

1842 ★ 2017

2017-2018

Academic Catalog

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Welcome from the President



Welcome to Marion Military Institute (MMI)!

By choosing MMI to begin your higher education, you have given yourself the opportunity to achieve something special. Our high quality college education folded in an immersive military environment is unique, and something you only see in schools like the U.S. Service Academies. It is a true whole-person education that will put you steps ahead as you start the journey to your future.

MMI will broaden your intellect, develop your character and leadership skills, and will help to make you much more successful and more competitive in whatever you do and wherever you go from here.

I look forward to you joining the ranks of our historic Corps of Cadets and becoming part of the rich tradition and legacy that defines MMI.

Academic Calendar 2017-2018

Fall Semester	
August 14	Classes begin
August 18	Drop/Add Period & Late Registration Ends
September 4	Labor Day Holiday
October 5	Midterm grades due
October 13-14	Parent's Weekend
October 18	Last Day to Withdraw from Individual Course
November 10	Veteran's Day Observed
Noon November 17 thru 1800 November 26	Cadet Thanksgiving Holidays
Thursday, November 23 thru Sunday, November 26	Faculty Holidays
December 4	Last Day of Class for Fall Semester
December 4	Last Day to Entirely Withdraw from College
December 5-7	Final Exams
December 9	Fall Graduation and Commissioning
Spring Semester	
January 8	Classes Begin
January 12	Drop/Add & Late Registration Ends
January 15	Martin Luther King Holiday
March 1	Midterm Grades Due
March 8	Last Day to Withdraw from Individual Courses
Noon March 9 thru 1800, March 18	Spring Break
April 27	Last Day of Class for Spring Semester
April 27	Last Day to Entirely Withdraw from College
April 30 - May 2	Final Exams
May 2	SAP Convocation
May 4	Honors Convocation
May 5	Spring Graduation and Commissioning

The contents of this catalog are informational only. This catalog is not the basis of a contract between the student and the College. Marion Military Institute will always make every effort to provide accurate information relative to academic policies, instruction and course offerings as indicated; however, the College has the right to change any provision without notifying students individually.



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About MMI

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Campus

The campus encompasses 148 acres including a lighted athletic field, baseball diamond, softball field, nine-hole golf course, and six tennis courts in addition to academic buildings, dormitories, and a dining facility. A multi-purpose athletic center houses a large stage, a twenty-five meter indoor swimming pool, a fitness center, Health Center, and a collegiate basketball court. The centerpiece of the campus is its historic chapel built in 1857 featuring six historic, stained glass windows.

History

Marion Military Institute (MMI) is the nation's oldest military junior college tracing its origin back to 1842 with the founding of Howard College in Marion, Alabama. During the Civil War, the Chapel and Lovelace Hall, both built in 1857, were used as Breckinridge Military Hospital, treating both Union and Confederate soldiers. Howard College remained in Marion until the Alabama State Baptist Convention made the decision to move the college to Birmingham, Alabama in 1887. It later becoming Samford University. At the time of the move, Colonel James T. Murfee was the Howard College president, a position he had held since coming to Marion in 1871 from the University of Alabama. Murfee along with several of the faculty and trustees, chose to remain on the existing campus in Marion and formally establish MMI. He and the new MMI Board of Trustees developed and implemented institutional policies demanding high standards for the development of character, academic excellence, and military traditions, which have been the hallmarks of MMI ever since.

Hopson O. Murfee, MMI's second president, was one of the foremost advocates of a student run government that 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 H.O. Murfee's leadership the school achieved national recognition. William Howard Taft served as President of the Board of Trustees, and Woodrow Wilson, President of Princeton University at the time, was the featured speaker at the convocation held in the MMI Chapel in 1905. In tribute to Woodrow Wilson and Princeton University, MMI's school colors were changed to orange and black, and the tiger was adopted as the mascot.

The Service Academy Program had its beginnings at MMI with the establishment of the Army-Navy department in 1910. The Army ROTC program was introduced in 1916 in response to WWI, and the Army ROTC Early Commissioning Program was established in 1968 at the height of the Vietnam War.

Until World War II, the campus consisted of primarily two buildings; the Chapel and Old South (Lovelace) Barracks, both from the old Howard College era. The MMI campus currently encompasses over 160 acres and includes 38 buildings.

MMI continued as a private institution that included both a high school and a junior college governed by an MMI Board of Trustees until 2006 when the Alabama legislature voted to merge the institute into the Alabama Community College System. The high school was disestablished, and MMI became a military junior college only. Today MMI is a member college of the ACCS and is governed by the ACCS Board of Trustees. The legislation retained the original MMI Board of Trustees as the new MMI Board of Trustees and Advisors with the role of governing the MMI Foundation that supports MMI fundraising and houses the endowment. Additionally, this Board now provides advice and counsel to the MMI President and the ACCS. MMI is accredited by the Commission on Colleges of the Southern Association of

Colleges and Schools (SACS) to award Associate of Science and Associate of Arts Degrees. Additionally, MMI is a member of the Association of Military Colleges and Schools of the United States and the National Junior College Athletic Association.

Vision

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 preeminent in military training and dedicated to the success of all cadets.

Mission

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.

Accreditation

Marion Military Institute is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Marion Military Institute.

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.

Notice of Availability of Institutional and Financial Information

Institutions of higher education are required by legislation to provide consumer information to prospective as well as enrolled students. Marion Military Institute has developed a page on the MMI website to provide the required information in an easily accessible format. Following links on the page will either provide the information in a pdf file or connect to areas on the MMI website where the information can be located.

The types of information available include, but are not limited to: completion/graduation and transfer rates; financial assistance available to students; campus crime statistics; athletic program participation rates and financial support; information about students' rights under FERPA; cost of attendance, and other institutional information.

Some information may be distributed by other methods. If the information is not posted, there is a name and email address for the person on campus who can assist in locating the desired information. This information is also e-mailed annually to all students.

For additional assistance, please contact the following office:

Office of Institutional Research
Marion Military Institute
(334) 683-2362



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MMI Programs

- Early Commissioning Program (ECP)
- General Bruce K. Holloway Service Academy Program (SAP)
- Air Force ROTC (AFROTC)
- Marine Corps Platoon Leaders Course (PLC)
- Leadership Education Program (LEP)

Early Commissioning Program (ECP)

The Early Commissioning Program provides the opportunity for cadets to receive a commission as an Army officer two years earlier than their peers at four-year colleges or universities. To be eligible for this unique, accelerated program, a cadet must qualify for the program and commit to a basic term of service in the U.S. Army in either an active duty or reserve forces duty status. Cadets qualify for the ECP in one of the following ways: completion of the Army ROTC Basic Camp in the summer prior to admission; prior military service with at least completion of the basic training component or the equivalent; or at least 3 years of JROTC and approval of the Professor of Military Science. An advanced ROTC cadet must successfully pass a standard army physical (medical examination) and have no previous record of arrests or convictions.

1. For admission to the Early Commissioning Program, the applicant must have a minimum of a 17 composite on the ACT (equivalent on the SAT) and a minimum high school grade point average of 2.00.
2. For consideration for an ECP scholarship, the applicant must have a minimum of a 19 composite on the ACT (equivalent on the SAT) and a minimum high school grade point average of 2.5.

Upon successful completion of the Advanced ROTC courses and the Early Commissioning Program, the cadet will be commissioned as a second lieutenant in the Army. Upon achieving a baccalaureate degree, a second lieutenant may be eligible to compete for continuous active duty or enter active duty for training and remain with the National Guard or Army Reserve.

The General Bruce K. Holloway Service Academy Program (SAP)

Each year, young men and women attend Marion Military Institute to prepare for admission to the service academies. The General Bruce K. Holloway Service Academy Program, established in 1910 and the oldest such program in the United States, offers solid academic preparation, military training, leadership, and physical development.

All cadets pursuing an appointment are enrolled in collegiate coursework in consultation with the Service Academies. Special attention is also given to physical conditioning.

Cadets must, as a minimum, meet all ROTC standards, in addition to the academic standards noted in the next paragraph. It is very desirable that candidates show participation in high school sports, other high school activities, and indicate their willingness and ability to participate in the overall MMI program. The only exceptions to these criteria may be those candidates sponsored by a specific service academy.

The College has established additional admission requirements for those pursuing an appointment. The applicant must have a score on the SAT of 1160 or more (ACT composite of 24 or more) with both a math and verbal score of 540 or more (ACT math and English of 24 or more), and at least a 3.0 high school grade point average. The only exceptions to these criteria may be those made by the sponsoring Academy or those candidates deemed eligible for the program by the Director of the Service Academy Program.

Air Force ROTC (AFROTC)

MMI cadets may pursue a commission as an Air Force officer through the Air Force ROTC program which is offered in coordination with the Air Force ROTC program at the University of Alabama. Cadets complete two years at MMI before transferring to a senior college or university to complete the commissioning program for the United States Air Force. In order to participate in this program, cadets must have an ACT composite score of 24 or higher or SAT equivalent.

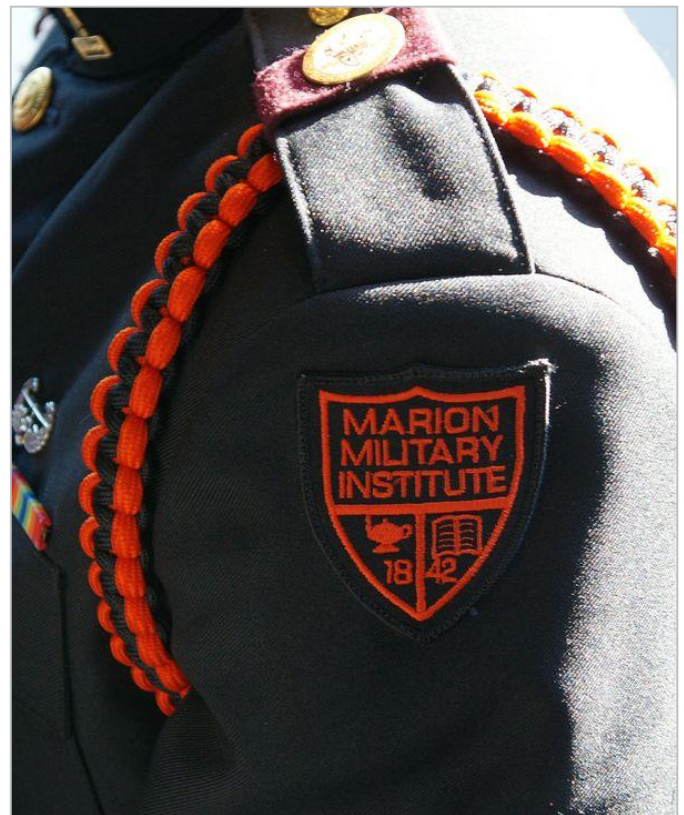
Marine Corps Platoon Leaders Course (PLC)

The Platoon Leaders Course (PLC) is a program coordinated with the University of Alabama's USMC Officer Selection Officer designed to provide college freshmen, sophomores, and juniors with the opportunity to earn a Marine officer's commission. Upon completion of summer training, applicants may begin receiving a monthly stipend. At the completion of a bachelor's degree at a four-year university, applicants are commissioned as Second Lieutenants in the United States Marine Corps.

Leadership Education Program (LEP)

The Leadership Education Program at MMI is designed specifically for those students who wish to enroll at MMI without incurring a military service obligation. Cadets enrolled in the Leadership Education Program realize the value provided through obtaining an associate's degree in a military environment. These cadets experience a disciplined lifestyle while earning an associate's degree and gaining practical experience in leadership and organizational management. LEP cadets enroll in four semesters of basic military science.

For admission to the Leadership Education Program, the applicant must have a minimum of 16 composite on the ACT (equivalent on the SAT) and at least a 2.0 high school cumulative grade point average.





MMI Academic Policies

- Classification of Students
- Placement Testing
- Registration for Courses and Changes in the Cadet Schedule
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Classification of Students

A cadet enrolled for 12 or more semester hours of credit is classified as full-time. In order to make satisfactory progress toward the associate's degree, however, it is recommended that cadets carry at least 15 to 16 hours of credit each semester. The associate's degree requires 64 college-level credits, excluding any developmental courses. Any cadet who wishes to take more than 19 hours of credit per semester must receive approval from both his/her academic advisor and the Chief Instructional Officer prior to registering.

Placement Testing

Using the ACCUPLACER test, Marion Military Institute assesses each incoming college cadet in English, mathematics, and reading. This assessment should be done remotely, if possible, before arrival on campus. (See pages 18-19 for more information.) The primary purpose for the assessment is to determine readiness for college-level courses and to establish initial placement in appropriate courses. Cadets who test below college-level readiness in English, mathematics, and/or reading will be required to take developmental courses prior to enrolling in college-level core curriculum courses.

Registration for Courses and Changes in the Cadet Schedule

Currently enrolled cadets have the opportunity to register first. They may expect to register prior to the end of the preceding semester. Cadets may make changes in their class schedule by adding and/or dropping classes through the first five days of each semester called the "drop/add" period. The dropped classes are not recorded on the cadet's transcript.

After the first week of class and through the date specified in the academic calendar, a cadet may withdraw from individual courses. While enrolled, however, a cadet must at all times maintain a full class load which is defined as twelve credit hours. Audited courses and courses from which a student withdraws are subject to the same fees as regular courses. Cadets may withdraw from the entire semester through the last day of class, as published in the academic calendar. At the point of withdrawal, the cadet will receive a grade of W for the individual course or all courses, as appropriate.

Repeating a Course

With certain exceptions, a cadet may repeat any course(s) in which he/she was previously enrolled. Each attempt that results in an official grade (A, B, C, D, F, W) will be recorded on the cadet's transcript, and each attempt resulting in an official grade will be used in the calculation of the grade point average. When the cadet applies for graduation, however, only the last grade awarded will be included in the calculation of the grade point average for graduation purposes. No course in which the last grade received was an "AU", "F", "W", or "I" may be counted toward graduation.

Class Attendance

Cadets are expected to attend every class meeting. Attendance is considered a contract with obligated appointments and specific expectations of attendance. In the event that a cadet must miss class due to a school-sponsored activity, the cadet is advised to meet with the instructor prior to the absence to arrange completion of missed work. If a cadet reaches the point of having 4 or more unexcused absences in a course, the cadet is subject to being administratively withdrawn from the course and receiving the grade of "F" for the

course.

Nonattendance does not constitute a withdrawal from class or from the college. Marion Military Institute has procedures in place that must be followed in the event that a student must leave the college during the semester. Ceasing to attend and not following these procedures will result in a grade of "F" for each of the cadet's courses.

Grading System

A grade is awarded in each credit course. The grade is based on the student's demonstrated proficiency as determined by the faculty member teaching the course. The following grading system is used at Marion Military Institute.

Grade	Description	Quality Points
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0

Other markings which may appear on the grade report or transcript are as follows:

I – Incomplete. A mark used only for students who cannot complete coursework because of extreme hardship. The incomplete must be made up no later than the end of the following semester or the incomplete turns into the grade of F.

The incomplete grade indicates that a student was passing a course at the end of the semester but was unable to complete the course due to extenuating circumstances. The assignment of the "I" grade may be awarded after consultation between the student and the instructor. If it is determined that an incomplete should be assigned, the instructor will complete the "I" Grade Assignment Form and both the instructor and the student will sign the form. The form will then be forwarded to the appropriate Department Chair for approval. Information on the form will include a description of the work to be completed and the date for completion. The date for completion may not exceed the published last day class for the following semester, excluding summer. Failure to complete the "I" grade agreement within the specified time period will result in the assignment of a grade of "F" for the course. A course with a grade of "I" will not count as enrolled hours in a subsequent term.

AU – Audit. Course taken for no credit. Credit hours will not be averaged into the grade point average. An audit must be declared by the end of the drop/add period and may not be changed thereafter.

W – Official withdrawal from a course within the designated time period or withdrawal from the institution within a time period designated by the institution. Credit hours will not be averaged into the grade point average.

President's and Dean's Lists

At the end of each semester, cadets who are enrolled in at least twelve credit hours of college-level coursework and who earn a 4.0 grade point average are named to the President's List. Cadets enrolled in at least twelve credit hours of college-level coursework who earn between a 3.5 and 3.99 grade point average are named to the Dean's List.

Final Grade Appeal Procedure

When a cadet believes there are circumstances that warrant the appeal of the final grade received in a course, the student may appeal the grade. The appeal process must begin within 15 calendar days of the first day of class of the subsequent semester.

Grounds for Appeal

1. Errors of omission. The cadet contends that a certain test, homework, or class project was submitted at the designated time but not graded.
2. Errors in averaging. The cadet contends that an error occurred in the mathematical calculations of graded material.
3. Errors in course practices. The cadet contends that there was significant disparity between the course syllabus and the manner in which the course was conducted.

Procedures for Appeal

1. The cadet must consult with the instructor of the class to ensure that no calculation or administrative error has occurred.
2. If no satisfactory agreement is reached with the instructor, the cadet may submit a written appeal to the appropriate Department Chairperson. The Chairperson will investigate the appeal, render a decision, and submit a written report of the findings to the student, instructor, and the Chief Instructional Officer.
3. If the appeal is denied by the Department Chairperson, the cadet may forward the written appeal to the Chief Instructional Officer. The Chief Instructional Officer will review the appeal, render a decision, and submit a written report of the findings to the cadet.
4. If the cadet is not in agreement with the decision of the Chief Instructional Officer, he or she may request a hearing before an Appeals Committee. The committee members will review the appeal to insure that it meets one of the three allowable grounds for appeal and explains clearly how it meets the grounds for appeal. If the committee determines that the appeal has merit for further investigation, a hearing will be scheduled.
5. The Appeals Committee will forward a recommendation to the Chief Instructional Officer, who will review the subcommittee's recommendation.
6. The Chief Instructional Officer will issue a written opinion relative to the subcommittee's report and forward the opinion to the President.
7. The President's decision will be final.

Academic Standards of Progress

A cadet who fails during any term to attain a cumulative grade point average at or above the level indicated below for the hours attempted (inclusive of any developmental courses) will be placed on academic probation for the subsequent term.

Hours Attempted	Minimum GPA
12-21	1.50
22-32	1.75
33 or more	2.00

When a cadet does not meet the required retention standard, institution officials may provide intervention for the cadet by taking steps including but not limited to, imposing maximum course loads, requiring regular meetings with the academic advisor, referral to the Academic Success Center, and/or prescribing other specific courses.

Application of Standards of Progress

1. When the Cumulative GPA is at or above the GPA required for the total number of credit hours attempted at the institution, the student's status is CLEAR.
2. When a cadet's Cumulative GPA is below the GPA required for the number of credit hours attempted at the institution, the cadet is placed on Academic Probation.
3. When the Cumulative GPA of a cadet who is on Academic Probation remains below the GPA required for the total number of credit hours attempted at the institution but the semester GPA is 2.0 or above, the cadet remains on Academic Probation.
4. When the Cumulative GPA of a cadet who is on Academic Probation remains below the GPA required for the total number of credit hours attempted at the institution and the semester GPA is below 2.0, the cadet is suspended for one semester. The transcript will read SUSPENDED – ONE SEMESTER.
5. The cadet who is suspended for one semester may appeal. If, after appeal, the cadet is readmitted without serving the one semester suspension, the transcript will read SUSPENDED – ONE SEMESTER / READMITTED UPON APPEAL. The cadet who is readmitted upon appeal re-enters the institution on Academic Probation.
6. A cadet who is on Academic Probation after being suspended for one semester (whether the cadet has served the suspension or has been readmitted upon appeal) without having since achieved Clear academic status and whose Cumulative GPA falls below the level required for the total number attempted at the institution but whose semester GPA is 2.0 or above will remain on Academic Probation until the cadet achieves the required GPA for the total number of hours attempted.
7. A cadet returning from a one-term or one-year suspension and, while on academic probation, fails to obtain the required GPA for the number of hours attempted and fails to maintain a term GPA of 2.0, will be placed on a one-year suspension.
8. The cadet may appeal a one-term or one-year suspension.
9. The permanent cadet record will reflect the cadet's status (except when the status is clear). When appropriate, the record will reflect ACADEMIC PROBATION, ACADEMIC SUSPENSION – ONE TERM, ACADEMIC SUSPENSION – ONE YEAR, ACADEMIC PROBATION – ONE YEAR, ONE TERM SUSPENSION – READMITTED ON APPEAL, or ONE YEAR SUSPENSION – READMITTED ON APPEAL.

Academic Probation

Cadets placed on academic probation must meet the following criteria at the end of their next term of enrollment.

1. Attain a cumulative grade point average meeting the minimum retention standards, or
2. Attain a 2.0 grade point average for that term.

For a cadet who is on academic probation, failure to meet one of the above-referenced criteria will result in academic suspension of the cadet for one term. The summer term does not count as a semester of suspension. A cadet whose cumulative grade point average remains below the minimum retention standard but whose term

grade point average continues to be 2.0 or higher will be permitted to continue enrollment but will remain on academic probation. When a cadet is placed on academic probation or readmitted after suspension, college officials may provide academic intervention for the cadet by imposing maximum course loads, requiring regular meetings with the academic advisor, making a referral to the Academic Success Center, or imposing other appropriate measures to assist the cadet in returning to proper academic standing.

Process for Appeal of Suspension

A cadet who has been academically dismissed from Marion Military Institute may appeal the dismissal through the MMI Appeals Committee. If the cadet contends there were extenuating circumstances (e.g., documented medical or psychological problems, military duty, etc.) that contributed to the academic dismissal, an appeal for reinstatement may be considered by the committee.

The appeal must be filed with the Chief Instructional Officer. If the Appeals Committee grants the reinstatement, the conditions imposed by the committee will be clearly stated. The conditions may include a reduced course load and regular meetings with an academic advisor.

Graduation and Degree Requirements

Marion Military Institute awards the associate in arts (AA) and the associate in science (AS) degrees. To be eligible to receive a degree from Marion Military Institute, cadets must adhere to the following requirements.

1. Complete a minimum of 64 college-level semester credits required for the associate degree, excluding any developmental credits.
2. Earn at least a 2.0 cumulative grade point average.
3. Complete and file an Application for Graduation prior to the end of the fall semester just before the anticipated final semester.
4. Resolve all MMI obligations, financial or otherwise, and return all library and college materials.
5. Complete at least 25 percent of semester credit hours required for the degree at Marion Military Institute.

Other Guidelines Pertaining to Graduation are as Follows:

6. Cadets will be permitted to graduate by meeting the requirements of the catalog under which they entered, providing graduation is within four years of initial enrollment. After the four year period, cadets may be required to meet the requirements stated in the current catalog.
7. Cadets must complete an assessment battery as required to measure general education achievement in various areas for the purpose of evaluation of academic programs. No minimum score or level of achievement on the battery is required for purposes of obtaining a degree.

Graduation Honors

College cadets receiving associate degrees with final cumulative grade point averages of 3.9 to 4.0 will be awarded Summa Cum Laude while those with final cumulative grade point averages of 3.75 to 3.89 will be awarded Magna Cum Laude. Graduates with final cumulative grade point averages of 3.5 to 3.74 will be awarded Cum Laude.

Only cadets who have attended Marion Military Institute for at least four semesters will be eligible for consideration for the awards of first-place and second-place academic awards.

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, and 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)
- Key Math 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.

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 ADHD. 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, the student must provide this documentation 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 Chief Instructional Officer.

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).



Marion Military Institute Academic Integrity Policy

Marion Military Institute (MMI) cadets are expected to behave as mature and responsible members of the collegiate community, which includes practicing the highest honorable and ethical standards in their academic work. Cadets adhere to the Cadet Code of Conduct and the Cadet Honor Code. MMI strives to provide cadets with the knowledge, skills, judgment, and wisdom they need to function in society as responsible, educated adults. Violations of academic integrity, therefore, corrupt the essential process of higher education.

Cadet Code of Academic Integrity

Integrity is the quality of being honest and fair. MMI cadets assume full responsibility for the content and integrity of the coursework submitted, which is a direct application of the MMI Cadet Honor Code (see Cadet Handbook). The following is an expected academic code for MMI cadets to observe.

1. Cadets must do their own work and submit only their work on examinations, quizzes, reports, homework, assignments, and projects, unless otherwise permitted by the instructor. Cadets are encouraged to contact their instructor about appropriate citation guidelines.
2. Cadets may benefit from working in groups. They may collaborate or cooperate with other cadets on graded assignments or examinations as directed by the instructor.
3. Cadets must follow all written and/or verbal instructions given by instructors or designated college representatives prior to taking examinations, placement assessments, tests, quizzes, and evaluations.
4. Cadets are responsible for adhering to all course requirements as specified by the instructor in a course syllabus.

Forms of Academic Dishonesty

Actions constituting violations of academic integrity include, but are not limited to, the following:

1. **Plagiarism** - The use of another's words, ideas, thoughts, data, or products without appropriate acknowledgement. Some examples of plagiarism are: copying another's work, presenting someone else's thoughts, opinions, words, and/or theories as one's own, or working jointly on a project and then submitting it as one's own work.
2. **Cheating** - The use or attempted use of unauthorized materials, information, or study aids – printed or electronic – or an act of deceit by which a cadet attempts to misrepresent academic skills or knowledge; unauthorized copying or collaboration; duplicate submission (i.e., submitting previously accomplished work). Also included is paying money or providing favors to another person or entity for any academic work for submission as one's own work.
3. **Fabrication** – Intentional misrepresentation or invention of any information such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references (e.g., padding a bibliography.)
4. **Collusion** – Assisting another person to commit and act of academic dishonesty such as paying, bribing or coercing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.
5. **Academic Misconduct** – The intentional violation of MMI academic policies such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test, quiz, or evaluation instrument or any information about a test, quiz or evaluation instrument.

Levels of Policy Violations

Any violation of academic integrity is a serious offense and is, therefore, subject to an appropriate academic penalty(ies) recommended by a faculty member and assigned by a department chair, the Chief Instructional Officer/Academic Dean, and in instances of dismissal or expulsion, the President. Once violations of academic integrity are substantiated and academic penalty(ies) assigned, the results of all academic decisions will be submitted to the Commandant's Office to be filed in the cadet's disciplinary record. Furthermore, all reports, materials, and academic decisions will be submitted to the Honor Council for potential disciplinary actions (s) for violations against the Cadet Code of Conduct and Honor Code.

Academic integrity violations at MMI are classified into two levels: Level I and Level II.

Level I – Less severe violations.

Level II – More severe violations for which the possible penalties may include recommendation of dismissal or expulsion from MMI.

Whether a given violation is classified as Level I or Level II depends on the following:

- a. The nature and importance of the academic exercise.
- b. The degree of premeditation and/or planning by the violator.
- c. The extent of dishonest or malicious intent by the violator.
- d. The length of time that the violator has been enrolled as a cadet.
- e. Whether the violation is a first-time or repeat offense.

Level I Violations

Level I violations are less serious violations of academic integrity. They may occur because of inexperience or lack of understanding of the principles of academic integrity and are often characterized by a relatively low degree of premeditation or planning with the absence of malicious intent on the part of the cadet committing the violation. These violations are generally quite limited in extent, occur on a minor assignment or quiz or constitute a small portion of a major assignment and/or represent a small percentage of the total course work.

Below are few examples of violations that are most often considered Level I, at least when committed by a cadet as a first-time offense. This list is not exhaustive and classification of a given violation as Level I is always heavily dependent on the specific facts and circumstances of the violation.

- a. Improper citation without dishonest intent
- b. Plagiarism on a minor assignment or a very limited portion of a major assignment
- c. Unpremeditated cheating on a quiz or minor examination
- d. Unauthorized collaboration with another cadet on a homework assignment
- e. Citing a source that does not exist or one hasn't read on a minor assignment
- f. Making up a small number of data points on a laboratory exercise
- g. Signing in for another cadet via attendance or clicker in a course

Note: An alleged second Level I violation shall be treated as an alleged Level II violation.

Level II Violations

Level II violations are very serious violations of academic integrity that affect a more significant portion of the coursework compared to Level I violations. Level II violations are often characterized by substantial premeditation or planning and are clearly dishonest and/or are of malicious intent on the part of the cadet committing the violation.

Below are some examples of violations that are most often considered Level II. The list is certainly not exhaustive, and classification of a given violation as Level II is always heavily dependent on the exact facts and circumstances of the violation.

- a. A second Level I violation
- b. Substantial plagiarism on a major assignment
- c. Copying or using unauthorized materials, devices, or collaboration on a major exam
- d. Having a substitute take an examination
- e. Paying another person or entity or other quid pro quo arrangement for any academic work presented as one's own
- f. Making up or falsifying evidence or data or other source materials for a major assignment, including falsification by selectively omitting or altering data that do not support one's claims or conclusions
 - g. Facilitating dishonesty by another cadet on a major exam or assignment
- h. Intentionally destroying or obstructing another cadet's work
- i. Any violation involving potentially criminal activity

Penalties for Academic Dishonesty

Level I Penalties – include, but are not limited to, one or more of the following:

- a. Verbal and written warning to the cadet which is maintained in their disciplinary record
- b. No credit and/or a failing grade for the original assignment
- c. Completion of an assigned paper or research project related to ethics and/or academic integrity
- d. A make-up assignment
- e. A failing grade for the course
- f. Loss of privileges for a defined period of time (restricted to campus)

Level II Penalties – include, but are not limited to, one or more of the following:

- a. A failing grade for the course
- b. Loss of privileges for a defined period of time (restricted to campus)
- c. Denial of access to internships or specialty programs
- d. Loss of appointment to academically-based positions (Tutor)
- e. Loss of departmental, faculty, and/or staff endorsements for internal and external support (i.e., letters of recommendation) and/or employment opportunities
- f. Referral to Program Directors and/or Advisors (i.e., SAP, ECP or LEP) who may initiate dismissal from a program and/or report infraction to the respective sponsoring agency
- g. Recommended dismissal or expulsion from MMI.

Reporting Procedures

Faculty Responsibilities and Procedure - Academic Dishonesty Incident

1. Document the commission of the act by writing down the date, time, place, and a description of the violation.
2. Collect the evidence of the violation: device used for cheating (when applicable); proof of cheating, plagiarism, collusion, fabrication; and/or various samples of the cadet's previous work showing a disparity in style, quality, or ability.
3. Complete an *Academic Dishonesty Report*.
4. Provide the cadet an opportunity to explain the incident and then make a written account of the response and ask the cadet to sign the form. If the cadet refuses to sign the document, note the refusal on the form.
5. Determine, in your opinion, whether the incident is Level I or Level II. Explain the parameters and potential penalties for academic dishonesty to the cadet and provide the cadet with a copy of the Academic Dishonesty policy.
6. Within 3 business (school) days of the infraction, submit the completed Academic Dishonesty Report, accompanying evidence, an opinion as to whether the infraction qualifies as Level I or Level II, and recommended penalties to his/her Department Chair, based on the penalty options as listed in the Academic Dishonesty Policy. If extenuating circumstances prevent the delivery of the form and evidence to the Department chair, at least notify the Department Chair that an infraction has occurred and required paperwork will be forthcoming.

Department Chair Responsibilities and Procedure – Academic Dishonesty Incident - Level I Offense

1. Review the *Academic Dishonesty Report*, all accompanying evidence, opinion as to Level I or Level II, and recommended penalty(ies). Review the incident's qualification as a Level I or Level II offense. If determined that the offense qualifies as Level I, then render a written decision within 3 business or academic days.
2. If an in-person meeting with the cadet is possible, meet with the cadet and provide the written decision to him/her. If, due to extenuating circumstances, an in-person meeting is not possible within 3 business or academic days, notify the cadet through email or phone of the decision.
3. At the same time, notify the CIO/Academic Dean of the decision and provide all written documentation to the CIO.

Department Chair Responsibilities and Procedure – Academic Dishonesty Incident - Level II Offense

1. Review the Academic Dishonesty Report and all accompanying evidence. Review the incident's qualification as a Level I or Level II offense. If in agreement that it is a Level II offense, render a decision as to recommended penalty(ies), based on those outlined in the Academic Dishonesty Policy and forward the recommendation, the Academic Dishonesty Form, and all accompanying evidence to the CIO/Academic Dean within 3 business or academic days.
2. If it is not deemed to be a Level II offense, confer with the instructor and make a decision. The decision of the Department Chair will stand. Follow appropriate protocol based on the determined level for the incident.
3. If, due to extenuating circumstances, the decision and all accompanying paperwork cannot be forwarded within 3 academic days, notify the CIO/Academic Dean through email or phone of the incident and the recommendation for penalty(ies).

CIO/Academic Dean Responsibilities and Procedure – Academic Dishonesty Incident - Level II Offense

1. Review the Academic Dishonesty Form, all evidence, and the recommendation of the Department Chair. Render a decision for penalty(ies) based on the options that are listed under Level II penalties.
2. Within 3 business or academic days, forward written notification of the final decision to the Department Chair. If, due to extenuating circumstances, the decision cannot be forwarded within 3 academic/business days, notify the Department Chair through email or phone of the decision regarding penalty(ies).
3. Meet with the cadet to advise of the final decision and review the cadet appeal procedure.
4. Permanently maintain copies of all documents, including the Academic Dishonesty Form, all supporting evidence, and all written decisions.
5. Forward copies of all materials to the Honor Council for review to determine potential Honor Code violations.
6. Forward a copy of the written determination of penalty(ies) to the Commandant for inclusion in the cadet's disciplinary file.

End of Semester Academic Integrity Violations

If a cadet is accused of any academic integrity violations during the final weeks prior to his/her graduation, the same procedures will be followed. Every effort will be made to resolve the case before graduation, but if the case has not been resolved, the cadet may or may not be permitted to participate in graduation without receiving a diploma. The decision to allow participation in graduation rests with the President of Marion Military Institute, in conjunction with the Chief Instructional Officer (CIO)/Academic Dean and the Executive Vice President (EVP)/Chief Academic Officer (CAO).

For those violations occurring at the end of a semester, the faculty, Department Chair, and CIO/Academic Dean and EVP/CAO, if applicable, will follow the same procedures as for other violations through the semester. The cadet will also have the same appeal rights as noted below. The College, however, maintains the right to extend deadlines for receipt of notifications due to the faculty summer schedule.

Faculty Responsibilities and Procedures - Academic Dishonesty Incident

1. Document the commission of the act by writing down the date, time, place, and a description of the violation.
2. Collect the evidence of the violation: device used for cheating (when applicable); proof of cheating, plagiarism, collusion, fabrication, etc., and/or various samples of the cadet's previous work showing a disparity in style, quality, or ability.
3. Complete an *Academic Dishonesty Report*.
4. Provide the cadet an opportunity to explain the incident and, then, make a written account of the response and ask the cadet to sign the form. If the cadet refuses to sign the document, note the refusal on the form.
5. Determine, in your opinion, whether the incident is Level I or Level II. Explain the parameters and potential penalties for academic dishonesty to the cadet and provide the cadet with a copy of the Academic Dishonesty policy.
6. Within 3 business (academic) days of the infraction, submit the completed *Academic Dishonesty Report*, accompanying evidence, an opinion as to whether the infraction qualifies as Level I or Level II, and recommended penalties to his/her Department Chair based on the penalty options listed in the Academic Dishonesty Policy (See above).
 - a. If extenuating circumstances prevent the delivery of the form and evidence to the Department chair, at a minimum notify the Department Chair that an infraction has occurred and the required paperwork will be forthcoming in due course (not less than 3 business (academic) days).

Department Chair Responsibilities and Procedures – Academic Dishonesty Incident - Level I Offense

1. Review the *Academic Dishonesty Report*, all accompanying evidence, instructor's opinion as to Level I or Level II, and recommended penalty(ies). Review the incident's qualification as a Level I or Level II offense along with recommendations.
2. If determined the offense qualifies as Level I, render a written decision within 3 business (academic) days.
 - a. Meet with the cadet not less than 2 additional business (academic) days to inform him/her of the decision
 - b. In the in-person meeting with the cadet, provide the written decision to him/her

- c. If, due to extenuating circumstances, an in-person meeting is not possible, notify the cadet through email or phone of the decision
3. Upon completion of cadet notification, notify the CIO/Academic Dean and instructor of the decision(s) and provide all written documentation to the CIO.

Department Chair Responsibilities and Procedures – Academic Dishonesty Incident - Level II Offense

1. Review the *Academic Dishonesty Report* and all accompanying evidence. Review the incident’s qualification as a Level I or Level II offense.
2. If in agreement the allegation is a Level II offense, render a decision as to recommended penalty(ies) based on those outlined in the Academic Dishonesty Policy and forward the recommendation(s), the *Academic Dishonesty Report* form, and all accompanying evidence to the CIO/Academic Dean within 3 business (academic) days.
3. If it is not deemed to be a Level II offense, confer with the instructor and make a decision on penalty(ies) within 2 business (academic) days. The final decision of the Department Chair will stand. Follow appropriate protocol based on the determined level for the incident.
 - a. The instructor will meet with the cadet not less than 2 business (academic) days of the final decision to inform of him/her of the decision and penalty(ies)
4. Forward all materials and final decisions to the CIO/Academic Dean within 2 business (academic) days.
 - a. If, due to extenuating circumstances, the decision and all accompanying paperwork cannot be forwarded with 2 business (academic) days, notify the CIO/Academic Dean through email or phone of the incident and the recommendation for penalty(ies)
 - b. Complete and forward all documentation and recommendations to the CIO/Academic Dean at the earliest possibility (not more than 5 business (academic) days).
5. Upon receiving the final decision from the CIO/Academic Dean for Level II offenses, advise the instructor.

CIO/Academic Dean Responsibilities and Procedures – Academic Dishonesty Incident - Level II Offense

1. Review the *Academic Dishonesty Report*, all evidence, and the recommendation(s) of the Department Chair. Render a decision for penalty(ies) based on the options listed under Level II penalties.
2. Within 3 business (academic) days, forward written notification of the final decision to the Department Chair. (See above #5)
 - a. If, due to extenuating circumstances, the decision cannot be forwarded with 3 business (academic) days, notify the Department Chair through email or phone of the decision regarding penalty(ies), or when a decision will be rendered (not more than 5 business (academic) days).
3. Meet with the offending cadet to advise of the final decision(s) within 2 business (academic) days of the final decision.
 - a. Inform the Department Chair of the meeting
4. Permanently maintain copies of all documents, including the *Academic Dishonesty Report*, all supporting evidence, and all written decisions.
5. Forward copies of all materials to the Honor Council for review to determine potential Honor Code violations.
6. Forward a copy of the written determination of penalty(ies) to the Commandant for inclusion in the cadet’s disciplinary file.

7. Maintain all applicable reporting documents, recommendations, and determination(s) for all Level I and Level II offenses in the Academic Office files.

Cadet Appeal Procedures

If a cadet has been found to have committed a violation of the Academic Integrity Policy, the cadet has the right to appeal the decision. The appeals process is as follows.

Level I Offense

1. Submit a written request to the CIO/Academic Dean within 5 business/academic days after the time the cadet was informed of the decision, requesting a review of the determination of the violation and resulting penalties.
2. Within 5 business/academic days after receipt of the request, the CIO/Academic Dean will render a written decision.
3. If the cadet wishes to appeal the CIO’s decision to the Academic Appeals Committee, he must inform the CIO/Academic Dean in writing within 5 academic/business days of receipt of the CIO’s decision.
4. The CIO will convene the Academic Appeals Committee within 10 business/academic days to hear the appeal. The cadet will be notified at least 5 days in advance of the hearing as to the date, time, and place.
5. If the cadet wishes to introduce evidence to the Committee, the evidence must be received by the CIO/Academic Dean at least 2 academic/business days before the scheduled Appeals Committee meeting.
6. The Appeals Committee will consider all evidence submitted by the faculty member, Department Chair, and cadet, if applicable. Additionally, the cadet may appear at the meeting to speak in front of the Committee.
7. The Appeals Committee decision will render a written decision within 48 hours of the hearing, and the Committee’s decision will be final.
8. The CIO/Academic Dean will meet with the cadet to inform him/her of the Committee’s final decision not less than 1 business (academic) day.

Level II Offense

1. Submit a written request to the Executive Vice President (EVP)/Chief Academic Officer (CAO) within 5 business/academic days after the time the cadet was informed of the decision, for review of the violation and resulting penalties.
2. Within 10 business/academic days after receipt of the request, the EVP/CIO will render a written decision.
3. If the cadet wishes to appeal the Executive Vice President/Chief Academic Officer’s decision to the Academic Appeals Committee, he must inform the EVP/CAO in writing within 5 academic/business days of the receipt of the decision.
4. The EVP/CAO will convene the Academic Appeals Committee within 10 academic/business days to hear the appeal. The cadet will be notified at least 5 days in advance of the hearing as to the date, time, and place.
5. If the cadet wishes to introduce evidence to the Committee, the evidence must be received by the EVP/CAO at least 2 academic/business days before the scheduled Appeals Committee meeting.
6. The Appeals Committee will consider all evidence submitted by the faculty member, Department Chair, CIO/Academic Dean, and cadet, if applicable. Additionally,

the cadet may appear at the meeting to speak to the Committee.

7. The Appeals Committee will render a written decision with 48 hours after the meeting. The decision of the Appeals Committee will be final, unless the recommended penalty is dismissal or expulsion from the College.
8. If the recommended penalty is dismissal or expulsion, the cadet may appeal to the President of the College.

Student Educational Records

Marion Military Institute maintains an official academic record in the Office of the Registrar for each cadet. This permanent academic record includes all completed coursework, grades, and grade point averages. Access to academic records is provided in accordance with the Family Educational Rights and Privacy Act as amended in 1974. Procedures for cadet access to the academic record are published annually in the Cadet Handbook. The Institute reserves the right to not release a transcript if a cadet has outstanding financial obligations to the college.

The Institute may release “Directory Information” as defined by Marion Military Institute under the authority of the Act, unless the cadet informs the Office of the Registrar that such information should not be released without the cadet’s prior consent. Directory information as defined by Marion Military Institute under the authority of the Act, includes a cadet’s name, addresses (campus, home, mailing), email, and telephone numbers, class level, previous institutions attended, awards, honors, including Dean’s List and President’s List, degrees conferred, including dates, dates of attendance, names of parents, past and present participation in officially recognized sports and activities, physical factors (e.g., height and weight of athletes), and date and place of birth. A written request to withhold Directory Information must be filled with the MMI Office of the Registrar by the third week of the first semester for such information not be released.





MMI Admission Information

- General Admissions Information and Procedures
- Admission to an Associate Degree Program for First-time College Students
- ACCUPLACER Testing and Course Placement
- ACT/SAT Course Placement Policy
- Admission to an Associate Degree Program as A Transfer Student
- Transfer Policy
- CLEP Exams
- Advanced Standing
- Re-Admission to MMI
- Prerequisites

General Admissions Information and Procedures

Candidates for admission and their families are encouraged to visit the campus and tour the campus facilities. During the visit, the candidate will meet with an admissions counselor. Appointments should be made by phoning the MMI Admissions Office at 1-800-MMI-1842.

All students seeking admission to the collegiate programs at Marion Military Institute must comply with the following procedures.

1. Complete and submit an Application for Admission to include a \$30 application fee.
2. Submit one primary form of documentation or two secondary forms of identification. Submission of this document must be either in person or through submission of a notarized copy through U.S. mail.

Primary forms of documentation include: an unexpired Alabama Driver's License or instruction permit; unexpired Alabama identification card; unexpired U.S. Passport; unexpired U.S. Permanent Resident Card; Resident Alien Card – Pre 1977; Unexpired Driver's License or instruction permit from another state or possession that verifies lawful presence, dated 2000 and beyond; U.S. Alien Registration Receipt Card (Form I-151) prior to 1978; BIA or tribal identification card with photo; or I-797 Form with expiration date.

3. Provide all official academic transcripts and official copies of ACT and/or SAT scores. Incoming freshmen are expected to have completed the following high school requirements: 4 credits of English; 4 credits of mathematics to include algebra I, II, and geometry; 4 credits of science to include biology and physical science; and 4 credits of social studies.
4. Provide a copy of the applicant's social security card.
5. Submit a copy of the applicant's birth certificate or proof of U.S. citizenship.
6. Submit a copy of the applicant's immunization records. (Current immunizations must provide for protection against diphtheria, tetanus, pertussis, polio, rubella, and mumps; two (2) doses of measles vaccine are required)
7. Submit proof of registration with Selective Service (males, ages 18 through 26).
8. Submit \$200 room deposit.
9. Meet medical criteria as described below.

In addition to meeting reasonable standards of good health, applicants must exhibit good conduct, a willingness to accept responsibilities for their actions, and respect for others. Applicants must also meet academic and physical competency standards as part of their admission, which may exclude persons with specific disabilities. They must have exhibited the capacity to adjust to and work effectively in a closely monitored, highly disciplined, and occasionally stressful environment.

All cadets are required to participate in certain physical activities (e.g., marching with a rifle in formation, participating in intramural athletics), all considered essential to the traditions of a military school and to the development of individual leadership skills and a sense of camaraderie as a member of the Corps of Cadets

Physical standards considered disqualifying for admission:

1. Active epilepsy;
2. Diabetes requiring special diet and insulin therapy;
3. Blindness;
4. Deafness;
5. Chronic renal disease;
6. Chronic cardiac disease;
7. Severe symptomatic asthma;
8. Any severe neuromuscular or orthopedic disease or any other substantial physical limiting condition, which, in the opinion of the medical staff, would interfere with the cadet's performance and physical activity in accordance with Marion Military's requirements; and/or
9. Inability to participate fully in required physical activities.

Behavioral/health standards considered disqualifying for admission:

1. Any felony criminal conviction;
2. Any other conviction where the cadet is still on probation or under the jurisdiction of the courts adjudication phase. This includes charges that have not been fully resolved because of pending court dates, directed educational programs or community service or mandatory counseling requirements
3. Any permanent dismissal from any school;
4. Any attempted suicide;
5. Manic-depressive disorder, evidence of emotional disturbance, bipolar disorder, regularly scheduled psychological counseling or any other severe psychological disorders or limiting condition which in the opinion of the medical staff would interfere with the cadet's ability to function satisfactorily at Marion Military Institute;
6. Demonstrated inability to meet the existing academic requirements without significant accommodations that would alter the academic mission of the Institute;
7. A drug addiction; and/or
8. An alcohol addiction.

Upon admission, an individual who discloses a disability can request reasonable accommodations. Individuals will be asked to provide documentation of the disability in order to assist with the provision of appropriate reasonable accommodations. MMI will provide reasonable accommodations, but is not required to substantially alter the requirements or nature of its programs or provide accommodations that inflict an undue burden. Supplemental learning aids and/or materials are the responsibility of the student.

Admission to an Associate Degree Program for First-time College Students

An applicant who has not previously attended a duly-accredited postsecondary institution will be designated a first-time college student/native student. For unconditional admission and to be classified as "degree-eligible," applicants must have on file at the institution a completed application for admission and meet at least one of the following criteria.

1. An official transcript showing graduation with the Alabama High School Diploma, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the Alabama High School Diploma, or an equivalent diploma issued by a non-public, regionally and/or state-accredited high school. Applicants who hold a certificate or any other award issued in lieu of a diploma are ineligible for admission.

2. An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama High School Diploma, as defined by the Alabama State Board of Education, issued by a non-public high school and proof of passage of the Alabama Public High School Graduation Examination; or
3. An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama High School Diploma, as defined by the Alabama State Board of Education, issued by a non-public high school and evidence of a composite ACT score of at least 16 or an SAT score of at least 860 on the evidence based reading and writing and mathematics sections of the SAT test;
4. An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama Occupational Diploma, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school, and evidence of a composite ACT score of at least 16 or an SAT score of at least 860 on the evidence based reading and writing and mathematics sections of the SAT test;
5. The student holds an official GED certificate issued by the appropriate state education agency.

The College has established additional admission requirements for specific programs.

1. For admission to the **Early Commissioning Program**, the applicant must have a minimum of a 17 composite on the ACT (equivalent on the SAT) and a minimum high school grade point average of 2.00. Army ROTC makes the final determination on admission to the ECP upon applicant meeting standards set forth by the United States Army Cadet Command Regulations.
2. For admission to the **Leadership Education Program**, the applicant must have a minimum of a 16 composite on the ACT (equivalent on the SAT) and a strong high school record of academic achievement in core courses.
3. For admission to the **Service Academy Program**, the applicant must have a score on the SAT of 1160 or more (ACT composite of 24 or more) with both a math and verbal score of 580 or more (ACT math and English of 24 or more), and at least a 3.0 high school grade point average. The only exceptions to these criteria may be those made by the sponsoring Academy or those candidates deemed eligible for the program by the Director of the Service Academy Program.

Conditional admission of a first-time student may be granted to an applicant if the college has not received proof that the student has satisfied one of the admission requirements identified in the General Admissions Procedures. If all required admissions records have not been received by the institution prior to issuance of first semester grades, the grades will be reported on the transcript, but the transcript will read "Continued enrollment denied pending receipt of admissions records." This notation will be removed from the transcript only upon receipt of all required admissions records. The student shall not be allowed to enroll for a second semester unless all required admission records have been received by the institution prior to registration for the second semester.

ACCUPLACER Testing and Course Placement

As mandated by the Alabama State Board of Education, Marion Military Institute requires that all incoming first-year students take the ACCUPLACER test to assist in accurate placement in academic course levels, particularly in the areas of English, mathematics, and/or reading. **NOTE: The following students are exempted from being placed in appropriate academic levels through the ACCUPLACER test:**

1. Students who transfer college-level English or mathematics courses from a regionally-accredited college or university with the grade of C or higher.
2. Students who have completed required developmental coursework at another Alabama Community College System institution within the last three years.
3. Students who can provide documentation of scores on a ACCUPLACER assessment completed within the past three years.)
4. Students with ACT/SAT scores at or above the scores below:

MMI Cut Off Scores	
ACT	SAT
Math: 20	Math: 470
English: 18	Writing: 470
Reading: 20	Reading: 470

The ACCUPLACER can be taken upon arrival, but MMI encourages incoming students to take the test remotely at a location convenient to their home before they arrive on campus.

After completing the ACCUPLACER and ensuring that the scores have been sent to MMI (if the test is taken remotely), students are placed according to the following score ranges:

ACCUPLACER Assessment	ACCUPLACER Scores	Course Placement
Write Placer	0-2	ENG 092
	3-4	ENG 093
	5 and above	ENG 101
Reading	0-69	RDG 080
	70 and above	Exempt
Elem Algebra	20-39	MTH 090
Arithmetic	20-69	MTH 090
Elem Algebra	40-59	MTH 098
Arithmetic	70-120	MTH 098
Elem Algebra	60-79	MTH 100
College Level Math	20-49	MTH 100
Elem Algebra	80-120	MTH 112
College Level Math	50 and above	MTH 112

NOTE: For purposes of institutional assessment and for measurement of program effectiveness, MMI may require ACCUPLACER scores for all its students. This requirement is not related to class placement.

ACT/SAT Course Placement Policy

Course placement in the disciplines of English and mathematics may be assigned based on college entrance examination scores. ACT/SAT scores are a required document in the student's admissions application file. The score ranges below pertain to specific course placement:

ACT			SAT I		
Test	Score	Course Placement	Test	Score	Course Placement
English	18 or above	ENG 101	Writing	470	ENG 101
Math	20-23	MTH 100	Math	480-540	MTH 100
	25-26 24-26	MTH 110 or 112		550-600	MTH 110 or 112
	27-29	MTH 113 or 115		610-660	MTH 113 or 115
	30-36	MTH 125		670-800	MTH 125
Reading	20 or above	Exempt	Reading	470	Exempt

Admission to an Associate Degree Program as a Transfer Student

An applicant who has previously attended another regionally-accredited postsecondary institution will be considered a transfer student. Regionally-accredited refers to accreditation provided by one of the six regional accrediting bodies recognized by the U.S. Department of Education.

To be eligible for unconditional admission and classified as degree-eligible, a transfer student must have submitted to the institution an application for admission and official transcripts from all postsecondary institutions attended and any other documents required for first-time students. A transfer student who does not have on file official transcripts from all postsecondary institutions attended and any additional documents required by the institution may be granted conditional admission. No transfer student shall be allowed to enroll for a second semester unless all required admissions records have been received by the institution prior to registration for the second semester.

If all required admissions records have not been received by the institution prior to issuance of first semester grades, the grades will be reported on the transcript, but the transcript will read "Continued enrollment denied pending receipt of admissions records." This notation will be removed from the transcript only upon receipt of all required admissions records.

Transfer Policy

Marion Military Institute generally accepts liberal arts and general studies credits from regionally-accredited colleges and universities. The amount of transfer credit and advanced standing credit will be determined by the Chief Instructional Officer. No credit will be accepted for junior or senior level courses taken at four-year institutions.

Transfer credit will be evaluated and recorded by the Registrar once all official transcripts are on file. Coursework transferred or accepted for credit must represent collegiate coursework relevant to the degree program, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the Institute's own degree programs.

Credit will be accepted for transferable courses in which the student has received a grade of "C" or higher. A transfer grade of "D" will only be acceptable when the transfer student's cumulative GPA is 2.0 or above. If the student has a cumulative grade point average of 2.0 or above, the student's "D" grade will be accepted the same as for native students. Grades for transfer courses are not calculated in the Marion Military Institute grade point average.

CLEP Exams

With the exception of sponsored and non-sponsored students enrolled in the Service Academy Program, Marion Military Institute awards credit earned through CLEP examinations provided minimum scores are achieved and certain conditions are met. A minimum score at or above the 50th percentile (50%) on both General Examinations and Subject Examinations is required for credit.

Credit through General Examinations and Subject Examinations is granted only if the exams were taken before entering the Institute, and with proper documentation. CLEP credit is not granted for college-level courses previously failed, for courses in which credit for higher level course work has been earned, or for both Subject Examination and the course equivalent. It is the student's responsibility to request forwarding an official score report to the Registrar.

Students may receive a maximum of 3 hours of credit awarded in each academic area: Humanities, History, and Social Sciences. Students may not receive credit for a mathematics course higher than MTH 113. Students may not receive CLEP credit for courses in biology, chemistry, physics, or other laboratory courses.

Official score reports must be received by the college directly from Educational Testing Service. Credit awarded by Marion Military Institute does not indicate that your four-year or transfer institution will award credit. It is the student's responsibility to verify credit with the other institution.

CLEP Subject Examinations

Exam	Required Score	Course	Credits Awarded
Intro to Psychology	49	PSY 200	3
Intro To Sociology	50	SOC 200	3
US History I	50	HIS 201	3
US History II	50	HIS 202	3
Human Growth and Development	50	PSY 210	3

Advanced Standing

Marion Military Institute recognizes and accepts college credit earned, with a grade of C or higher, through dual enrollment programs. Students must request a transcript be sent from the college conferring the credit to the MMI Registrar's Office. The transcript will be reviewed and appropriate credit assigned.

Marion Military Institute will review also credit earned, with a grade of 3 or higher, through the Advanced Placement Program of the College Board (AP). Students should request an official copy of their AP scores be sent to the MMI Registrar's Office.

Marion Military Institute AP Equivalent and Credits	
AP Examination*	Number of Credit Hours
Art History	6 - ART 203 and 204
Biology	8 - BIO 103 and 104
Calculus A B	4 - MTH 125
Calculus B C	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 102
Statistics	3 - MTH 265
Studio Art Drawing	6 - ART 113 and 114
U.S. History	6 - HIS 201 and 202
World History	6 - HIS 121 and 122
*A minimum examination score of 3 is required for consideration for credit awards.	



Re-Admission to MMI

Any student who withdraws, does not return, or is dismissed from Marion Military Institute must apply for re-admission if they are away more than one semester. Re-admission criteria will be the same as the original criteria for admission. Furthermore, the reason and circumstances surrounding the student's departure will be taken into consideration for re-admission and may require additional documentation and review before the student is readmitted. A \$30 application fee will be charged upon application for re-admission.

Prerequisites

Course prerequisites are listed along with each course description. In rare instances, MMI's prerequisites differ from those stated in the Alabama Community College System Course Directory. These differences occur due to the unique offerings of Marion Military Institute. More information may be received from the Chief Instructional Officer.



MMI

Degree Program Information

- Program of Study
- Planning the Educational Program
- Academic Advisement
- STARS Transfer Guide
- Articulation & Scholarship Agreements
- Developmental Studies Program
- General Education
- Associate in Arts Degree
- Associate in Science Degree

Program of Study

Marion Military Institute offers an associate degree program designed to meet the needs of students who plan to transfer to four-year institutions to pursue a baccalaureate degree.

Planning the Educational Program

It is the cadet's responsibility to select the academic sequencing of courses, register, and successfully complete program requirements which lead to graduation. The academic advisors at Marion Military Institute are available to assist students in degree planning and course selection, but it is ultimately the cadet's responsibility to plan and complete his or her academic program. As preparation for academic advising, students who already know where they wish to transfer upon graduation should obtain a copy of that institution's program requirements to assist in planning their courses to be taken at Marion Military Institute.

Academic Advisement

Each student is assigned a faculty advisor soon after arrival at Marion Military Institute. The advisement process at MMI is considered an ongoing, interactive process between the advisor and the student, which facilitates the development and attainment of the student's educational goals.

The online Registration Guide should be referred to as an aid in selecting initial courses and schedules. After arrival, discussions between a student and his/her appointed advisor should take place on a regular basis but certainly before each semester's preregistration period and before any change is made in the student's academic class schedule. Topics of discussion might include selecting courses, dropping a class, and understanding degree requirements.

Students bear full responsibility for any complications that arise because of their failure to follow established policies, procedures, course requirements and prerequisites, or the advice of counselors or academic advisors. The college does not consider lack of student awareness as sufficient reason to waive any requirement or make exception to any policy or practice.

STARS Transfer Guide

In 1994, the Alabama Legislature created by law the State of Alabama Articulation and General Studies Committee and the Statewide Articulation Reporting System (**STARS**). The STARS System allows public two-year students in Alabama to obtain a Transfer Guide/Agreement for the major of their choice. This guide/agreement, if used correctly, directs the student through their first two years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama. Students who plan to transfer to a four-year college or university in **the State of Alabama** should print a STARS transfer guide by following the instructions on the following website - <http://stars.troy.edu>.

All transfer students should:

1. Print a copy of the guide for the student's use and verification purposes.
2. Meet with an advisor to discuss the guide and the requirements listed.
3. Obtain a new guide if major is changed.
4. Read the entire guide and agreement carefully.

5. Follow the instructions listed on the guide and in the agreement.
6. Research the planned transfer institution (admissions requirements vary from institution to institution).

Articulation and Scholarship Agreements

Auburn University at Montgomery (AUM) and Marion Military Institute (MMI) agree to mutual cooperation in the articulation and transfer of courses, and establishment of application and registration process to facilitate the transfer of MMI graduates to AUM for the purpose of earning a bachelor's degree. Subject to terms of this agreement, a student who has earned both an associate's degree and possesses a cumulative GPA of 2.0 from MMI may be eligible for admission to AUM with up to a maximum of 64 semester hours transferring.

Auburn University (all branches) agrees to award Leadership Scholarships in the amount of \$5,000 each for two in-state MMI transfer students and \$15,000 for two out-of-state MMI transfer students who meet the following qualifications:

- 1) Acceptance at Auburn University
- 2) Awarded an Associate's Degree from MMI prior to AU enrollment
- 3) Enrolled at MMI for at least 3 semesters
- 4) Enrolled in or actively seeking enrollment in a military officer commissioning program, including the ECP, an Auburn ROTC program, Marine PLC, or any similar programs; OR
- 5) Successfully held a formal leadership position in the MMI Corps of Cadets for at least one semester; AND/OR
- 6) Endorsement and recommendation from the MMI Commandant of Cadets
- 7) A signed scholarship agreement returned to Auburn University
- 8) Minimum cumulative MMI GPA of 2.75 at the time of application

Mississippi State University and Marion Military Institute entered into an agreement in the spirit of delivering levels of access and service to students pursuing a Mississippi State University undergraduate degree after graduating with the Associate's Degree from MMI. Mississippi State University will award Mississippi State University/MMI Leadership scholarships in the amount of \$2,500 annually (\$1,250/semester) each for up to five MMI transfer students (Mississippi residents and non-residents). Criteria for these scholarships include:

- 1) Acceptance to Mississippi State University
- 2) Awarded an Associate's Degree from MMI prior to enrollment at Mississippi State University
- 3) Enrolled at MMI for at least 3 semesters
- 4) Minimum overall MMI GPA of 2.85 at time of application
- 5) Enrolled in or actively seeking enrollment in a military officer commissioning program, including the ECP, Mississippi State University ROTC program, Marine PLC, or any similar programs including:
 - a. Successfully held a formal leadership position in the MMI Corps of Cadets for at least one semester
 - b. Recommendation from the MMI Commandant of Cadets based on exceptional conduct, character, and leadership potential,
- 6) A signed scholarship agreement must be returned to Mississippi State University
- 7) The award period will be for four semesters at Mississippi State University. Renewal for the third and fourth semester will be contingent upon an overall Mississippi State University GPA of 3.00.

The University of Alabama agrees to award Leadership Scholarships in the amount of \$5,000 annually (\$2,500 per semester) each for ten MMI transfer students. Awards will be made based on financial need as determined by GI Bill eligibility at the State and Federal level as verified by the Office of Veteran and Military Affairs at UA. Criteria for these scholarships include

- 1) Acceptance at the University of Alabama
- 2) Awarded an Associate's Degree from MMI prior to UA enrollment
- 3) Enrolled at MMI for at least 3 semesters
- 4) Enrolled in or actively seeking enrollment in a military officer commissioning program, including the ECP, an UA ROTC program, Marine PLC, or any similar programs; OR
- 5) Successfully held a formal leadership position in the MMI Corps of Cadets for at least one semester; AND/OR
- 6) Endorsement and recommendation from the MMI Commandant of Cadets
- 7) A signed scholarship agreement returned to the University of Alabama
- 8) Minimum cumulative MMI GPA of 2.75 at the time of application

The University of West Florida (UWF) and Marion Military Institute (MMI) signed an agreement to provide MMI students an easier transition to UWF. Under the agreement, students who have earned an associate's degree and possess a cumulative GPA of 2.0 at MMI are eligible for admissions to UWF with up to 64 semester hours transferring.

An academic advisor from UWF will work closely with eligible MMI students to ensure that students have been advised of all degree requirements remaining prior to beginning their first semester at UWF. In addition, UWF will waive application fees for MMI students applying to UWF within the parameters of this agreement, as long as the student is currently enrolled and in good standing at MMI.

Troy University and Marion Military Institute (MMI) agree to award the Troy University/MMI Leadership Scholarship in the amount of \$2,000 annually based on a set of requirements for applicants including but not limited to the following: a) a 2.75 GPA from MMI at the time of application; b) an Associate's Degree from MMI representing three (3) semesters of enrollment at MMI; c) an award period of four semesters (excluding summer semesters) with renewal of the scholarship in the third and fourth semesters contingent on an overall Troy GPA of 2.75.

Please contact the office of MMI's Registrar/Director of Academic Support or the Chief Instructional Officer for more information.

Developmental Studies Program

ENG 092	Basic English I
ENG 093	Basic English II
ENR 094	Integrated Reading and Writing
RDG 080	Reading Laboratory
MTH 090	Basic Mathematics
MTH 098	Elementary Algebra

The 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 courses are required of students who do not achieve minimum scores on one or more sections of the ACCUPLACER assessment test. The results on this test determine the developmental coursework appropriate for students. **Please refer to the Placement Testing section of the catalog for information about the ACCUPLACER test.**

NOTE: Developmental courses do not confer credits toward graduation.

General Education

The College requires a core of general education courses as a part of the degree program. The purpose of the general education courses is to provide cadets with a strong foundation that will prepare them for study at four-year colleges and universities. The general education core at MMI constitutes forty-five hours of the sixty-four hour degree requirement. The general education component is contained within the following subject areas:

Composition	6 hours
Humanities & Fine Arts	12 hours
Math & Natural Science	11 hours
History, Social & Behavioral Science	12 hours
Military Science	4 hours (12 for ECP)
Total	45 hours

Mastery of the following General Education course competencies are an integral part of succeeding in the AA and AS programs at MMI:

Communication:

- Competency 1.1. Students will create and deliver coherent, grammatically correct oral presentations.
- Competency 1.2. Students will create coherent, grammatically correct written responses to prompts and questions.

Quantitative Reasoning

- Competency 2.1. Students will demonstrate an ability to apply scientific reasoning by drawing appropriate conclusions from scientific data.
- Competency 2.2. Students will demonstrate an ability to apply quantitative reasoning by producing solutions to or analyses of appropriate problems.

Critical Thinking

- Competency 3.1. Students will evaluate the logic behind strengths and weaknesses of varying points of view
- Competency 3.2. Students will demonstrate the ability to distinguish between pertinent and irrelevant information.

Global Awareness

- Competency 4.1. Students will demonstrate knowledge of linguistic and cultural diversity and contributions of diversity to society.

Use of Technology

- Competency 5.1. Students will gather and correctly process information through appropriate use of technological tools.
- Competency 5.2. Students will demonstrate the ability to use information technologies to communicate information to others.

Whole-Person Development

- Competency 6.1. Students will evaluate the importance of physical fitness and its correlation to mental and emotional health.

Competency 6.2. Students will demonstrate leadership skills in classroom and extracurricular activities.

baccalaureate major of the individual student³
Credit Hour Total in Areas I-V of the AA Program (64)

Associate in Arts Degree

The Associate in Arts degree program is intended to meet the needs of students who plan to transfer to a senior institution and pursue a course of study in a liberal arts area. This is a planned university-parallel program designed to meet the requirements of the first two years of a Bachelor of Arts degree. The primary purpose of the associate in arts degree is to serve as a curriculum for individuals intending to transfer to a four-year college or university to pursue a bachelor's degree in fine arts, humanities, law, foreign language, social sciences, and education related disciplines. Secondly it serves as a General Studies curriculum for students who are interested in a liberal arts baccalaureate education but have not yet made a firm decision with respect to their baccalaureate major. **Area V requirements vary with individual four-year institutions;** thus, students must obtain an approved university parallel plan from (STARS) for transfer to an Alabama public 4-year institution; or if the transfer is planned for another institution, students should obtain a copy of that institution's program requirements to assist in planning their courses to be taken at Marion Military Institute.

Semester Hour (SH) Distribution Requirements by Academic Area¹ SH

AREA I: Written Communication (6)
 Must Complete Written Composition I and II (ENG 101 and ENG 102)

AREA II: Humanities and Fine Arts (12)
 Must complete 3 semester hours in Literature²
 Must complete 3 semester hours in the Arts
 Must complete 6 additional semester hours in humanities

AREA III: Natural Sciences and Math (11)
 Must complete 3 semester hours in Mathematics at the Pre-calculus Algebra or Finite Math level
 Must complete 8 semester hours in the Natural Sciences which must include one laboratory experience

AREA IV: History, Social, and Behavioral Sciences (12)
 Must complete 3 semester hours in History²
 Must complete at least 9 semester hours from among other disciplines in the Social and Behavioral Sciences

AREA V: Pre-Professional, Major, and Electives (23)
 Must complete additional Associate in Arts Degree courses appropriate to the degree requirements and the intended

Associate in Science Degree

The Associate in Science degree program is intended to meet the needs of students who plan to transfer to a senior institution and pursue a course of study in a general field or a specialized professional field. This is a planned university-parallel program designed to meet the requirements of the first two years of a Bachelor of Arts degree. The primary purpose of the associate in science degree is to serve as a curriculum for individuals intending to transfer to a four-year college or university to pursue a bachelor's degree in the natural sciences, computer sciences, architecture, engineering, mathematics, nursing, pharmacy, forestry, pre-medicine and pre-dentistry. **Area V requirements vary with individual four-year institutions;** thus, students must obtain an approved university parallel plan from (STARS) for transfer to an Alabama public 4-year institution; or if the transfer is planned for another institution, students should obtain a copy of that institution's program requirements to assist in planning their courses to be taken at Marion Military Institute.

Semester Hour (SH) Distribution Requirements by Academic Area¹ SH

AREA I: Written Communication (6)
 Must Complete Written Composition I and II (ENG 101 and ENG 102)

AREA II: Humanities and Fine Arts (12)
 Must complete 3 semester hours in Literature²
 Must complete 3 semester hours in the Arts
 Must complete 6 additional semester hours in humanities

AREA III: Natural Sciences and Math (11)
 Must complete 3 semester hours in Mathematics at the Pre-calculus Algebra or Finite Math level
 Must complete 8 semester hours in the Natural Sciences which must include one laboratory experience

AREA IV: History, Social, and Behavioral Sciences (12)
 Must complete 3 semester hours in History²
 Must complete at least 9 semester hours from among other disciplines in the Social and Behavioral Sciences

AREA V: Pre-Professional, Major, and Electives (23)
 Must complete additional Associate in Science Degree courses appropriate to the degree requirements and the intended baccalaureate major of the individual student³

Credit Hour Total in Areas I-V of the AS Program (64)

¹ Requirements in one area do not satisfy or substitute for requirements in another area.

² Students must complete a six semester hour sequence either in literature or history. The sequence in Area II in literature, or Area IV in history should be determined by the requirements of the student's intended major and transfer plans. (Most majors at Auburn University require a two-semester sequence in both literature and history. Requirements will vary according to transfer institutions. Students should consult catalog or website of the specific transfer institution to determine the specific courses within each Area. In the event that a question cannot be readily answered, the STARS guide should always take precedence for an Alabama state institution transfer.)

³ Respective programs of study for bachelor's degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Dependent upon the total hours allocated for the bachelor's degree, institutions in The Alabama College System are only authorized to provide (i.e., transfer fifty (50) percent of that total (60-64).

* Cadets should consult with an advisor and refer to the Statewide Transfer and Articulation Reporting System (STARS) at <http://stars.troy.edu/> and additionally the degree requirements of the intended transfer institution to select appropriate courses for AREA V.



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MMI Course Descriptions

NOTE: Each course listed may not be offered each semester or each academic year. Course offerings are subject to modification, revocation, and/or additions as deemed necessary by the MMI faculty and administration.

AFS 104 Leadership Laboratory (1 Credit hour) This course is a dynamic and integrated grouping of leadership development activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Provides an introduction to the military profession, including applications in leadership, drill and ceremony, customs and courtesies and communication service. Co-requisite: AFS 110

AFS 106 Leadership Laboratory (1 Credit hour) This course is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and compliment the AFROTC academic program. Provides an introduction to the military profession, including applications in leadership, drill and ceremony, customs and courtesies and communication service. Co-requisite: AFS 112

AFS 110 Foundations of the USAF (1 Credit hour) This is a survey course designed to introduce students to the United States Air Force and provide an overview of the basic characteristics, missions, and organization of the Air Force. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. AFS 104 Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Co-requisite: AFS 104

AFS 112 Foundations of the USAF (1 Credit hour) The Foundations of United States Air Force is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organizations of the Air Force. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Co-requisite: AFS 106

AFS 231 Leadership Laboratory (1 Credit hour) Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Provides an introduction to the military profession, including applications in leadership, drill and ceremony, customs and courtesies and communication service. Co-requisite: AFS 233

AFS 233 Evolution of US Air Power (1 Credit hour) A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of

air power, from an institutional, doctrinal, and historical perspective. Students will complete several writing and briefing assignments to meet Air Force communication skills requirements. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Co-requisite: AFS 231

AFS 241 Leadership Laboratory (1 Credit hour) Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Provides an introduction to the military profession, including applications in leadership, drill and ceremony, customs and courtesies and communication service. Co-requisite: AFS 243

AFS 243 Evolution of US Air Power (1 Credit hour) A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air power, from an institutional, doctrinal, and historical perspective. Students will complete several writing and briefing assignments to meet Air Force communication skills requirements. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Co-requisite: AFS 241

ART 100 Art Appreciation (3 Credit hours) This course is designed to help the student find personal meaning in works of art and develop a better understanding of the nature and validity of art. Emphasis is on the delivery of form and content in original artwork. Upon completion, students should understand the fundamentals of art and materials used and have a basic overview of the history of art.

ART 113 Drawing I (3 Credit hours) This course provides the opportunity to develop perceptual and technical skills in a variety of media. Emphasis is placed on communication through experimenting with composition, subject matter and technique. Upon completion, students should demonstrate and apply the fundamentals of art to various creative drawing projects.

ART 114 Drawing II (3 Credit hours) This course advances the students drawing skills in various art media. Emphasis is placed on communication through experimentation, composition, technique and personal expression. Upon completion, students should demonstrate creative drawing skills, the application of the fundamentals of art, and the communication of personal thoughts and feelings. Prerequisite: ART 113

ART 203 Art History I (3 Credit hours) This course covers the chronological development of different forms of art, such as sculpture, painting, and architecture. Emphasis is placed on history from the ancient period through the Renaissance. Upon completion, students should be able to communicate a knowledge of time period and chronological sequence including a knowledge of themes, styles and of the impact of society on the arts.

ART 204 Art History II (3 Credit hours) This course covers a study of the chronological development of different forms of art, such as sculpture, painting and architecture. Emphasis is placed on history from the Baroque to the present. Upon completion, students should be able to communicate a knowledge of time period and chronological sequence including a knowledge of themes, styles and of the impact of society on the arts.

BIO 103 Principles of Biology I (4 Credit hours) This is an introductory course for science and non-science majors. It covers physical, chemical, and biological principles common to all organisms. These principles are explained through a study of cell structure and function, cellular reproduction, basic biochemistry, cell energetics, the process of photosynthesis, and Mendelian and molecular genetics. Also included are the scientific method, basic principles of evolution, and an overview of the diversity of life with emphasis on viruses, prokaryotes, and protist. A laboratory is required.

BIO 104 Principles of Biology II (4 Credit hours) This course is an introduction to the basic ecological and evolutionary relationships of plants and animals and a survey of plant and animal diversity including classification, morphology, physiology, and reproduction. A laboratory is required.

BIO 201 Human Anatomy and Physiology I (4 Credit hours) This course covers the structure and function of the human body. Included is an orientation of the human body, basic principles of chemistry, a study of cells and tissues, metabolism, joints, the integumentary, skeletal, muscular, and nervous system, and the senses. Dissection, histological studies, physiology are featured in the laboratory experience. A laboratory is required. Prerequisite: BIO 103

BIO 202 Human Anatomy and Physiology II (4 Credit hours) This course covers the structure and function of the human body. Included is a study of basic nutrition, basic principles of water, electrolyte, and acid-base balance, the endocrine, respiratory, digestive, excretory, cardiovascular, lymphatic and reproductive systems. Dissection, histological studies, and physiology are featured in the laboratory experience. A laboratory is required. Prerequisite: BIO 103 and "C" in BIO 201

BIO 220 General Microbiology (4 Credit Hours) This course includes historical perspectives, cell structure and function, microbial genetics, infectious diseases, immunology, distribution, physiology, culture, identification, classification, and disease control of microorganisms. The laboratory experience includes micro-techniques, distribution, culture, identification, and control. A laboratory is required. Prerequisite: BIO 103

BUS 100 Introduction to Business (3 Credit hours) This is a survey course designed to acquaint the student with American business as a dynamic process in a global setting. Topics include the private enterprise system, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation.

BUS 146 Personal Finance (3 Credit hours) This course is a survey of topics of interest to the consumer. Topics include budgeting, financial institutions, basic income tax, credit, consumer protection, insurance, house purchases, retirement planning, estate planning, investing, and consumer purchases.



BUS 186 Elements of Supervision (3 Credit hours) This course is an introduction to the fundamental roles, skills and functions of supervisors. Topics include planning, organizing, staffing, directing, motivating and controlling individual employees and teams with emphasis on practical business applications.

BUS 263 The Legal and Social Environment of Business (3 Credit hours) This course provides an overview of the legal and social environment for business operations with emphasis on contemporary issues and their subsequent impact on business. Topics include the Constitution, the Bill of Rights, the legislative process, civil and criminal law, administrative agencies, trade regulations, consumer protection, contracts, employment and personal property.

BUS 275 Principles of Business Management (3 Credit hours) This course provides a basic study of the principles of management. Topics include the functions and responsibilities of managers, management-employee relations, organizational structure, functional business operation concepts, project management, and management evaluation and measurements. Prerequisite: BUS 186

BUS 285 Principles of Marketing (3 Credit hours) This course provides a general overview of the field of marketing. Topics include marketing strategies, channels of distribution, marketing research, and consumer behavior. Prerequisite: BUS 100.

CHM 104 Introduction to Inorganic Chemistry (4 credit hours) This is a survey course of general chemistry for students who do not intend to major in science or engineering and may not be substituted for CHM 111. Lecture will emphasize the facts, principles, and theories of general chemistry including math operations, matter and energy, atomic structure, symbols and formulas, nomenclature, the periodic table, bonding concepts, equations, reactions, stoichiometry, gas laws, phases of matter, solutions, pH, and equilibrium reactions. Laboratory is required. Prerequisite: MTH 098 with a grade of C or higher; or Equivalent Math Placement Score.

CHM 105 Introduction to Organic Chemistry (4 credit hours) This is a survey course of organic chemistry and biochemistry for students who do not intend to major in science or engineering. Topics will include basic nomenclature, classification of organic compounds, typical organic reactions, reactions involved in life processes, function of biomolecules, and the handling and disposal of organic compounds. A laboratory is required. Prerequisite: CHM 104

CHM 111 College Chemistry I (4 Credit hours) This is the first course in a two-semester sequence designed for the science or engineering major who is expected to have a strong background in mathematics. Topics in this course include measurement, nomenclature, stoichiometry, atomic structure, equations and reactions, basic concepts of thermochemistry, chemical and physical properties, bonding, molecular structure, gas laws, kinetic-molecular theory, condensed matter, solutions, colloids, and some descriptive chemistry topics. A laboratory is required. Prerequisite: ACT Math Score of 22 or above (or SAT equivalent).

CHM 112 College Chemistry II (4 Credit hours) This is the second course in a two-semester sequence designed primarily for the science and engineering student who is expected to have a strong background in mathematics. Topics in this course include chemical kinetics, chemical equilibria, acids and bases, ionic equilibria of weak electrolytes, solubility product principle, chemical thermodynamics, electrochemistry, oxidation-reduction, nuclear chemistry, an introduction to organic chemistry and biochemistry, atmospheric chemistry, and selected topics in descriptive chemistry including the metals, nonmetals, semi-metals, coordination compounds, transition compounds, and post-transition compounds. A laboratory is required. Prerequisite: CHM 111

CHM 221 Organic Chemistry I (4 Credit hours) This is the first course in a two-semester sequence. Topics in this course include nomenclature, structure, physical and chemical properties, synthesis, and typical reactions for aliphatic, alicyclic, and aromatic compounds with special emphasis on reaction mechanisms, spectroscopy, and stereochemistry. A laboratory is required and will include the synthesis and confirmation of representative organic compounds with emphasis on basic techniques. Prerequisite: CHM 112

CHM 222 Organic Chemistry II (4 Credit hours) This is the second course in a two-semester sequence. Topics in this course include nomenclature, structure, physical and chemical properties, synthesis, and typical reactions for aliphatic, alicyclic, aromatic, and biological compounds, polymers and their derivatives, with special emphasis on reaction mechanisms, spectroscopy, and stereochemistry. A laboratory is required and will include the synthesis and confirmation

of representative organic compounds with emphasis on basic techniques. Prerequisite: CHM 221

CIS 146 Microcomputer Applications (3 Credit hours) This course is an introduction to the most common microcomputer software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database management, and presentation software. Upon completion, students will be able to utilize selected features of these packages.

CIS 147 Advanced Micro Applications (3 Credit Hours) This course is a continuation of CIS 146 in which students utilize the advanced features of topics covered in CIS 146. Advanced functions and integration of word processing, spreadsheets, database and presentation packages among other topics are generally incorporated into the course and are to be applied to situations found in society and business. Upon completion, the student should be able to apply the advanced features of selected software appropriately to typical problems found in society and business. Prerequisite: CIS 146.

CRJ 100 Introduction to the Criminal Justice System (3 Credit hours) This course surveys the entire criminal justice process from law enforcement to the administration of justice through corrections. It discusses the history and philosophy of the system and introduces various career opportunities. Prerequisite: ENG 093 with a grade of C or higher or ACT English Score of 20 or above (or SAT equivalent).

CRJ 110 Introduction to Law Enforcement (3 credit hours) This course examines the history and philosophy of law enforcement, as well as the organization and jurisdiction of local state, and federal agencies. It includes the duties and functions of law enforcement officers. Prerequisite: ENG 093 with a grade of C or higher or ACT score of 20 or above (or SAT equivalent).

CRJ 130 Introduction to Law and Judicial Process (3 Credit hours) This course provides an introduction to the basic elements of substantive and procedural law, and the stages in the process. It includes an overview of state and federal court structure. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent).

CRJ 140 Criminal Law and Procedure (3 Credit hours) This course examines both substantive and procedural law. The legal elements of various crimes are discussed, with emphasis placed on the contents of the Alabama Code. Areas of criminal procedure essential to the criminal justice profession are also covered. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent).

CRJ 146 Criminal Evidence (3 Credit hours) This course considers the origins of the law of evidence and current rules of evidence. Types of evidence, their definitions and uses are covered, as well as the functions of the court regarding evidence. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent).

CRJ 147 Constitutional Law (3 Credit hours) This course involves constitutional law as it applies to criminal justice. It includes recent Supreme Court decisions affecting criminal justice professionals, such as right to counsel, search and seizure, due process and civil rights. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent).

ENG 080 English Laboratory This course, supplemental for students whose COMPASS scores indicate an ability to succeed in ENG 101 but who may need additional academic support, provides students with a laboratory environment where they can receive help on English assignments at the developmental level. A student's success in this course is measured by success in the other English courses in which the student is enrolled. Prerequisite: As required by program.

ENG 092 Basic English I (4 Credit hours) This course is a review of basic writing skills and basic grammar. Emphasis is placed on the composing process of sentences and paragraphs in standard American written English. Students will demonstrate these skills chiefly through the writing of well-developed, multi-sentence paragraphs. The class meets 4 periods per week for one semester and includes a laboratory session. This class does not meet the English General Education Requirement. Co-requisite of ENG 080

ENG 093 Basic English II (4 Credit hours) This course is a review of composition skills and grammar. Emphasis is placed on coherence and the use of a variety of sentence structures in the composing process and on standard American written English usage. Students will demonstrate these skills chiefly through the writing of paragraph blocks and short essays. The class meets 4 periods per week for one semester and includes a laboratory session. This class does not meet the English General Education Requirement. Prerequisite: ENG 092 with a grade of C or higher; or Equivalent Placement Score. Co-requisite of ENG 080

ENR 094 Integrated Reading and Writing (4 Credit hours) This course will provide comprehensive instruction in basic reading and writing skills, paragraph and essay construction, comprehension skills, vocabulary development, and critical reading. This class does not meet the English General Education Requirement. Prerequisite: Appropriate Placement Score.

ENG 101 Freshman Composition I (3 Credit hours) English Composition I provides instruction and practice in the writing of six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage. Prerequisite: ENG 093 with a grade of C or higher or ACT English Score of 20 or above (or SAT equivalent); or Equivalent English Placement Score.

ENG 102 Freshman Composition II (3 Credit hours) English Composition II provides instruction and practice in the writing of six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage. Prerequisite: ENG 101 with a grade of C or higher.

ENG 251 American Literature I (3 Credit hours) This course is a survey of American literature from its inception to the middle of the nineteenth century. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. Prerequisite: ENG 102

ENG 252 American Literature II (3 Credit hours) This course is a survey of American literature from the middle of the nineteenth century to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. Prerequisite: ENG 102

ENG 271 World Literature I (3 Credit hours) This course is a study of selected literary masterpieces from Homer to the Renaissance. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. Prerequisite: ENG 102

ENG 272 World Literature II (3 Credit hours) This course is a study of selected literary masterpieces from Renaissance to the present. Emphasis is placed on major representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. Prerequisite: ENG 102

HIS 121 World History I (3 Credit hours) This course surveys social, intellectual, economic, and political developments which have molded the modern world. Focus is on both non-western and western civilizations from the prehistoric to the early modern era. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent); or Equivalent English Placement Score.

HIS 122 World History II (3 Credit hours) This course is a continuation of HIS 121. It covers world history, both western and non-western, from the early modern era to the present. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent); or Equivalent English Placement Score.

HIS 201 United States History I (3 Credit hours) This course surveys United States history during colonial, Revolutionary, early national and antebellum periods. It concludes with the Civil War and Reconstruction. A research paper using library resources is required. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent); or Equivalent English Placement Score.

HIS 202 United States History II (3 Credit hours) This course is a continuation of HIS 201. It surveys United States history from the Reconstruction era to the present. A Research Paper using primary sources is required. Prerequisite: ENG 093 with a grade of C or higher; or ACT English Score of 20 or above (or SAT equivalent); or Equivalent English Placement Score.

HIS 210 U.S. Military History (3 Credit hours) This course, required for MSC IV cadets, is a survey of United States Army history from colonial to modern times. It provides an understanding of the evolution of warfare with an emphasis on leadership, tactics, and technology.

Prerequisite: Completion of ENG 101 with a grade of C or higher.

HIS 299 Special Topics in History (3 Credit Hours) A course featuring an in-depth examination of selected topics in history. Prerequisite: Permission of the Instructor.

HUM 101 Introduction to Humanities I (3 Credit hours) This is the first course in a two-semester sequence which offers the student an introduction to the humanities using selections from art, music, literature, history, and philosophy which relates to a unifying theme.

HUM 102 Introduction to Humanities II (3 Credit hours) This course is a continuation of HUM 101.

MSC 106 and MSC 108 Military Science I (1 Credit Hour Each) These courses serve as an introduction to drill and ceremonies, inspections, customs and traditions of the service.

MSC 120 and MSC 122 Military Science II (1 Credit Hour Each) A study of preventive medicine and first aid, marksmanship, water survival, rappelling, written and oral communications, leadership and related military topics.

MSC 110 Physical Training (1 Credit Hour) This course involves instruction on the Army Physical Fitness Program.

MSC 201 and MSC 202 Military Science III (3 Credit hours Each) These courses provide preparation for service in the United States Army as commissioned officers. Specific skills are taught in preparation for Army ROTC Advanced Camp where cadets are evaluated on their leadership skills in a tough six-week period of rigorous officer training. Topics includes basic leadership skills, drill and ceremonies, map reading/ land navigation, marksmanship, rappelling, radio and wire communications, basic small unit tactics, water survival, and weekend field training exercises. Leadership laboratory and physical fitness training is required. Prerequisite: Enrollment in the Early Commissioning Program.

MSC 241 and MSC 242 Military Science IV (3 Credit hours Each) These courses continue preparation for service as an officer in the United States Army. Topics include written and oral communication, counseling and related leadership tasks, training management, general military subjects, ethics and professionalism, military justice, marksmanship, water survival, rappelling, and field training exercises. Leadership laboratory and physical fitness training are required. These courses are identical to MS 401 and 402 courses taught at four-year universities. Prerequisite: Enrollment in the Early Commissioning Program and successful completion of Military Science III.

MTH 090 Basic Mathematics (4 Credit hours) This is a developmental course reviewing arithmetical principles and integers and computations designed to help the student's mathematical proficiency. The class meets 4 periods per week for one semester and includes a laboratory session This course does not meet the Mathematics General Education Requirement. Prerequisite: Appropriate placement score.

MTH 098 Elementary Algebra (4 Credit hours) This course is a review of the fundamental arithmetic and algebra operations. The topics include the numbers of ordinary arithmetic and their properties; integers and rational numbers; the solving of equations; polynomials and factoring; and an introduction to systems of equations and graphs. The class meets 4 periods per week for one semester and includes a laboratory session. This course does not meet the

Mathematics General Education Requirement. Prerequisite: MTH 090 with a grade of C or higher or appropriate placement score.

MTH 100 Intermediate Algebra (3 Credit hours) This course provides a study of algebraic techniques such as linear equations and inequalities, quadratic equations, systems of equations, and operations with exponents and radicals. Functions and relations are introduced and graphed with special emphasis on linear and quadratic functions. This course does not meet the Mathematics General Education Requirement. Prerequisite: MTH 098 with a grade of C or higher or Math ACT Score of 20-24 or appropriate placement score.

MTH 112 Algebra for Calculus (3 Credit hours) This course emphasizes algebraic functions - including polynomial, rational, exponential, and logarithmic functions. The course also covers systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Additional topics may include matrices, Cramer's Rule, and mathematical induction. Prerequisite: MTH 100 with a grade of C or higher; or Math ACT Score of 24 or above (or SAT equivalent); or appropriate placement score.

MTH 113 Trigonometry for Calculus (3 Credit hours) This course includes the study of trigonometric (circular functions) and inverse trigonometric functions, and includes extensive work with trigonometric identities and trigonometric equations. The course also covers vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. Additional topics may include conic sections, sequences, and using matrices to solve linear systems. Prerequisite: MTH 112 with a grade of C or higher.

MTH 115 Precalculus Algebra and Trigonometry (4 Credit hours) This course is a one-semester combination of Precalculus Algebra and Precalculus Trigonometry and covers the following topics: the algebra of functions (including polynomial, rational, exponential, and logarithmic functions), systems of equations and inequalities, quadratic inequalities, and the binomial theorem, as well as the study of trigonometric (circular functions) and inverse trigonometric functions, and includes extensive work with trigonometric identities and trigonometric equations, vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. Prerequisite: A grade of C or higher in MTH 100 and permission of the department chairperson.

MTH 125 Calculus I (4 Credit hours) This is the first of three courses in the basic calculus sequence taken primarily by students in science, engineering, and mathematics. Topics include the limit of a function; the derivative of algebraic, trigonometric, exponential, and logarithmic functions; and the definite integral and its basic applications to area problems. Applications of the derivative are covered in detail, including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus. Prerequisite: MTH 113 or MTH 115 with a grade of C or higher; appropriate math placement score; or ACT math score of at least 30.

MTH 126 Calculus II (4 Credit hours) This is the second of three courses in the basic calculus sequence. Topics include vectors in the plane and in space, lines and planes in space, applications of integration (such as volume, arc length, work and average value), techniques of integration, infinite series, polar coordinates, and parametric equations. Prerequisite: MTH 125 with a grade of C or higher or appropriate math placement score.

MTH 265 Elementary Statistics (3 Credit hours) This course provides an introduction to methods of statistics, including the following topics: sampling, frequency distributions, measures of central tendency, graphic representation, reliability, hypothesis testing, confidence intervals, analysis, regression, estimation, and applications. Probability, permutations, combinations, binomial theorem, random variables, and distributions may be included. Prerequisite: Math 110.

MUL 180 – 181; 280 – 281 Chorus I, II, III, IV (1 Credit Hour Each) This course provides an opportunity for students to participate in the MMI Chorus. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

MUL 198 – 199; 298 – 299; Marching Band I, II, III, IV (1 Credit Hour Each) This course provides an opportunity for students to participate in the MMI Marching Band. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

MUS 101 Music Appreciation (3 Credit hours) This course is designed for non-music majors and requires no previous musical experience. It is a survey course that incorporates several modes of instruction including lecture, guided listening, and similar experiences involving music. The course will cover a minimum of three (3) stylistic periods, provide a multi-cultural perspective, and include both vocal and instrumental genres. Upon completion, students should be able to demonstrate a knowledge of music fundamentals, the aesthetic/stylistic characteristics of historical periods, and an aural perception of style and structure in music.

ORI 108 Master Student (1 Credit Hour) This course is designed to promote critical thinking about leadership and provides learning communities of first-year students the opportunity to develop practical knowledge and skills toward a successful college experience, both academically and personally. Topics include conflict resolution, time management, goal-setting, improving listening skills, career planning, problem-solving and decision-making, among others. Prerequisite: Permission of Instructor.

PED 105 Personal Fitness (1 Credit Hour) This course is designed to provide the student with information allowing him/her to participate in a personally developed fitness program. Topics include cardiovascular, strength, muscular endurance, flexibility and body composition.

PED 248 Varsity Basketball I (1 Credit Hour) This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive basketball. Prerequisite: Permission of Instructor.

PED 249 Varsity Basketball II (1 Credit Hour) This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive basketball. Prerequisite: Permission of Instructor.

PED 250 Varsity Basketball III (1 Credit Hour) This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive basketball. Prerequisite: Permission of Instructor.

PED 251 Varsity Basketball IV (1 Credit Hour) This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive basketball. Prerequisite: Permission of Instructor.

PED 252 Varsity Baseball I (1 Credit Hour) This course covers advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive level. Prerequisite: Permission of Instructor.

PED 253 Varsity Golf I (1 Credit Hour) This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf. Prerequisite: Permission of Instructor.

PED 254 Varsity Softball I (1 Credit Hour) This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to play competitive softball. Prerequisite: Permission of Instructor.

PED 259 Varsity Cross Country I (1 Credit Hour) This course covers more advanced cross country techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive cross country. Prerequisite: Permission of Instructor.

PED 261 Varsity Baseball II (1 Credit Hour) This course covers advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play baseball at a competitive level. Prerequisite: Permission of Instructor.

PED 262 Varsity Baseball III (1 Credit Hour) This course covers advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play baseball at a competitive level. Prerequisite: Permission of Instructor.

PED 263 Varsity Baseball IV (1 Credit Hour) This course covers advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be

able to play baseball at a competitive level. Prerequisite: Permission of Instructor.

PED 268 Varsity Golf II (1 Credit Hour) This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf. Prerequisite: Permission of Instructor.

PED 269 Varsity Golf III (1 Credit Hour) This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf. Prerequisite: Permission of Instructor.

PED 270 Varsity Golf IV (1 Credit Hour) This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the game such as club selection, trouble shots, and course management. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf. Prerequisite: Permission of Instructor.

PED 271 Varsity Softball II (1 Credit Hour) This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive softball. Prerequisite: Permission of Instructor.

PED 272 Varsity Softball III (1 Credit Hour) This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive softball. Prerequisite: Permission of Instructor.

PED 273 Varsity Softball IV (1 Credit Hour) This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive softball. Prerequisite: Permission of Instructor.

PED 255 Varsity Tennis I (1 Credit Hour) This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis. Prerequisite: Permission of Instructor.

PED 274 Varsity Tennis II (1 Credit Hour) This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. This course builds upon previous instruction and provides additional opportunities to

develop skills. Upon completion, students should be able to play competitive tennis. Prerequisite: Permission of Instructor.

PED 275 Varsity Tennis III (1 Credit Hour) This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive tennis. Prerequisite: Permission of Instructor.

PED 276 Varsity Tennis IV (1 Credit Hour) This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive tennis. Prerequisite: Permission of Instructor.

PED 286 Varsity Cross Country II (1 Credit Hour) This course covers more advanced cross country techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive cross country. Prerequisite: Permission of Instructor.

PED 287 Varsity Cross Country III (1 Credit Hour) This course covers more advanced cross country techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive cross country. Prerequisite: Permission of Instructor.

PED 288 Varsity Cross Country IV (1 Credit Hour) This course covers more advanced cross country techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive cross country. Prerequisite: Permission of Instructor.

PHL 106 Introduction to Philosophy (3 Credit hours) This course is an introduction to the basic concepts of philosophy. The literary and conceptual approach of the course is balanced with emphasis on approaches to ethical decision making. The student should have an understanding of major philosophical ideas in an historical survey from the early Greeks to the modern era. Prerequisite: ENG 093.

PHL 206 Ethics and Society (3 Credit hours) This course involves the study of ethical issues which confront individuals in the course of their daily lives. The focus is on the fundamental questions of right and wrong, human rights, and conflicting obligations. The student should be able to understand and be prepared to make decisions in life regarding ethical issues. Prerequisite: ENG 101

PHL 299 Special Topics in Philosophy (Variable Credit) Directed Study. A course featuring an in-depth examination of selected topics in philosophy. Prerequisite: Permission of instructor.

PHS 111 Physical Science (4 Credit hours) This course provides an introduction to the basic principles of geology, oceanography, meteorology, and Astronomy. Laboratory is required.

PHS 112 Physical Science II (4 Credit hours) This course provides an introduction to the basic principle of chemistry and physics. Laboratory is required.

PHY 201 General Physics I – Trig Based (4 Credit hours) This course is designed to cover general physics at a level that assumes previous exposure to college algebra and basic trigonometry. Specific topics include mechanics, properties of matter and energy, thermodynamics, and periodic motion. A laboratory is required. Prerequisite: Math ACT Score of 20 or above (or SAT equivalent); or Equivalent Placement Score.

PHY 202 General Physics II – Trig Based (4 Credit hours) This course is designed to cover general physics using college algebra and basic trigonometry. Specific topics include wave motion, sound, light optics, electrostatics, circuits, magnetism, and modern physics. Laboratory is required. Prerequisite: PHY 201.

PHY 213 General Physics with Calculus I (4 Credit hours) This course provides a calculus-based treatment of the principle subdivisions of classical physics. Topics include mechanics and energy (thermodynamics). Laboratory is required. Prerequisite: Math ACT Score of 30 or above (or SAT equivalent).

PHY 214 General Physics with Calculus II (4 Credit hours) This course provides a calculus-based study in classical physics. Topics included are simple harmonic motion, waves, sound, light, optics, electricity and magnetism. Laboratory is required. Prerequisite: PHY 213.

POL 200 Introduction to Political Science (3 Credit hours) This course is an introduction to the field of political science through examination of the fundamental principles, concepts, and methods of the discipline, and the basic political processes and institutions of organized political systems. Topics include approaches to political science, research methodology, the state, government, law, ideology, organized political influences, governmental bureaucracy, problems in political democracy, and international politics. Upon completion, students should be able to identify, describe, define, analyze, and explain relationships among the basic principles and concepts of political science and political processes and institutions of contemporary political systems. Prerequisite: ENG 093 with a grade of C or higher.

POL 211 American National Government (3 Credit hours) This course surveys the background, constitutional principles, organization, and operation of the American political system. Topics include the U. S. Constitution, federalism, civil liberties, civil rights, political parties, interest groups, political campaigns, voting behavior, elections, the presidency, bureaucracy, Congress, and the justice system. Upon completion, students should be able to identify and explain relationships among the basic elements of American government and function as more informed participants of the American political system. Prerequisite: ENG 093 with a grade of C or higher.

PSY 200 General Psychology (3 Credit hours) This course is a survey of behavior with emphasis upon psychological processes. This course includes the biological bases for behavior, thinking, emotion, motivation, and the nature and development of personality.

PSY 210 Human Growth and Development (3 Credit hours) This course is the study of the psychological, social, and physical factors that affect human behavior from conception to death. Prerequisite: PSY 200.

RDG 080 Reading Laboratory (2 Credit Hours) This course provides students with a laboratory environment where they can improve reading skills at the developmental level. Emphasis is placed on one-to-one guided instruction.

REL 100 History of World Religions (3 Credit hours) This course introduces the student to the major world religions, their history and development. The course discusses the worldviews underlying each religion. The impact of world religions on American life and culture receives special emphasis. The course highlights the role of religion in the modern Middle Eastern conflicts.

REL 151 Survey of the Old Testament (3 Credit hours) This course is an introduction to the content of the Old Testament with emphasis on the historical context and contemporary theological and cultural significance of the Old Testament. The student should have an understanding of the significance of the Old Testament writings upon completion of this course.

REL 152 Survey of the New Testament (3 Credit hours) This course is a survey of the books of the New Testament with special attention focused on the historical and geographical setting. The student should have an understanding of the books of the New Testament and the cultural and historical events associated with these writings.

SAP 101 ACT/SAT Prep for English (1 Credit Hour) This course is a tutorial course, designed to assist cadets in boosting ACT/SAT scores in English.

SAP 102 ACT/SAT Prep for Mathematics (1 Credit Hour) This course is a tutorial course, designed to assist cadets in boosting ACT/SAT scores in mathematics.

SOC 200 Introduction to Sociology (3 Credit hours) This course is an introduction to the vocabulary, concepts, and theory of sociological perspectives of human behavior.

SOC 210 Social Problems (3 Credit hours) This course examines the social and cultural aspects, influences, incidences, and characteristics of current social problems in light of sociological theory and research. Prerequisite: SOC 200

SPA 101 Introductory Spanish I (4 Credit hours) This course provides an introduction to Spanish. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking areas.

SPA 102 Introductory Spanish II (4 Credit hours) This continuation course includes the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking areas. Prerequisite: SPA 101.

SPA 201 Intermediate Spanish I (3 Credit hours) This course includes a review and further development of communication skills. Topics include readings of literary, historical, and/or cultural texts. Prerequisite: SPA 102.

SPA 202 Intermediate Spanish II (3 Credit hours) This continuation course includes a review and further development of communication skills. Topics include readings of literary, historical, and/or cultural texts. Prerequisite: SPA 201.

SPH 107 Fundamentals of Public Speaking (3 Credit hours) This course explores principles of audience and environment analysis as well as the actual planning, rehearsing and presenting of formal speeches to specific audiences. Historical foundations, communication theories and student performances are emphasized.

THR 113 Theater Workshop I (1 Credit Hour) This is the first in a course sequence which provides practical experience in the production and performance of a dramatic presentation with assignments in scenery, lighting, props, choreography, sound, costumes, make-up, publicity, acting, directing, and other aspects of theater production.

THR 114 Theater Workshop II (1 Credit Hour) This is the second in a course sequence which provides practical experience in the production and performance of a dramatic presentation with assignments in scenery, lighting, props, choreography, sound, costumes, make-up, publicity, acting, directing, and other aspects of theater production.

THR 115 Theater Workshop III (1 Credit Hour) This is the third in a course sequence which provides practical experience in the production and performance of a dramatic presentation with assignments in scenery, lighting, props, choreography, sound, costumes, make-up, publicity, acting, directing, and other aspects of theater production.

THR 213 Theater Workshop IV (1 Credit Hour) This is the fourth in a course sequence which provides practical experience in the production and performance of a dramatic presentation with assignments in scenery, lighting, props, choreography, sound, costumes, make-up, publicity, acting, directing, and other aspects of theater production.





1842 ★ 2017

MMI Cost, Financial Aid & Scholarship Programs

- Charges for Boarding College Cadets
- Delinquent Accounts
- Refund Policy
- Financial Assistance
- Satisfactory Academic Progress Policy
- MMI Institutional Scholarships
- ARMY ROTC Scholarships
- Marion Military Institute Foundation Scholarships

Marion Military Institute is a member of the Alabama Community College System, and its tuition and fees are established in accordance with their guidelines. The Institute reserves the right to change, modify, or alter fees, charges, expenses, and costs of any kind without notice as approved by the Department of Postsecondary Education and the Alabama State Board of Education. Tuition and activity fees include cost of instruction, admission to athletic events, guest lectures, haircuts, and use of the athletic facilities.

Charges for Boarding College Cadets

Tuition and Fees

These are yearly charges for boarding college cadets.

	Alabama Resident	Non-Resident
Tuition	\$6000	\$12000
Technology Fee	\$378	\$378
Facility Fee	\$378	\$378
ACS Reserve Fee	\$42	\$42
Medical Fee	\$150	\$150
Uniform Fee	\$2,470	\$2,470
TOTAL TUITION AND FEES	\$9,418	\$15,418
Room and Board	\$4,950	\$4,950
Books	\$1,800	\$1,800
TOTAL COSTS	\$15,968	\$21,968

Uniform fee is payable the first semester enrolled.

Fees are based on a 21 hour course load and will vary.

Tuition and/or fees can change with approval by the State Board of Education. Book costs are estimated and will vary based on course load.

Costs for college cadets entering in the fall semester are payable as follows:

	Alabama Resident	Non-Resident
Tuition	\$3,000	\$6,000
Technology Fee	\$189	\$189
Facility Fee	\$189	\$189
ACS Reserve Fee	\$21	\$21
Medical Fee	\$75	\$75
Uniform Fee	\$2,470	\$2,470
TOTAL TUITION AND FEES	\$5,944	\$8,944
Room and Board	\$2,475	\$2,475
Books	\$900	\$900
Due First Day of Class	\$9,219	\$12,219

Delinquent Accounts

1. If payment is not made by the midpoint of the term (after the first billing by the institution), a late payment charge of \$25 will be added to the outstanding balance for each additional monthly billing up to a maximum of \$100 in late payment charges.
2. In the event of an unpaid balance at the midpoint of the term, the student will be evicted from housing and all meal

tickets canceled. If the balance is still unpaid at the end of the term, grade reports, college credits, transcripts or diplomas will not be issued or released. A student with a delinquent account shall not be allowed to enroll in subsequent terms until all delinquent balances are paid in full.

3. The institution will refer the student's delinquent account to a collection agency for failure to meet financial obligations of any kind to the institution, including the payment of additional late payment charges, attorneys' fees, and any other costs and charges necessary for the collection of any late payment.

Refund Policy

Planning and contracting for services are done for the entire year. Hiring of faculty and staff is based on the entire year. When cadets leave early, these expenses are still present. Marion Military Institute's refund policy is clearly outlined as follows.

1. Refund for Complete Withdrawal
 - 1.1. A student who officially or unofficially withdraws from all classes before the first day of class will be refunded the total tuition and other institutional charges.
 - 1.2. A student who officially or unofficially withdraws on or after the first day of class but prior to the end of the third week of classes will be refunded according to the withdrawal date as follows:
 - 1.2.1. Withdrawal during first week: 75% of tuition and other institutional charges
 - 1.2.2. Withdrawal during second week: 50% of tuition and other institutional charges
 - 1.2.3. Withdrawal during third week: 25% of tuition and other institutional charges
 - 1.2.4. Withdrawal after third week: No refund
 - 1.2.5. For calculating refunds, a "week" is defined as seven calendar days.
2. Administrative Fee

An administrative fee not to exceed 5% of tuition and other institutional charges or \$100, whichever is smaller, shall be assessed for each withdrawal within the period beginning the first day of classes and ending at the end of the third week of classes.
3. Books and Supplies

A student who withdraws and who has purchased returnable books, and /or supplies from the institution and returns the items in new/unused condition by the end of the third week of the semester/term will be refunded the full purchase price. Books and/ or supplies returned in used condition by the end of the third week of the semester/ term will be refunded 50% of purchase price.
4. Room and Board

Students who officially request a meal ticket refund and/or withdraw from a residence hall before the official first day of classes or during the first three weeks of the term will receive a refund calculated as outlined in 1.2 above.

5. **Refund for Partial Withdrawal**
Students who do not completely withdraw from the institution but drop a class during the regular drop/add period will be refunded the difference in tuition paid and the tuition rate applicable to the reduced number of hours, including fees appropriate to the classes dropped. There is no refund due to a student who partially withdraws after the official drop/add period.
6. **Refund in Compliance with Federal Regulations**
All Alabama Community College System institutions shall comply with federal regulations relative to refund of tuition and other institutional charges for first time, first-term Title IV recipients.
7. **Refund for Alabama National Guard and Reservists Called to Active Duty**
Students who are active members of the Alabama National Guard or Reserves or who are active duty military who are called to active duty in the time of national crisis shall receive a full tuition refund at the time of withdrawal, if such student is unable to complete the term due to active duty orders or assignment to another location. If a National Guard student is receiving Title IV funding, a recalculation must be performed as required by Federal Title IV regulations, which could result in less than a 100% refund.
8. **Exception to Policy**
The President has the authority to make exceptions to the refund policy in the event of the death of a student or of a family member requiring the student to leave the institution.
9. **Refund policies are governed by the Alabama State Board of Education.**
The above policies are based on State Board Policy 803.02: Refunds, and are effective June 1, 2009, for implementation beginning in the Fall 2009 term. Guidelines for implementation of this policy are established by the Chancellor.

Financial Assistance

It is the philosophy of Marion Military Institute that the primary responsibility for financing a college education must be assumed by the student, but the Institute believes that no student should be denied the opportunity of acquiring an education because of financial barriers. Consequently, Marion Military Institute is authorized to administer Federal Title IV, state, institutional, and outside financial aid programs. Cadets seeking any type of aid must apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA) via website www.fafsa.ed.gov to establish financial need and to determine eligibility for federal, state, and institutional funds. Students are required to file the FAFSA yearly via the web and should apply as soon as possible after January 1. To supplement the efforts of students and parents to meet educational costs, the Office of Financial Aid strives to assist each student by creating a financial aid package to include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Direct Loans, State Grant funds, Veteran Administration Benefits, Scholarships, and Tuition Waiver.

Eligibility Requirements

MMI eligibility for most financial assistance programs requires that a student:

1. File a free application for Federal Student Aid (FAFSA)
2. Demonstrate financial need;
3. Have a high school diploma or GED;
4. Be a U.S. citizen or permanent resident;
5. Be enrolled as a regular full-time student in an eligible degree program;
6. Maintain Satisfactory Academic Progress;
7. Not be in default on any federal loan nor owe a refund on any federal grant or state grant program at any institution; and
8. Agree to use any Federal Student Aid received solely for educational purposes.

Application Procedures

To apply for financial assistance, all applicants must follow the procedures listed below:

1. Apply for admission and have high school transcripts or GED, and ALL college transcripts on file.
2. File a free application for Federal Student Aid via the website www.fafsa.ed.gov and add MMI school code 001026.
3. Within 24-72 hours the Financial Aid Office will receive and verify the Student Aid Report (SAR)
4. The Financial Aid Office may require you to submit additional documentation after your Student Aid Report has been received. Documentation MMI may require:
 - 4.1. Student/spouse most recent U.S. Income Tax Return
 - 4.2. Parents most recent U.S. Income Tax Return
 - 4.3. Non-Taxable Income
 - 4.4. Verification Worksheet
5. Once documentation is received, the Office of Financial Aid will complete the following procedures:
 - 5.1. Review all verification information submitted to the Financial Aid
 - 5.2. Any conflicting information will be corrected and re-submitted to FAFSA to generate a correct Estimated Family contribution (EFC)
 - 5.3. The student/parents will be notified of any changes in awards.

Financial Aid Program Descriptions

1. **Federal Pell Grant**
The Pell Grant Program is the basis for financial assistance to which aid from other federal and non-federal sources may be added. The amount of Pell Grant that a cadet may receive for the 2016-17 academic year is currently \$5,815. Eligibility is determined by completing a FAFSA online.
2. **Federal Supplemental Educational Opportunity Grant (FSEOG)**
The Federal Supplemental Educational Opportunity Grant (FSEOG) Program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFC) will be considered first for a FSEOG. MMI understands and complies with the 25 percent non-federal share requirement, unless waived and 75 percent federal dollars will be contributed to the FSEOG program. MMI's priority order in awarding FSEOG recipients is the following:
 - 2.1. First selection group: Pell eligibility and the lowest EFCs

- 2.2. Second selection group: Non-Pell eligible students with the lowest EFCs
- 2.3. The maximum FSEOG award for MMI recipients is \$2000 each semester.

3. Federal Work-Study Program (FWS)

The purpose of the MMI Federal Work-Study Program is to award part-time employment opportunities to cadets with demonstrated financial need. Under the Federal Work-Study Program cadets may work either on or off campus while attending college, work 10 hours per week, and are paid comparative wages based on the federal minimum wage law.

A completed Free Application for Federal Student Aid (FAFSA) is required as well as an MMI institutional FWS application. The Federal Work Study and Federal Student Aid Applications can be obtained through the MMI website at www.marionmilitary.edu.

4. Direct Subsidized/Unsubsidized Loans

Direct loans allow cadets to meet some of the educational expenses by borrowing money from lenders at favorable rates (6% as of July 1, 2008). Loans are awarded only after all other aid is exhausted and cannot exceed the cost of attendance. Loans must be repaid! Repayment may be deferred up to six months after the cadet graduates, leaves school or drops below six credit hours. If awarded a Subsidized Direct Loan, the federal government will pay the interest while the cadet is enrolled at least half-time (six credit hours and during deferment.) Eligible cadets may receive an unsubsidized loan regardless of family income if within federal budget guidelines. Interest does accrue while the borrower is enrolled, and there are a number of repayment options available. Cadets must do the following to be eligible and receive a Direct Loan: (1) Gain admittance to MMI, (2) complete a FAFSA, (3) Complete entrance counseling and Master Promissory Note.

5. Federal Parent Loan for Undergraduate Students (PLUS)

PLUS loans are guaranteed through the Federal Family Educational Loan Program (FFELP) and make loan-term loans available to cadets and parents to pay educational costs. Although it is not mandatory, a FAFSA should be filed to determine need for a PLUS loan. Parents are eligible to apply for a credit worthiness loan on behalf of dependent undergraduate students. If a parent is denied a PLUS loan, a student may be eligible to borrow additional funds under the Unsubsidized Stafford Loan Program.

6. State and Institutional Scholarship/Tuition Waiver Programs

Marion Military Institute offers numerous state and institutional, scholarships including Need-Based, Service Academy Program, Athletic and Performing Arts. Contact the office of Financial Aid for scholarship applications. The priority deadline for submission is February 1. All scholarship application must be received in the office of Financial Aid by March 1. Additional information can be obtained as follows:

	Contact	Email Address
For SAP Appointments	LTC Thomas Bowen, Director of Service Academy Program	tbowen@marionmilitary.edu
For Athletic Tryout	Michelle Ivey, Director of Athletics	mivey@marionmilitary.edu

Dates		
For Performing Arts Auditions	Ms. Deborra Street, Band Director	dstreet@marionmilitary.edu
For employee and dependent tuition discounts and/or waivers	Ms. Jacqueline Wilson, Director of Financial Aid	jwilson@marionmilitary.edu

7. MMI Foundation Scholarships

The Marion Military Institute Foundation offers scholarships to qualified students attending or planning to attend the Institute. Each scholarship has its own eligibility requirements but awards are usually based on academic qualifications, leadership potential, community service, and financial need.

For more information, visit

www.marionmilitary.edu/admissions/scholarships.cms.

Please note that the completion of a FAFSA is not required for Foundation scholarships unless the student is applying for a need-based scholarship.

Disbursement Procedures

The following procedures are outlined so that students will be aware of the time of check disbursement, governing policies, and approved procedures that will be adhered to by the office of Financial Aid.

1. Pell Grant: Students who have established Pell Grant eligibility (submitted a valid Student Aid Report and all required documentation ten (10) days prior to registration), have registered, and are attending class will receive the balance of their Pell Awards on the fourteenth day of classes each semester. By signing an agreement, tuition, fees, room/board for on-campus housing (if applicable), and uniform fees may be deducted from your Pell Grant award prior to and during registration and late registration. Also, by signing the agreement, required books and supplies may be charged to your Pell Grant award only after you have attended at least one class session for each registered class. Students who do not attend class are not eligible to receive any federal funding.

On the fourteenth (14th) day of classes, a check for the remaining balance of your Pell Grant award will be available in the Business Office. You must show a photo I.D. to obtain your check.

Students who establish their Pell grant eligibility (submit a valid Student Aid Report and all required documentation) after the beginning of the semester will receive the balance of his or her eligible Pell Grant and/or Direct Loan on established designated days to be determined in agreement with the Office of Financial Aid and the Business office. These dates will be published at the beginning of each semester in the Office of Financial Aid. After the initial disbursement, checks will be processed monthly. To receive a Pell Grant disbursement, students must be enrolled, attending classes in compliance with the satisfactory academic progress policies, and must not have any holds on the student account at the time of disbursement.

2. Federal Direct Loan: Recipients may charge tuition, fees, books and supplies, room and board, and uniforms to their loan account. If the award is more than the account balance, a disbursement will be generated and issued to the student in the form of a check. If the award is less than the account balance,

the student will be billed for the remaining amount of the account. First time borrowers cannot receive the first installment of a loan until they have been in attendance at MMI for 30 days. The second disbursement is made at the midterm point of the semester. Federal regulations require multiple disbursements for one semester loans. The second disbursement cannot be delivered until at least one half of the loan period has elapsed. This is true for the first semester and the last semester the student receives a loan. To receive a loan disbursement, a student must be enrolled and currently attending classes in compliance with the satisfactory academic progress policies at the time of disbursement.

3. **Federal Work-Study:** Work Study positions are assigned based on financial need, availability of positions and funding. Timesheets for the Work Study Program must be submitted to the Financial Aid Office on the last working day of the month. The timesheet must be signed by the worker/student and supervisor. The worker/student is responsible for the timesheet being submitted on time; failure to do so may result in a delay in payment. Payroll period begins the first of each month and ends on the last working day of the month. Work Study checks are available the Friday following the last working day of the month.
4. **Veteran's Benefits:** Before dropping or adding a course or when withdrawing from the College, a student must first notify the Office of Financial Aid. Each withdrawal or drop resulting in a reduction in course load must show the effective date and reason for change. A student who completes an application and brings in his/her required documentation at the beginning of the semester should expect a VA processing period of 90 to 120 days after certification. If the estimated time has elapsed and a check has not arrived, contact the MMI VA certifying official. If the funds are not received by the end of registration, the student is required to pay for his/her tuition, fees, and any other expense that was to be covered by VA benefits. MMI cannot waive tuition and fees in anticipation of the arrival of advance funds.
5. The law specifies how MMI must determine the amount of Title IV program assistance that a student earns if he/she withdraws from school. The Title IV programs that are covered by this law are the following: Federal Pell Grants, Direct Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs).

When a student withdraws during the payment period or period of enrollment (Fall 2016 or Spring 2017), the amount of Title IV program assistance earned up to that point is determined by a specific formula. If a student received (or MMI or parent received on the student's behalf) less assistance than the amount that earned, the student may be able to receive those additional funds.

If a student receives more assistance than the student earned, the excess funds must be returned by the school and/or the student. The amount of assistance that has been earned is determined on a prorated basis.

For example, if a student completed 30% of the payment period or period of enrollment, the student earns 30% of the assistance he/she was originally scheduled to receive. Once the student has completed more than 60% of the payment period or period of enrollment, he/she earns all the assistance that was scheduled to be received for that period.

60% of the payment period for 2017-18:

Fall Semester:	October 16, 2017
Spring Semester:	March 9, 2018

If a student did not receive all of the funds that were earned, he/she may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, MMI must obtain the student's permission before it can disburse them. The student may choose to decline some or all of the loan funds so additional debt is not incurred. MMI may automatically use all or a portion of the post withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the MMI).

6. MMI needs student permission to use the post-withdrawal grant disbursement for all other school charges. The student will receive a post withdrawal disbursement letter inquiring how remaining funds are to be disbursed. However, it may be in the student's best interest to allow MMI to keep the funds to reduce the student's MMI debt.

For New Students ONLY

There may be some Title IV funds that a student was scheduled to receive that cannot be disbursed once the student withdraws because of other eligibility requirements. For example, if the student is a first-time, first-year undergraduate cadet and has not completed the first 30 days of the program before the student withdraws, the student will not receive any Direct Loan funds that would have been received had the student remained enrolled past the 30th day.

If the student receives (or MMI or parent receives on the student's behalf) excess Title IV program funds that must be returned, MMI must return a portion of the excess equal to the lesser of MMI charges multiplied by the unearned percentage of the funds, or the entire amount of excess funds. MMI must return this amount even if it didn't keep this amount of the student's Title IV program funds.

GI Bill Resident Rate Requirements

Section 702 of the Veterans Access, Choice and Accountability Act of 2014 ("Choice Act"), requires VA to disapprove programs of education for payment of benefits under the Post 9/11 GI Bill and Montgomery GI Bill-Active Duty at public Institutions of Higher Learning (IHLs) if the school charges qualifying Veterans and dependents tuition and fees in excess of the rate for resident students for terms beginning after July 1, 2015.

Who qualifies as a "covered individual"?

To remain approved for VA's GI Bill programs, schools must charge in-state tuition and fee amounts to covered individuals. A covered individual is defined in the Choice Act as:

- A Veteran who lives in the state where the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- An individual using transferred benefits who lives in the state where the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three

years of the transferor's discharge from a period of active duty service of 90 days or more.

- An individual using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state where the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more.

A person described above will retain covered individual status as long as he/she remains continuously enrolled (other than regularly scheduled breaks between terms) at the public IHL. The in-state tuition provisions in Section 702 do not apply to those on active duty or to students using transferred Post-9/11 GI Bill benefits from a Servicemember still on active duty. Public IHLs must offer in-state tuition and fees to all covered individuals with Post-9/11 GI Bill and Montgomery GI Bill – Active Duty (MGIB – AD) benefits in order for programs to remain approved for GI Bill benefits for terms beginning after July 1, 2015. VA will not issue payments for any students eligible for the Post-9/11 GI Bill or the MGIB-AD until the school becomes fully compliant. These requirements ensure our nation's recently discharged Veterans, and their eligible family members, will not bear the cost of out-of-state charges while using their well-deserved education benefits.

Satisfactory Academic Progress Policy

Recipients of Financial Aid (Pell Grant, College Work Study, Supplemental Grant, or a Direct Loan) must maintain at least a minimum standard of academic progress. Academic progress will be assessed at the time a cadet is awarded financial aid, and reviewed each academic year. Academic progress will be monitored for all terms of enrollment, whether or not financial aid was received. In accordance with federal guidelines, cadets receiving federal financial aid at MMI must meet the following requirements:

1. Time frame: Cadets receiving financial aid are subject to a maximum time frame in which they can receive financial assistance. The maximum time frame that a cadet can receive financial aid to complete a degree is 150% of the published program length measured in semester hours attempted. The average time allotted for an Associate degree program is 96 hours attempted. Cadets who transfer from other colleges will have all credit hours taken at other schools included in the 96 hour total.
2. Grade Point Average: Each cadet will be expected to meet or exceed the following GPA at the indicated points in his/her program of study:

Credit Hours	Minimum Cumulative GPA
12 – 21 semester hours	1.50
22 – 32 semester hours	1.75
33 + semester hours	2.00

3. Completion Rate: In order to maintain the minimum standard of academic progress toward the completion of their degrees, cadets must successfully complete 2/3 of all MMI credit hours attempted. (Hours attempted include repeated courses, dropped courses, withdrawals and incomplete courses.) This measure becomes effective when a cadet has completed 21 MMI credit hours. Withdrawals count as hours attempted but not earned.

4. Developmental Courses: A cadet may not enroll in the same developmental course more than three times and continue to receive financial assistance for that course. A federal financial aid recipient may not receive aid for more than 30 semester hours of developmental work. Also, effective beginning Fall Semester 2009, developmental hours taken will not be included when determining a cadet's grade point average, completion rate progress for financial aid or maximum time frame allotment.

5. Financial Aid Probation: A cadet who fails to meet one or more of the SAP requirements for the first time will be placed on Financial Aid Probation during the next term of enrollment at MMI. The cadet will still be eligible to receive financial aid while on probation.

6. Extension of Financial Aid Probation: A cadet on Financial Aid Probation who meets all of the SAP requirements for coursework attempted during their probationary term but is still not meeting one or more of the minimum SAP requirements may request in writing to the Director of Financial Aid an extension of their Financial Aid Probation.

If, at the end of the second probationary semester, the cadet is still not meeting one or more of the minimum SAP requirements, the cadet will be placed on Financial Aid Suspension and will become ineligible for federal and state financial aid.

7. Financial Aid Suspension: If, at the end of the probationary semester, the cadet does not meet all the SAP requirements for coursework attempted that semester but is still not meeting one or more of the minimum SAP requirements, the cadet will be placed on Financial Aid Suspension and will become ineligible for federal and state financial aid.

8. Review Process: Academic progress will be assessed at the time a cadet is awarded financial aid and reviewed each academic year.

9. Regaining eligibility: In order to regain eligibility, a cadet must attend MMI at his/her own expense until the standards outlined in this policy are met.

10. Appeal Process: A cadet who loses his/her financial aid because of a failure to meet these academic progress requirements may appeal if there are extenuating circumstances. Appeals must be submitted in writing, and the appeal will be reviewed by the Financial Aid Committee. Each cadet will be notified in writing as to the outcome of his/her appeal.

MMI Institutional Scholarships

Marion Military Institute provides multiple scholarship opportunities for qualified students attending or planning to attend Marion Military Institute. Each scholarship has its own eligibility requirements, but awards are usually based on academic qualifications, leadership potential, community service, and financial need. "Bundling" restrictions apply to most institutional scholarships and further details can be provided by the MMI Financial Aid Office.

In-State Cadetships / Out-of-State Cadetships

These two scholarship programs are used to fund participants in the Leadership Education Program (LEP) at MMI. Both in-state residents and out-of-state residents respectively may be eligible to receive an award in the amount of 25% of their tuition.

Athletic Scholarships

Athletic scholarships are awarded based on tryouts and/or demonstrated ability to compete on the intercollegiate level. Awards are available in Baseball, Men's Basketball, Softball, Men's Tennis and Women's Tennis and may be granted to new or current MMI students. Scholarships are awarded for one year and are renewable based on athletic performance and eligibility.

Service Academy Program (SAP) Scholarships

The SAP Scholarships are awarded to students whose record exemplifies academic diligence and demonstrated leadership. Scholarships are awarded for one year only and recipients must be enrolled in the SAP Program.

Band Scholarship

The MMI Band Scholarship will award 50% tuition. Letters of recommendation are required from previous Band Director or Choral Leader. MMI's Band Director will recommend the recipients to the scholarship committee.

Presidential Scholarship

This is an academic scholarship which rewards recipients 75% tuition. The scholarship is available to both in-state and out-of-state residents. Applicants must have a minimum 25 ACT Composite and/or 1140 SAT (Critical Reading and Math) with a 3.75 Cumulative GPA and have held top position(s) in extracurricular activities such as JROTC Battalion Commander, Eagle Scout/Gold Award Girl Scout, Honor Society president, Boys/Girls State, Drill/Rifle Team Commander, Valedictorian/Salutatorian, and/or The MacArthur Award. Scholarships are limited to incoming freshmen only.

Academic Dean Scholarship

This is an academic scholarship which rewards recipients 50% tuition. Available to both in-state and out-of-state residents, it requires a minimum 23 ACT Composite and /or 1070 SAT (Critical Reading and Math) with a 3.00 Cumulative GPA. Scholarships are limited to incoming freshmen only.

Leadership Scholarship

The Leadership Scholarship which awards recipients 50% tuition (in-state or out-of-state) for two semesters, is open to incoming freshmen meeting the minimum academic requirements of a 19 ACT Composite and/or 910 SAT (Critical Reading and Math) with a 2.50 Cumulative GPA who have held top position(s) in an extracurricular activity (ex. SGA President or Vice President, JROTC Battalion Commander or Executive Officer, Beta Club President or Vice President, Sports Captains, Class Officers).

Black Belt Scholarship

To be eligible for this Room and Board Scholarship, a cadet must have permanent residence in one of the 18 counties in the Black Belt of Alabama, and have graduated from an Alabama Black Belt high school or obtained a GED.

White Knight Scholarship

The White Knight Precision Drill Team awards 50% tuition for two semesters to a drill-skilled incoming freshmen student. To be considered, students must submit a video or video link of drill skills being performed. Requires a minimum 17 ACT Composite and/or 850

SAT (Critical Reading and Math) and a high school grade point average of 2.0 (on a 4.0 scale). Open to in-state and out-of-state students.

Military High School

This 50% tuition scholarship is open to students who attended one of the eligible AMCSUS (Association of Military Colleges & Schools of the United States) military high schools for at least the junior and senior years of high school preceding attendance at MMI. Minimum academics required are a 17 ACT Composite and /or 850 (Critical Reading and Math) score, and a high school grade point average of 2.0 (on a 4.0 scale).

Army ROTC Scholarships

Applicants must meet the qualification requirements for acceptance into the Early Commissioning Program (ECP) and have a high school grade point average of 2.5 (on a 4.0 scale) and a minimum of a 19 composite on the ACT (equivalent on the SAT) to qualify to compete for an Army ROTC Scholarship.

Recipients of these ROTC scholarships will receive financial assistance for two years in their pursuit of an associate degree from Marion Military Institute and a commission in the U.S. Army. Individuals continue on to a baccalaureate degree without benefits. During the two-year duration of the scholarship, the Army will pay college tuition and educational fees, or room and board, whichever is chosen by the student. Additionally, a flat rate of \$1,200 per year is provided to purchase textbooks.

Army ROTC scholarship winners also receive a monthly tax-free subsistence allowance for 20 months. The monthly amount will be tiered commensurate with the Military Science Class -- MS3 = \$450 per month; MS4 = \$500 per month. Cadets will be commissioned in the USAR or ARNG and assigned to a Troop Program Unit (TPU) (paragraph 2-16, AR 140-10) upon graduation from MMI provided all eligibility requirements are met. Interested candidates should contact the MMI ROTC Department.

Marion Military Institute Foundation Scholarships

The Marion Military Institute Foundation offers scholarships to qualified students attending or planning to attend Marion Military Institute. Each scholarship has its own eligibility requirements, but awards are usually based on academic qualifications, leadership potential, community service, and financial need. Total scholarships awarded for 2015-2016 totaled more than \$90,000.

Franklin Sizemore Adams Scholarship

This scholarship, established by Mr. and Mrs. Quincy F. Adams as a living memorial in honor and appreciation of their son, Franklin Sizemore Adams, an alumnus of Marion Military Institute, is awarded annually to a qualified college student. Preference is given to Alabama students from Clarke, Lamar, or Marengo counties.

Alabama Marine Corps League Scholarship

This scholarship is provided each year through contributions by the Department of Alabama Marine Corps League. This annual scholarship is awarded to a cadet who has specifically indicated or demonstrated a strong interest in entering a Marine Corps career. This would include expressed interest in the Marine Corps Platoon Leader's Course Program or Marine Corps enlisted track. Qualifying criteria can also include a cadet's previous Marine Corps experience.

James H. and Mary V. Benson Endowed Scholarship Fund

This scholarship was established by the MMI Board of Trustees and Advisors in 2008 for James H. and Mary V. Benson in recognition of their outstanding service and dedication as the fifteenth president and first-lady of Marion Military Institute.

The Edward Jefferson Blackburn Endowed Scholarship Fund

This scholarship was established by Ms. Susie Geneva Blackburn in memory of her father, Edward Jefferson Blackburn, who was born in rural Perry County, Alabama, in 1902 and was educated in the public schools there. He served on the Perry County Board of Education for 29 years; the Board of Trustees at Marion Military Institute for 24 years, eight years as chairman; and was a member of the Board of Visitors at Judson College in Marion. The annual scholarship will be awarded based on financial need with first priority to students from Perry County.

The F. Dixon Brooke, Jr. Scholarship

This scholarship was established in 2006 by EBSCO Industries of Birmingham, Alabama to be awarded in the name of Mr. F. Dixon Brooke, Jr. Mr. Brooke is a 1968 alumnus of MMI and is President and CEO of EBSCO. The scholarship will fund five \$2,000 scholarships each year to junior college cadets based on merit and need.

William Speight Burton Scholarship Fund

This fund was established by Mr. William Speight Burton and is awarded each year to deserving cadets.

The Cannonball Scholarship

This scholarship was established in 2013 to honor MMI Alumnus David Baumhower. Funds from this scholarship are awarded annually to a cadet who has scored close to a 28 on the ACT or a comparable score on the SAT, maintained a GPA of at least 2.5, passes the PT test the first semester, is preferably a first generation college student, is receiving no student loans that would cause the student to incur debt, and is from Tuscaloosa County, Alabama.

Albert Cesarine, Sr. Memorial Scholarship

This scholarship was established by Mr. and Mrs. Albert T. Cesarine III, of New Castle, Delaware in honor of their grandfather, Mr. Albert Cesarine, Sr., an accomplished and avid pilot. Albert T. Cesarine III is a 1984 alumnus of Marion Military Institute. This scholarship will be awarded each year to support flying lessons for MMI cadets interested in a career in aviation.

The Catherine I. Cesarine Scholarship

This scholarship was established by alumnus and donor, Mr. Albert T. Cesarine III and is named in memory of his mother who passed away in 2012. It will be awarded each year to a female cadet in financial need. Mrs. Cesarine was born in Philadelphia, PA. She enlisted in the Air Force in 1962 and was stationed in Guan. She was discharged from the Air Force in 1964, and in 1980, she enlisted in the Navy Reserve. Chief Cesarine spent many years drilling at the Willow Grove Naval Air Station as an intelligence specialist. After retirement, Mrs. Cesarine enjoyed playing golf and taking continuing education courses.

Chadbourne Foundation Scholarship

This scholarship was established by the Chadbourne Foundation of Pensacola, Florida and its trustees, Mr. and Mrs. Edward M. Chadbourne, Jr., Mr. and Mrs. Edward M. Chadbourne III, and Mr. and Mrs. F. Brian DeMaria. Mr. Chadbourne III is an alumnus of Marion Military Institute's class of 1978.

Class of 1935 Endowment Fund

This scholarship is awarded annually to students who possess demonstrated potential for academic success and leadership. Preference will be given to students who have financial need. The Fund was established in 1986 by members of the Marion Military Institute Class of 1935 who had just celebrated their 50th reunion.

Charles and Houston Drennen Memorial Scholarship

This scholarship was established by Mrs. Louis J. Drennen and Mrs. Sue P. Drennen in memory of their late husbands, Charles and Houston Drennen of Birmingham, Alabama. The scholarship is awarded each year to a college student.



Alfred I. duPont Foundation, Inc. Academic Scholarship Fund

This scholarship is awarded each year to quality students from across Alabama and the Southeast who are in need of assistance. The Alfred I. duPont Foundation is a non-profit Florida corporation founded in 1936 by Jessie Ball duPont to honor her late husband, Alfred I. duPont, founder of the modern-day duPont Chemical Company and St. Joe Paper Company.

Ernest A. Fite Army Aviation Endowed Scholarship

This scholarship was established by Colonel Ernest A. Fite USA (Ret), Class of 1965, from Florence, Alabama. The proceeds from this endowment are to be used for awarding one or more scholarship annually to MMI cadets. Priority of consideration shall be given to cadets who demonstrate financial need and/or demonstrate an interest in army aviation as an aviator and/or any other capacity.

James H. and Cecile Gayle Scholarship Fund

This academic scholarship fund was established in 1966 by Mr. and Mrs. James H. Gayle of Marion, Alabama. The scholarship is awarded annually to a college student who is a resident of Alabama and who is qualified to participate in Marion Military Institute's academic, military, and athletic training program. The recipient of this

scholarship must be willing to sign an oath of loyalty to the United States.

Joe C. Granade Endowed Scholarship Fund

This scholarship was established by Lucille W. Granade to honor her late husband, Mr. Joe C. Granade, a member of the Class of 1948. The purpose of this fund is to award one or more scholarship to cadets who demonstrate financial need.

Jeane Parker Hallmark Scholarship

This scholarship was established by Luther (Luke) P. Hallmark, a 1977 MMI graduate, in memory of his mother, Mrs. Jeane Parker Hallmark. The scholarship is awarded to a student who participates in the athletic program.

John Milton Hightower Scholarship

This academic scholarship was established in 1984 by Mrs. John M. Hightower of Sylacauga, Alabama, and her daughter, Mrs. Joseph C. P. Turner of Demopolis, Alabama, in memory of John Milton Hightower. Mr. Hightower was a graduate of the class of 1920.

Joel R. and Elizabeth E. Hillhouse Endowed Scholarship Fund

This scholarship was established by Joel R. and Elizabeth E. Hillhouse to promote the education of deserving cadets who are in need of financial assistance by providing funds for one or more scholarships annually.

Jemison and Day Family Scholarship Fund

This scholarship is awarded each year to a deserving student and was established by Jemison Investment Company, Inc., of Birmingham.

LeCraw Leadership Scholarship

This scholarship was established in 1999 by Scott T. LeCraw, a Marion Military Institute graduate, Class of 1972, in memory of his mother, Mrs. Margaret LeCraw Towers. Funds from this scholarship are awarded annually to a student from the state of Georgia, who has a quality academic record, an interest in the military, and a proven record of leadership.

George Blue Lee Memorial Scholarship

This scholarship is awarded to a student qualified for admission into the Early Commissioning Program. The student must be a diligent student with athletic ability and demonstrated leadership potential. The scholarship was established by Mr. and Mrs. Frank Earle of Blacksher, Alabama, in memory of their nephew, George Blue Lee, a graduate of Marion Military Institute. Mr. Lee gave his life in defense of his country in 1967.

John Charles Lindsay, Jr. Memorial Scholarship

This scholarship was established in memory of John Charles Lindsay, Jr., a graduate of the MMI Preparatory School, Class of 1972. The fund was created by his parents, Colonel and Mrs. John C. Lindsay of Orville, Alabama. Preference is given to students who excel in the study of mathematics and military training.

David E. McCollum Aviation Endowed Scholarship Fund

This scholarship was established by Mr. and Mrs. Offa Shivers McCollum, Jr. of Highland, Maryland to honor their son David Ellis McCollum who died at the age of 47 in a test flight crash on April 2, 2011 in Roswell, New Mexico. David lived in Savannah, Georgia where he was a Flight Test Engineer at Gulfstream Aerospace Corporation. A native of Highland, Maryland, David graduated from the Marion Military Institute high school in 1981 and the junior college in 1983. He earned his BS degree in Engineering Science and Mechanics from Georgia Tech in 1988. This scholarship will be awarded each year to support flying lessons for MMI cadets interested in a career in aviation.

Offa Shivers McCollum Memorial Scholarship Endowment

This scholarship was established by Offa Shivers McCollum, Jr., in honor of his father, Lieutenant Colonel Offa Shivers McCollum. One or more scholarship will be awarded annually to MMI cadets. The use of income generated from this gift may include, but not be limited to, tuition, room and board, uniforms, books, and such other expenses deemed necessary to attend Marion Military Institute.

James Guy McCormick, Jr., Scholarship

This academic scholarship fund was established by Mrs. Carolyn S. McCormick of Demopolis, Alabama in memory of her husband James Guy McCormick, Jr., Class of 1940. The funds from this scholarship are awarded annually.

James A. Mitchell Memorial Scholarship

Funds from this scholarship are awarded annually to a college student. The scholarship was established by James A. Mitchell, an MMI alumnus, class of 1917, in memory of his father.

Lillian Moore Scholarship Fund

This scholarship was established by the late Lillian Moore of Marion, Alabama, in honor of her brother, R. Malcolm "Monk" Moore, who was Assistant Commandant at Marion Military Institute for many years. This scholarship is awarded each year to deserving cadets.

Mooty Brothers Endowed Scholarship Fund

This scholarship was established by June Louise Mooty Grube and Virginia Sittason to honor their brothers Harold, Doug, and Joe Mooty. The purpose of this scholarship is to award one or more scholarships annually to MMI cadets who demonstrate a financial need.

John Hunt Morgan Endowed Scholarship

This scholarship was established in 2005 by former members of the Morgan's Raiders in the name of General John Hunt Morgan to honor more than 58 years of service to Marion Military Institute by the Morgan's Raiders both as student leaders and as alumni. Priority for consideration shall be given full-time college cadets and also to returning scholarship recipients.

Hopson Owen Murfee Academic Scholarship Fund

This scholarship was established in honor of H. O. Murfee by his grandson, Mr. William E. Matthews IV. H. O. Murfee was the second president of Marion Military Institute. He was a Phi Beta Kappa honor graduate in physics from the University of Virginia where his roommate was Woodrow Wilson. This scholarship is awarded each year to a student whose record exemplifies academic diligence.

James T. Murfee Memorial Scholarship Fund

This scholarship was established to honor the founder and first president of Marion Military Institute and his family. The purpose of this scholarship is to award one or more annual scholarships to deserving cadets in the name of the school's founder Colonel James T. Murfee.

James Thomas Murfee, III Endowed Athletic Scholarship

This scholarship was established in 2000 to honor the memory of the great-grandson of the founder of Marion Military Institute, James Thomas Murfee. Dr. James Thomas Murfee III, affectionately known as "Tommy," served as Academic Dean, an instructor of math, and Director of Athletics. The scholarship is awarded to a student who demonstrates good moral character and who participates in athletics.

James Dennis Nettles, Jr., Memorial Scholarship

This academic scholarship was established in memory of James Dennis Nettles, Jr., a graduate of the Preparatory School, Class of 1970. The fund was established by his parents, Dr. and Mrs. James D. Nettles of Arlington, Alabama, and his friends. This scholarship will be awarded to college students who possess excellent leadership skills.

Walter P. Nichols Scholarship

This academic scholarship is awarded to a student with a strong academic background with preference given to students from Marion, Alabama.

The Fire Lieutenant Edwin E. Passmore 1st Responder Scholarship

This scholarship was established by Colonel and Mrs. Edwin W. Passmore in dedication to Colonel Edwin Eric Passmore (USA, Ret.), who upon his retirement from the Army dedicated himself to serving the community as a volunteer firefighter. The annual scholarship will be used to defray tuition costs for MMI cadets participating in the Alabama Fire College program not otherwise covered by AFC or other sources. The scholarship will be awarded based upon financial need.

R. Leigh Pegues Endowed Scholarship Fund

This scholarship was established by the Presidential Advisory Council (PAC) of Marion Military Institute to honor the memory of Mr. R. Leigh Pegues. The purpose of this fund is to award one or more scholarships annually to deserving cadets who demonstrate a financial need.

Garland Sledge Rankin Memorial Scholarship

This scholarship was established in memory of Garland Sledge Rankin, a graduate of the MMI Preparatory School in 1974. It was created in 1975 by Mr. and Mrs. Amzi G. Rankin of Faunsdale, Alabama. The scholarship is available to college students from the Marengo County area.

William Hoke Ritchie, Jr and the Nancy Rosenberger Ritchie Endowed Scholarship Fund

This scholarship was established to encourage and assist outstanding, qualified young men and women interested in pursuing a career in the Navy and/or Marine Corps by commissioning through the U.S. Naval Academy (USNA) or a career in the military by commissioning through one of the other U.S. Service Academies. Preference is given to a student at Copper Basin High School, Copperhill, TN, or a student

at Culpeper County High School, Culpeper, VA, or a descendent of William Hoke Ritchie, Jr., or Nancy Rosenberger Ritchie.

David J. Robinson Memorial Scholarship

This scholarship is awarded to a student whose record exemplifies academic diligence, athletic accomplishment, and demonstrated leadership. This scholarship fund was established in memory of David J. Robinson, a college graduate of Marion Military Institute, Class of 1965.

Paul W. Rutledge and Margaret S. Rutledge Scholarship

This scholarship was established in 1985 by Mrs. Margaret S. Rutledge in memory of Major General Paul W. Rutledge, United States Army. Preference for this award is given to students who aspire to be commissioned as an officer in the United States Army.

Peyton Tutwiler III Scholarship

This scholarship was established by Mrs. Lucille P. Tutwiler to honor her husband, Peyton Tutwiler III. Priority of consideration will be given to candidates from Mobile County, Alabama who express an interest in the field of engineering as a civilian or military officer.

Mildred Prettyman Washburn Fund

This fund was established by James L. Washburn in memory of his wife, Mildred Prettyman Washburn. Income from this fund is awarded to a cadet who has demonstrated exemplary scholarship, leadership, and citizenship.

Dr. Arthur F. Wilkerson, Jr. Scholarship

Funds from this scholarship are awarded to an accomplished and dedicated student. The scholarship was established in 1987 by his family in memory of Dr. Wilkerson, who graduated from Marion Military Institute in 1928.

Taylor D. (Red) Wilkins, Jr. Athletic Endowed Scholarship

This scholarship was established by the MMI Board of Trustees in 2002 to honor Mr. Taylor D. "Red" Wilkins, Jr., an alumnus of Marion Military Institute, a prominent Alabama attorney and an inductee of the Alabama Sports Hall of Fame. Its purpose is to recognize the importance of athletics in achieving the physical development of cadets as required by the MMI mission to provide funding for annual scholarships in order to attract cadet athletes to Marion Military Institute who excel in a specific sport.

George M. and Zoe A. Williams Memorial Scholarship

This scholarship is awarded to a deserving student who understands the importance of duty to themselves, others, and their country. The fund was established by Mr. and Mrs. Robert George Williams and Mr. and Mrs. Evan E. Filby in honor of George M. and Zoe A. Williams.

James Dudley Woodfin Memorial Scholarship

The funds from this scholarship are designated for a student from the Marion area planning to attend MMI who has demonstrated financial need. The scholarship was established in 1995 to honor the memory of Colonel Woodfin, an MMI graduate, Alumnus of the Year, and longtime faculty and staff member.



MMI Foundation and Board of Trustees and Advisors

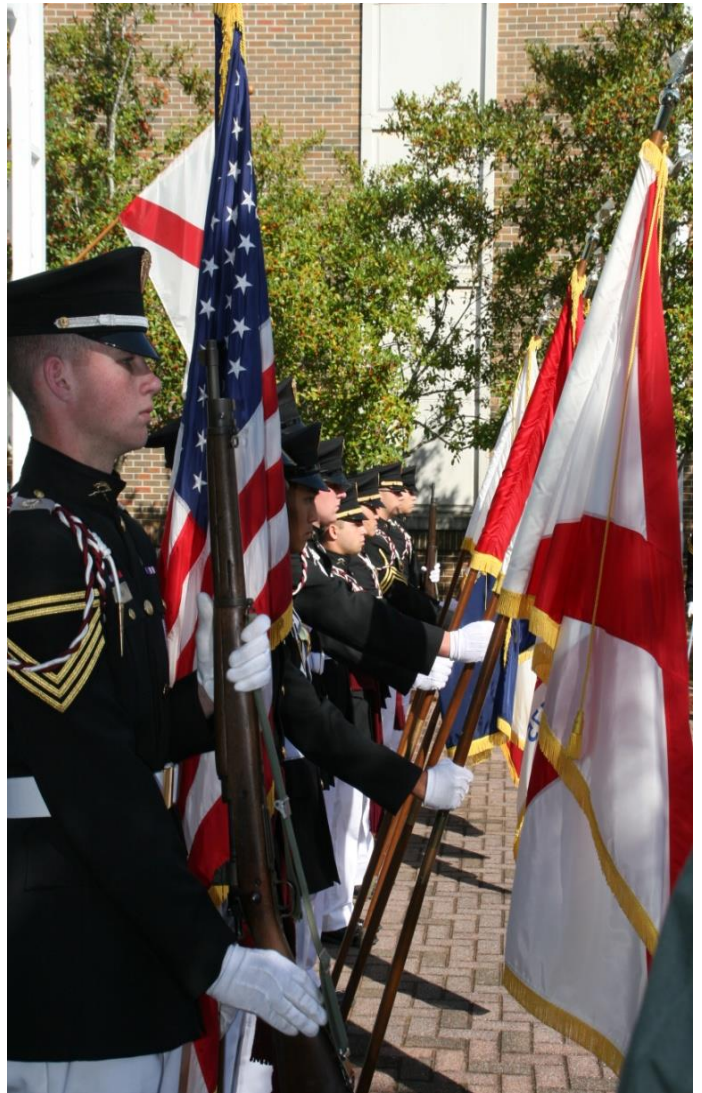
THE MMI FOUNDATION AND BOARD OF TRUSTEES AND ADVISORS

The Marion Military Institute (MMI) Foundation was organized and incorporated for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of Marion Military Institute. The Foundation is governed by a Board of Trustees. Under provisions of ACT 230-2006 of the Alabama Legislature, they also act as a Board of Advisors to provide advice and counsel to the President, the Chancellor of the Department of Post-Secondary Education, and the Alabama State

Board of Education. The MMI Foundation serves as the custodian for the MMI archives, artifacts, and the endowment.

The MMI Foundation obtains, retains, and invests donations from private individuals and other entities to support the mission and priorities of MMI. The Foundation provides scholarships for cadets and necessary resources to improve and expand educational programs and facilities to a level not otherwise achievable with institutional funds.

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MMI Governance, Administration, Staff & Faculty

- Alabama Community College System
- Marion Military Institute
 - Office of the President
 - Vice President/Academic Affairs
 - Enrollment and Admissions
 - Commandant's Office/Student Affairs
 - Financial Affairs
 - Financial Aid
 - Institutional Advancement
 - Athletics
 - Buildings and Grounds
 - Military Science
 - Baer Memorial Library
 - Alabama Military Hall of Honor
 - Faculty

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Frank Caldwell	District 04 Representative		
Crystal Brown	District 05 Representative		

Marion Military Institute Administration, Staff and Faculty	
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Office of the President

COL David J. Mollahan, USMC (Ret) - President

Dawn Curtis	Executive Assistant to the President
Carmon Paige Fields	Director of Human Resources and Compliance

Office of the Executive Vice President/Academic Affairs

Dr. Susan G. Stevenson - Executive Vice President and Chief Academic Officer

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Shawna Green	Admin. Asst. to the Executive Vice President
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Logan Logan	Director, Institutional Research
Eva Painter	Career Specialist
April Smitherman	Mathematics Specialist
David Tipmore	QEP Director & Assessment Officer
Haley Tolar	Administrative Assistant for Academic Support & Cadet Commutation
Lt. Col. Timothy T. Ullmann, USAF (Ret)	Chief Instructional Officer

Enrollment and Admissions

Brittany Crawford	Director of Admissions
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Layne Hoggle	Receptionist/Administrative Asst. for Admissions' Records
Nicki May	Admissions Counselor
Julian Morton	Admissions Counselor
George "Franklin" Outlaw	Admissions Counselor

Commandant's Office / Student Affairs

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MSG Dudley Barton, USA (Ret)	Chief of Security
Erica Billingsley	QM Worker
Chelsea Carr	Assistant Commandant for Leadership Programs
Doris Colburn	Administrative Assistant to the Commandant
Sharon Crocker	Sales Clerk/Floater
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Roy Fikes	Security Officer
Lori Holifield	Clerk/Floater
Amanda Ingram	Mailroom Clerk
Christine Jackson	Evening Barracks Supervisor
SFC Kent James, USA (Ret)	TAC Officer
SGT John Lapsley, USA (Ret)	Officer in Charge
1SG Michael Magnus, USA (Ret)	TAC Officer
LTC Darrel W. Martin, USA (Ret)	Deputy Commandant
Cindy Meisenheimer	Manager, Auxiliary Services

	1SG David Mennig, USA (Ret)	TAC Officer
	Edd Miree	Officer in Charge
	Gloria Morrison	Seamstress
	Laurie Pierce	Staff Nurse
	Lt Col John Raczkowski, USAF (Ret)	Deputy Director, Leadership Center
	James Richards	Security Officer
	1SG Matthew Stewart, USA (Ret)	Officer in Charge
	Rene' Sumlin, RN	Director, Health Services Assistant Commandant for Administration and Operations
	Fanninet Suttles	Coordinator of the Fitness Center
	Willie Walton	Security Officer
	Rebecca Watford	Assistant Commandant for Operations & Administration
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	Joey Buchanan	Golf Course Maintenance Assistant
	Wendel Crews	IT Technician
	A.J. Crittenden	Director of Information Technology
	Jada Harrison	Senior Accountant
	Craig Hill	Golf Course Maintenance
	Becky Long	Administrative Specialist
	Melissa McClendon	Accounting Specialist
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Ms. Jacqueline Wilson - Director, Financial Aid		
	William Sheehan	Financial Aid Officer
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	Marietta Holmes	Public Information Officer
	O'Neal Holmes	Director of Alumni & Community Affairs & Executive Director of the MMI Alumni Brigade
	Vanessa Nicholson	MMI Foundation Archivist
	Laura Shaner	Advancement Services Officer
	Claire Sherling	Public Information Officer Assistant
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	Kori Benson	Assistant Softball Coach

	Matt Downs	Head Baseball Coach
	Christopher Lawrence	Head Men's and Women's Cross Country Coach/Assistant Athletic Director
	Andrew MacBean	Head Men's and Women's Golf Coach/Golf Course Manager
	Hunter Norris	Assistant Baseball Coach
	Kerri Reeves	Athletic Trainer
	Timothy Rodgers	Assistant Basketball Coach
	Philip Stitt	Head Basketball Coach
	Chuck Wright	Men's and Women's Tennis Coach
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SCPO Dan Sumlin, USN (Ret) - Director, Facilities, Procurement, Property & Technology		
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	Jeffrey Brown	Groundskeeper
	Phillip Clements	HVAC Technician
	Jody Crews	Crafts Worker
	Mary Ann Crews	Housekeeping
	Stacy Deavours	Carpenter
	Brian Hale	Superintendent
	Randy Harper	Crafts Worker
	Darlene Harris	Housekeeping
	Joseph Horton	Groundskeeper
	Sam Houston	Transportation Manager
	Larry Jackson	Groundskeeper
	Michael Kelly	Housekeeping
	Patricia Luker	Housekeeping/Environmental Services Supervisor
	Shane Macomb	Carpenter's Helper
	Ned Miree	Groundskeeper
	Eddie Pierce	Plumber
	Hugh Sanders	Foreman
	Linda Tucker	Housekeeping
Military Science		
LTC Cory Armstead - Professor, Military Science		
	CPT Blake Bowles	Asst. Professor, Military Science
	CPT Curtiss Branham	Asst. Professor, Military Science
	Ms. Kellye Davis	Human Resource Assistant
	CPT Adam Dugger	Asst. Professor, Military Science
	Mr. Daryl Long, Sr.	Recruiting Operations Officer
	CPT Joshua Mashl	Asst. Professor, Military Science
	CPT Ryan Molina	Asst. Professor, Military Science
	Mr. Clarence Neathery	Supply Technician
	SFC Jaime Oliveros	Military Science Instructor
	SSG Christopher Schmidt	Military Science Instructor

	SFC Donald Teel	Military Science Instructor
	SGT Mary Tisdale	Military Science Instructor
	MAJ James Towery	Asst. Professor, Military Science
	Mrs. Qiana Turner	Human Resource Assistant
	SFC Phillip Waltz	Military Science Instructor
	MAJ Steve Young	ARNG Liaison/APMS

Alabama Military Hall of Honor	
Vacant	Director
Baer Memorial Library	
Ashley Plummer – Director of Library Services, Baer Memorial Library	
Joyce Allison	Library Assistant
Charlotte Oglesby	Assistant Librarian
Alice Tubbs	Library Assistant



Faculty

Joyce Allison – Instructor, Developmental Math
B.A., Western Kentucky University
Cassandra Boze – Instructor, English
B.A., University of Arkansas, Fort Smith M.A., University of Arkansas, Fayetteville M.A., Auburn University

Kirtley Brown – Instructor, Criminal Justice
B.S., University of Alabama J.D., University of Alabama
Beatriz Castro-Nail - Instructor, Spanish
B.A., Universidad del Quindio, Columbia MATL, University of Southern Mississippi

Brenda Cook - Director, Counseling	
B.S., Judson College M.S., Troy University	Joy Roche – Instructor, Biology
	B.S., Towson University M.S., Towson University
Mark Doyle - Chair, Humanities Department; Instructor, English	
B.S., Virginia Military Institute M.B.A., The College of William and Mary M.A., The College of Saint Rose Ph.D., Indiana University	Dr. Rankin Sherling – Instructor, History
	B.A., University of Mississippi M.A., University of Mississippi Ph.D., Queens University
CAPT Todd Gatlin, USCG (Ret) – Instructor, Mathematics	
B.S., Troy State University M.S., Rensselaer Polytechnic Institute	David Spewak – Instructor, Philosophy
	B.A., University of Valley Forge MPhil., University of Glasgow Ph.D., University of California, Santa Barbara
Dr. Thomas Hock – Instructor, Biology and Anatomy & Physiology	
B.S., Florida State University M.S., Florida State University Ph.D., University of Alabama	J.W. Sam Stevenson -Department Chair, Mathematics and Natural Science; Instructor, Chemistry
	B.S., Northern Arizona University Ph.D., University of South Carolina
Carol Hughes – Chemistry Lab Assistant	
B.S., Judson College M.Ed., University of Montevallo	Deborra L. Street - Instructor, Band, Chorus, and Theater
	B.M.E., Troy State University M.S., Troy State University Ed.S., Troy State University
David P. Ivey - Department Chair, History, Social Science, and Leadership; Instructor, Psychology and Sociology	
A.A., Marion Military Institute B.S., Judson College M.S., University of West Alabama	MAJ Brant Thomason – Instructor, History
	B.S., University of Montevallo M.A., University of Alabama M.Ed., University of Georgia
Camie Jones - Instructor, Mathematics; Coordinator, Developmental Education	
B.S., Auburn University M.Ed., Troy University	Buffy Walters – Instructor, Art
	B.A., Auburn University M.F.A., University of Alabama
Rachel Jones – Instructor, English	
B.A., Gardner-Webb University M.A., University of Alabama	Xiaoli Yang - Instructor, Mathematics
	B.S., Yunnan Normal University, China M.S., East China Normal University Ph.D., University of Alabama
LCDR Curtis Meisenheimer, USN (Ret) - Instructor, Physics	
B.A., University of California, Los Angeles M.S., Naval Postgraduate School	
Nichole Peacock – Instructor, English	
B.A., Huntingdon College M.A., University of Montevallo	
Ashley Plummer – Director of Library Services	
B.S., Judson College M.Ed., University of Montevallo M.Ed., University of West Alabama	