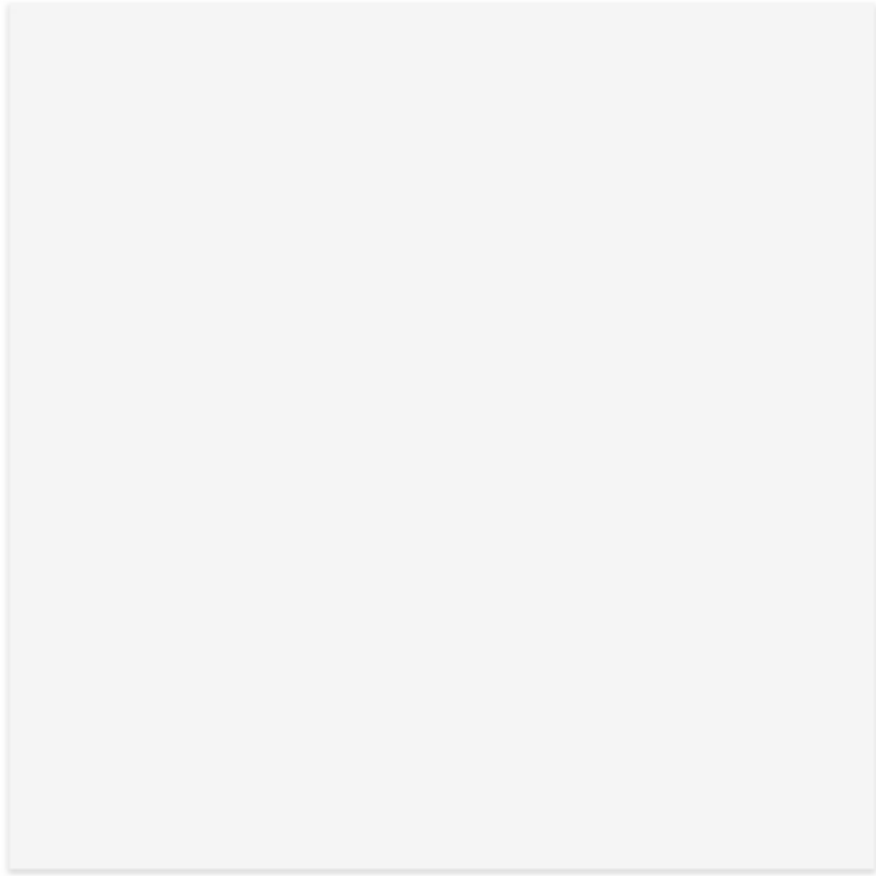
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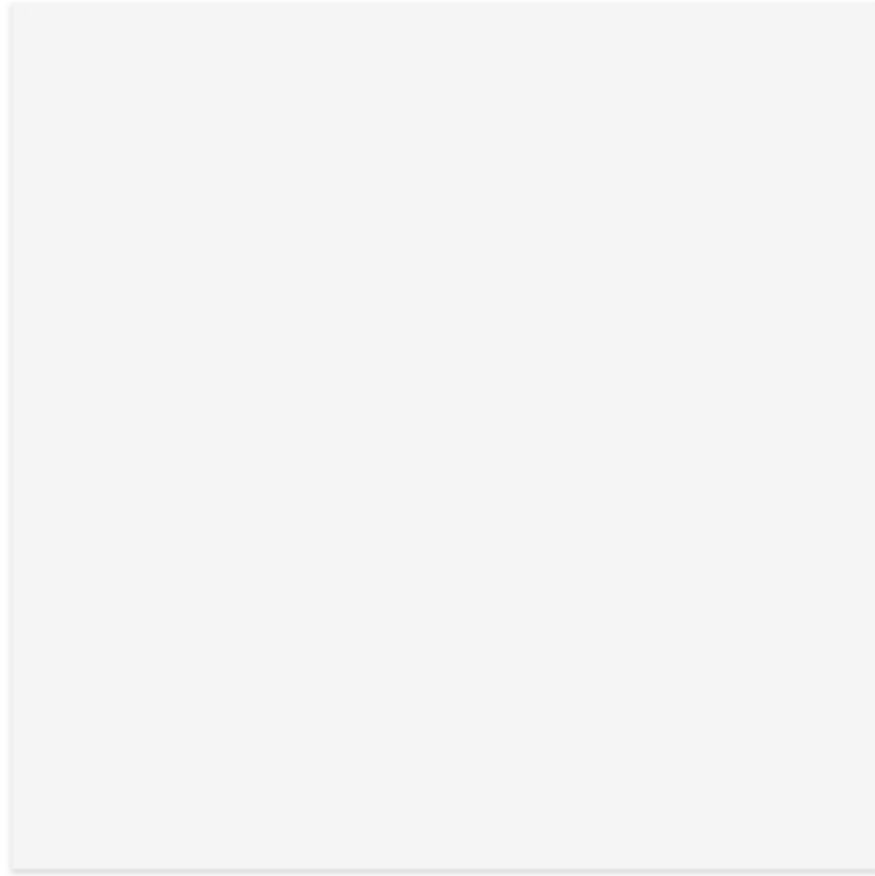
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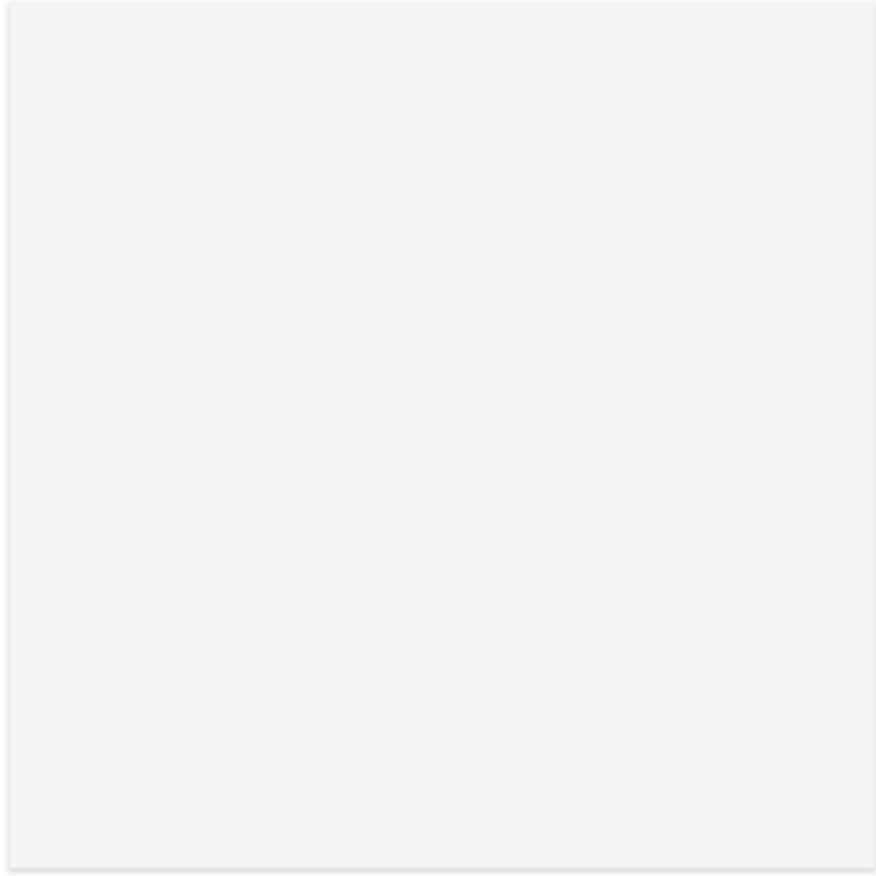


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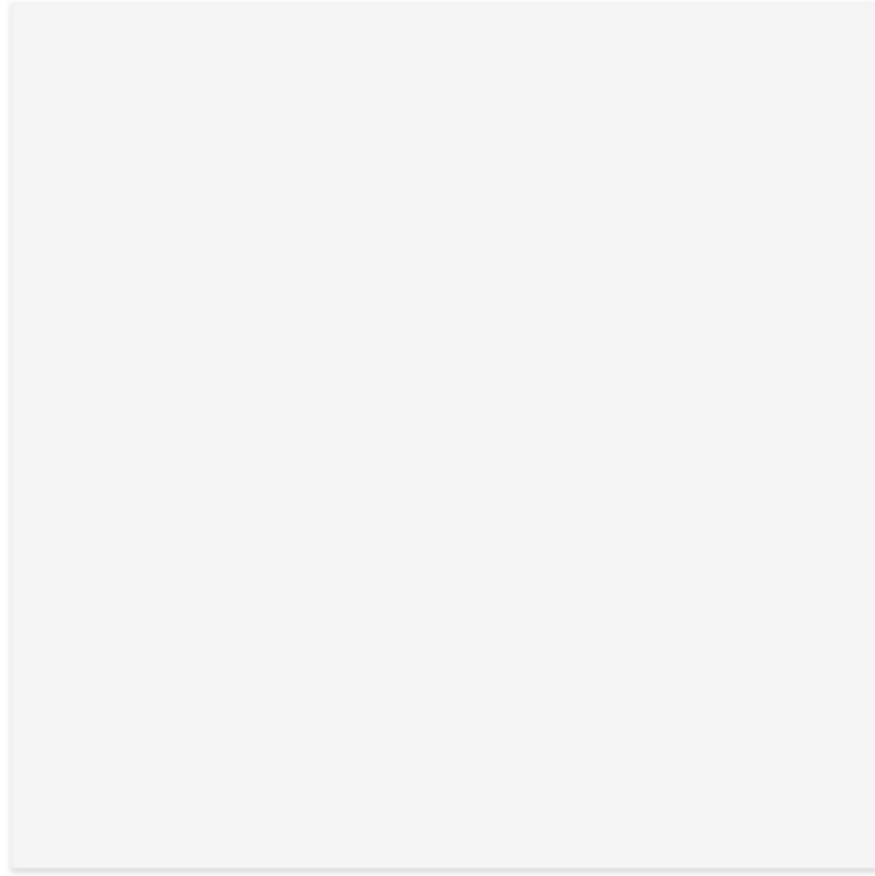


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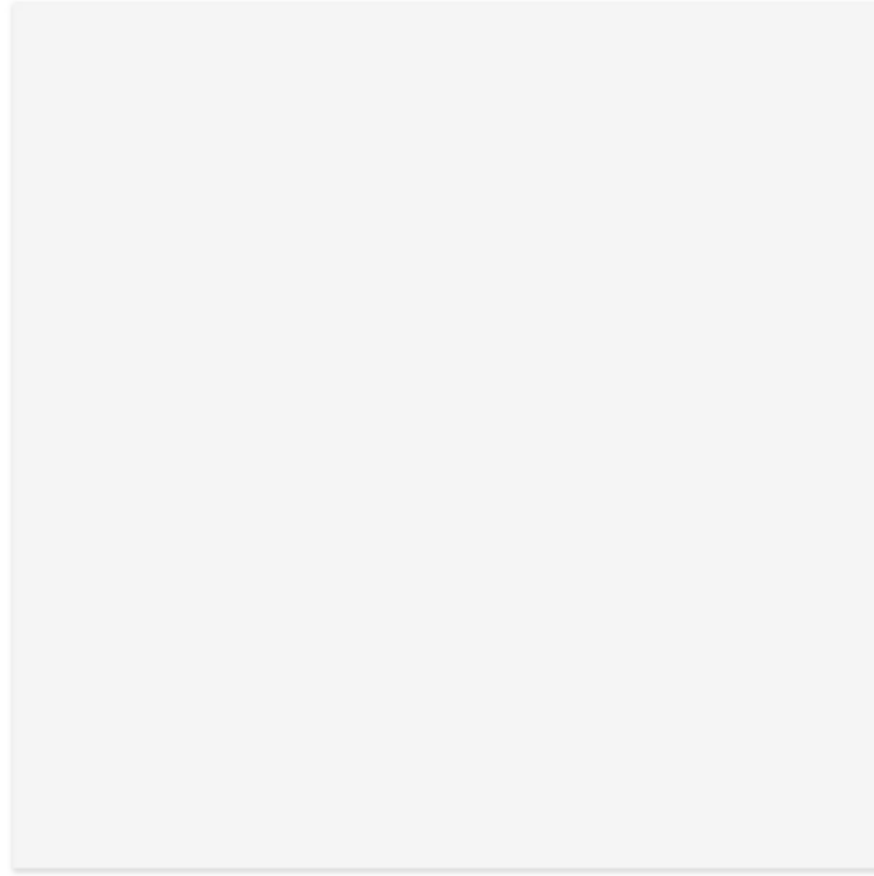
Senior Staff



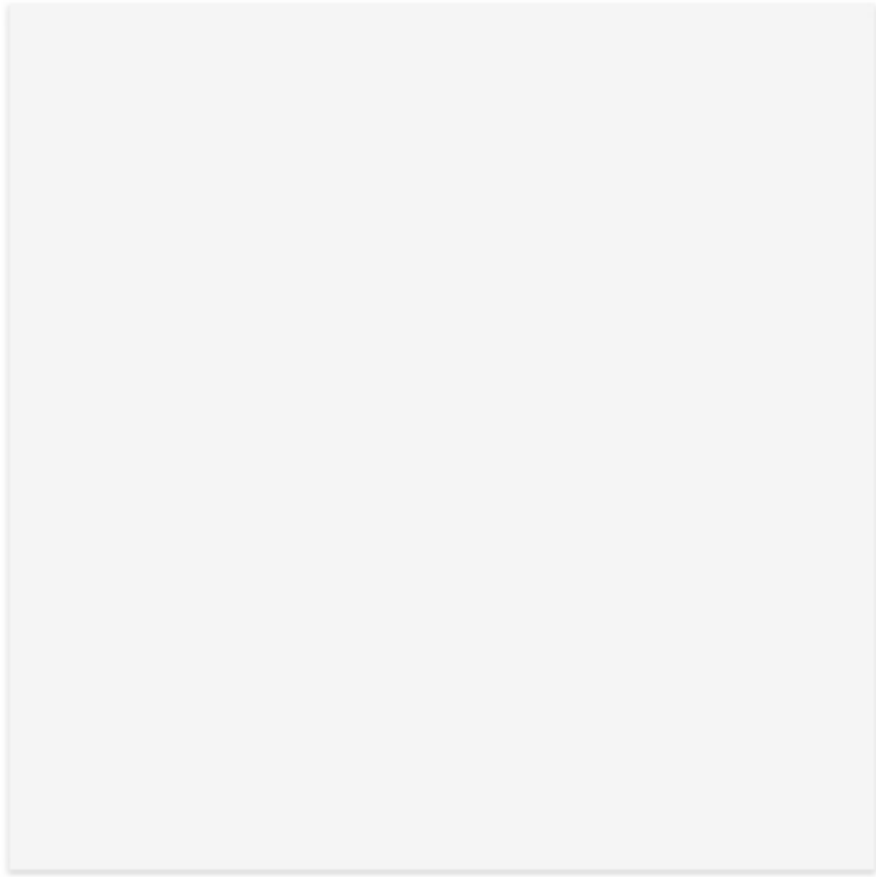
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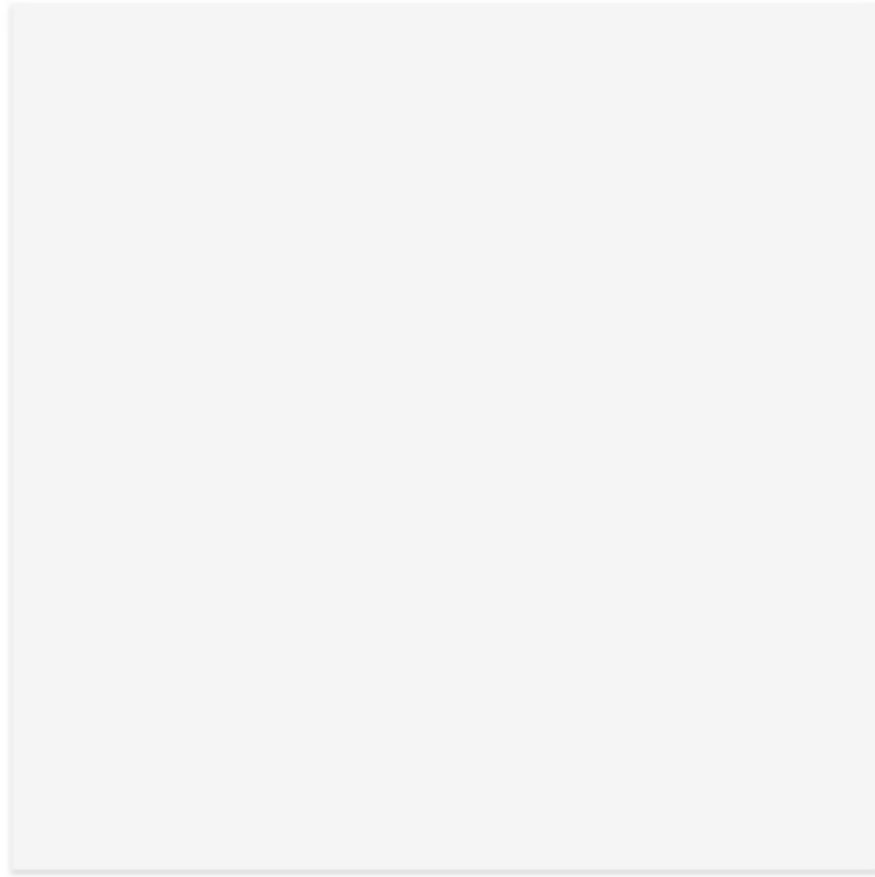
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Marion Military Institute, a two-year public institution, educates and trains the Corps of Cadets in order that each graduate is prepared for success at four-year institutions, including the service academies, with emphasis on providing intellectual, moral-ethical, physical-athletic, and leadership development experiences in a military environment.



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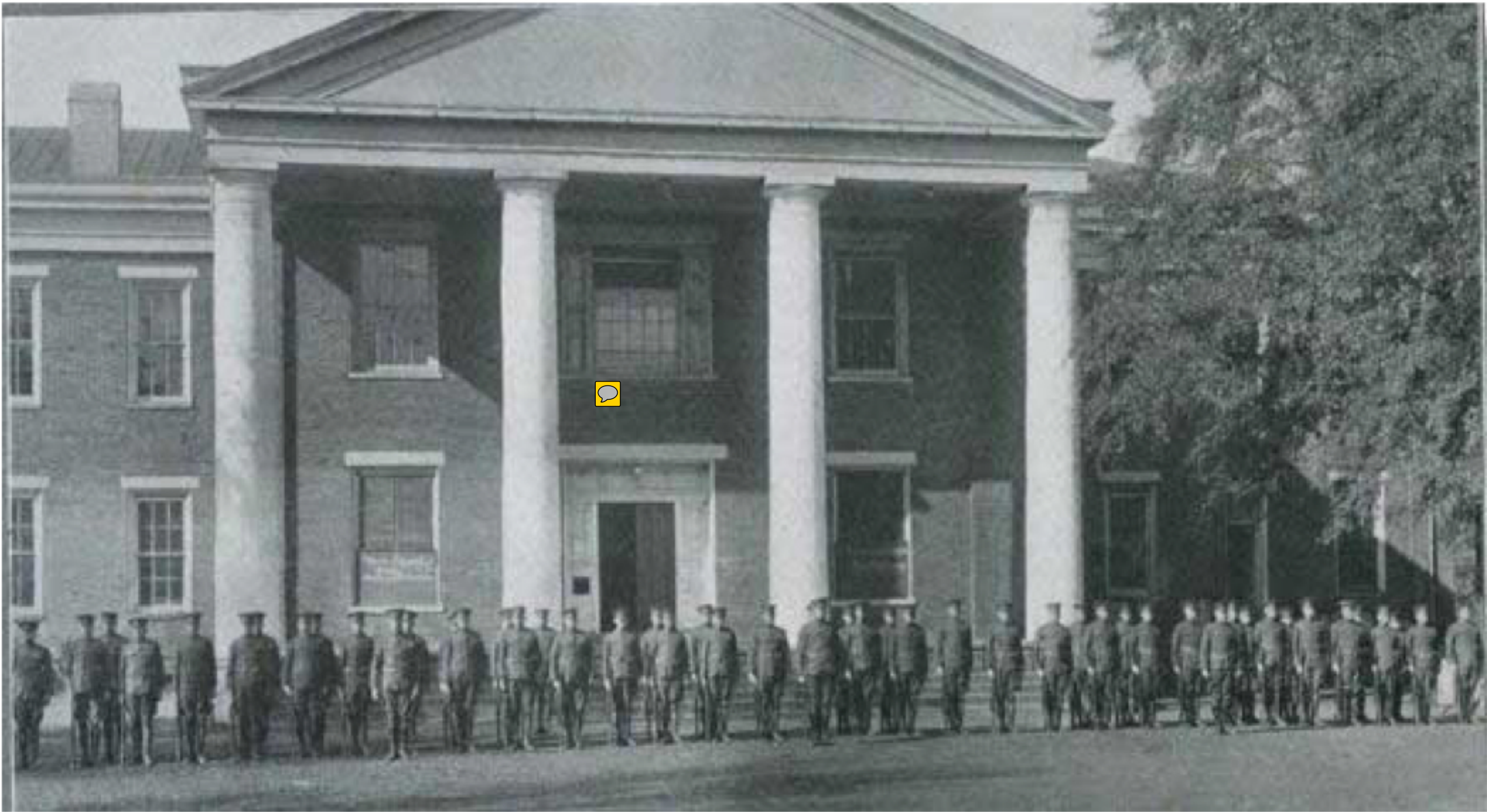
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MMI History

Marion Military Institute (MMI) is the oldest military junior college in the nation and traces its origin back to 1842. During the Civil War, the MMI Chapel and Lovelace Hall were used as Breckinridge Military Hospital, treating both Union and Confederate soldiers. Both are still in use today. MMI operated as Howard College until 1887. The Alabama Baptist Convention then decided to move Howard College (which later became known as Samford University) to Birmingham, Alabama. At the time of the move, the president of Howard, Colonel James T. Murfee, along with several of the faculty and supported by the Trustees, chose to remain on the old campus. Their intention was to operate a school for young men. In 1887, they established Marion Military Institute, and a charter was granted in 1889 by the State of Alabama. The school was a non-profit institution, controlled neither by church nor state. Instead, a self-perpetuating Board of Trustees would govern its affairs.

Although established as a military school, Hopson O. Murfee, MMI's second president, changed the emphasis following the turn of the twentieth century. The literature of the period expresses the idea that Marion was destined to become the "Eton of the South". H.O. Murfee was one of the foremost advocates of a student run government which focused on honor and ethics within the student body. Because of this, MMI was one of the first schools in the south to establish a student government association as well as an honor system, both of which are still very much a part of the Corps today. Under Murfee's leadership the school achieved national recognition. William Howard Taft, President of the United States, served as President of the Board of Trustees. Woodrow Wilson was the featured speaker at the convocation held in the MMI Chapel in 1905. Following his appearance, the school colors were changed to orange and black, and the tiger was adopted as the mascot in tribute to Dr. Wilson, who was President of Princeton University at the time.

The plan to pattern MMI after the great English public schools, however, was interrupted by the outbreak of World War I. The ROTC program was introduced in 1916, establishing the Early Commissioning Program and paving the way for the Service Academy Prep Program. The military nature of the school was again stressed. MMI slowly evolved into a military high school and two-year junior college, and remains a two-year junior college today.

Up until World War II, the campus consisted of primarily two buildings; the Chapel and Old South (Lovelace) Barracks. During the period that followed WWII, the President, Colonel J.T. Murfee, II, introduced a major building program. The Alumni Memorial Gymnasium was constructed along with the Chemistry Building, now John G. Monteabaro Hall, and two modern barracks, north (Wilkerson) and west (Murfee). Such building was not seen again until the 1960's, when Colonel Paul B. Robinson embarked on a construction program that included the academic wings, Baer Memorial Library, Trustees Hall, the Excess House, and a golf course. The MMI campus currently encompasses over 160 acres and includes the William R. Ireland Athletic Complex, James W. Rane Barracks, the Lynn M. and Sherwood C. Middlebrooks, Jr. Fine Arts Building, the Scott G. Davis Baseball Field, the Soldier's Field for Women's Softball, the David J. Robinson Memorial Stadium, and the Paul B. Anderson Tennis Complex.

On March 8, 2006, Alabama Governor Bob Riley signed Senate Bill #364 making MMI a member of the Alabama Community College System and the Department of Post-Secondary Education. This merger with the state is permitting MMI to expand its academic programs, restore its facilities, and grow the staff and faculty to accommodate increased enrollment.

Marion Military Institute will continue to transform itself through initiatives which will create comprehensive excellence, innovative leadership, and strategic alliances. MMI will broaden the range of rigorous and relevant academic programs; recruit quality cadets, faculty, and staff; increase enrollment; and expand its commitment to superior infrastructure, including modern technology. This transformative process will enhance MMI's nationally recognized position as a unique, premier two-year college pre-eminent in military training and dedicated to the success of all cadets.

For further historical information concerning Marion Military Institute, please view the [MMI Archives Blog](#). A component of the MMI Foundation, the MMI Archives preserves the rich tradition and culture of the Institute.



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Accreditation

Marion Military Institute is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, Georgia, 30033-4097, Telephone (404) 679-4500; www.sacscoc.org, to award the associate degree. Note: This accreditation statement is published solely for accreditation-related purposes. The Commission does not answer any admissions or general education inquiries related to policies or practices of Marion Military Institute.

[Substantive Change Policy](#)

1101 Washington St, Marion, AL 36756
800-664-1842

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Marion Community



The past surrounds you! Marion is a college city with both Marion Military Institute and Judson College. Marion Military Institute is home to the Alabama Military Hall of Honor.

Judson College is a Baptist women’s school, the only women’s college remaining in Alabama and the sixth oldest women’s college in the nation. Judson College is also home to the Alabama Women’s Hall of Fame.

Marion is home to many antique shops as well as historic homes and sites. There are over 100 structures in Marion and surrounding Perry County that were built before 1850. Visit Marion to relax in that old world Southern charm.

Marion is located in the west-central section of Alabama, off Highway 5. Marion is 75 miles from Birmingham and Montgomery, and 65 miles from Tuscaloosa. Gulf beaches are just three hours away. The climate is mild. Only a few days during winter are severe enough to interrupt outdoor activities.

Check out the [City of Marion, Alabama website](#) for more infomation.



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Fast Facts

MMI traces its origin back to 1842, as the original Howard College. Marion Military Institute was founded in 1887 and was granted a charter by the State of Alabama in 1889.

The MMI Chapel is a national landmark, registered with the National Register of Historical Places.

Historically, MMI was a private institution. In 2006, through an act of legislation, the Institute became a member of the Alabama Community College System.

MMI's student to faculty ratio is 17:1

Today MMI is one of five junior military colleges in the nation authorized to commission qualified cadets as officers in the U.S. Army after only two years of college through the Early Commissioning Program. MMI is consistently one of the top U.S. Army ROTC commissioning programs in the nation. Forty-four young men and women received their commission during 2009-10.

MMI is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and has a unique Honor and Respect Education Program.

Woodrow Wilson is responsible for the current MMI colors and mascot. Wilson, then president of Princeton University, was the Government Day Speaker at the Institute in 1905. Following his speech, MMI's colors were changed to orange and black and the athletic teams were called the "Tigers" in honor of Wilson and Princeton University.

MMI Athletics consists of the following programs: Baseball, Men's Basketball, men's & women's Tennis, Softball and new additions men's and women's Cross Country & Golf (Fall 2017).

MMI has produced more than 205 Generals and Admirals for the U.S. Armed Forces.

The General Bruce K. Holloway Service Academy Preparatory (SAP) Program instituted in 1910, is a designated preparatory program for the five U.S. Service Academies:

- U.S. Military Academy at West Point
- U.S. Naval Academy
- U.S. Air Force Academy
- U.S. Coast Guard Academy
- U.S. Merchant Marine Academy

The MMI Corps has become a well known participant in Birmingham, Alabama's Annual Veterans Day Parade (recognized nationwide as the oldest and largest Veterans Day celebration).



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Financial Disclosures

We might hope to see the finances of the Union as clear and intelligible as a merchant’s books, so that every member of Congress and every man of any mind in the Union should be able to comprehend them, to investigate abuses, and consequently to control them. -- Thomas Jefferson

In accordance with State Code of Alabama, [Section 41-4-65](#) and [State Board Policy 304.02](#) the following links are provided:

[Financial Disclosures for Marion Military Institute](#)

[Operating Financial Data Personnel Listing](#)

[Contracts](#)

Request for Proposal

To view MMI’s current Request for Proposals (RFP), choose Agency #716 - Marion Military Institute from the drop-down menu on the site listed below. Then click the "SEARCH" button.

<http://rfp.alabama.gov/PublicView.aspx>

Contact: Dan Sumlin

dsumlin@marionmilitary.edu

(334) 683-2305



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