

2026-2027

Academic Catalog

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NOTICE

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.

STATEMENT OF NONDISCRIMINATION

It is the official policy of the Alabama Community College System and Marion Military Institute, a postsecondary institution under its control, that no person shall be discriminated against based on the grounds of race, color, national origin, religion, marital status, disability, gender, age or any other protected class as defined by federal and state law. No person shall be excluded from participation in, or denied the benefits of, any educational program and activity on the basis of race, color, national origin, religion, marital status, disability, gender, age or any other protected class as defined by federal and state law.

Welcome from the President



Welcome to Marion Military Institute (MMI)!

By choosing MMI to begin your higher education journey, you have given yourself the opportunity to achieve something special. Our high-quality college education embedded within an immersive military environment and focused on leader development is unique, and something only found in schools like the U.S. Service Academies. It is a true whole-person education that will advance your intellectual, leadership, character, social, and physical development.

When you graduate from MMI, you will leave better educated, and a better person, with more advanced leadership skills and a more mature and responsible character than your peers who did not have this experience. This will help you to be more successful and more competitive when you transfer to your four-year school and beyond. In short, MMI's extraordinary education will put you on a path to an extraordinary life.

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
2026-2027

Fall Semester	
August 3-4	New Cadets Report
August 10	Registration
August 12	Classes Begin
August 18	Drop/Add Period and Late Registration Ends
September 7	Labor Day – Observed
October 2-3	Family Weekend
October 8	Midterm Grades Due
October 22	Last Day to Withdraw from Individual Course
November 11	Veteran's Day -- Observed
November 23-27	Thanksgiving Break
December 4	Last Day of Classes for Fall Semester
December 4	Last Day to Entirely Withdraw from College
December 7, 8, 9	Final Exams
December 11	Fall Graduation and Commissioning
Spring Semester	
January 4	New Cadets Report
January 5	Registration
January 7	Classes Begin
January 13	Drop/Add Period & Late Registration Ends
January 18	Martin Luther King Holiday -- Observed
March 4	Midterm Grades Due
March 15-19	Spring Break
March 25	Last Day to Withdraw from Individual Course
April 28	Honors Convocation
April 30	Last Day of Classes for Spring Semester
April 30	Last Day to Entirely Withdraw from College
May 3, 4, 5	Final Exams
May 5	SAP Convocation
May 7	Spring Graduation and Commissioning

About MMI

- MISSION
- VISION
- CAMPUS
- HISTORY
- ACCREDITATION
- NOTICE OF AVAILABILITY OF INSTITUTIONAL AND FINANCIAL INFORMATION

MISSION

Marion Military Institute, a two-year public institution of higher learning, educates and develops cadets as future leaders through an immersive experiential military environment which integrates intellectual, character and physical development in order to prepare them for success in four-year colleges, U.S. service academies, and in military and civilian careers.

VISION 2030

Marion Military Institute will be nationally recognized as the premier leader development college of Alabama with whole cadet enrichment through an immersive and intentional experiential learning environment, a relevant, rigorous and robust academic program and character and leadership education development system.

CAMPUS

The Marion Military Institute (MMI) campus encompasses 160 acres including a Leaders Reaction Course (LRC), a lighted athletic field, baseball and softball fields, nine-hole golf course, student center, six lighted tennis courts, a first responder training facility, and a campus walking/running trail. Additionally, the campus features academic buildings including biology, chemistry, and physics labs; dormitories; new spacious dining facility with meeting spaces; the Middlebrooks Fine Arts building, Baer Memorial Library featuring the college's Academic Success Center; and a Career Center. A multi-purpose athletic center houses a large stage, a twenty-five meter indoor swimming pool, a fitness center including a cardio room, 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 in addition to providing administrative office spaces and the Anthony J. Rane Center for Leadership.

The campus is fully equipped for instructional and student life enrichment purposes. Computer labs are in place for student and instructor use, along with computers in science labs, library, Academic Success Center, and Career Center. The Academic Success Center houses advanced technology with which tutors can more readily assist students in all disciplines relative to MMI course offerings. The student center features a grill and coffee shop along with furnishings conducive to student interaction.

Additionally, for safety purposes, security cameras are placed campus-wide in appropriate places where the security and safety of either property or persons would be enhanced. Cameras are limited to uses that do not violate the reasonable expectation of privacy as defined by law. Additional safety measures include, a fully staffed campus police force and electronic carded locks for all barracks' access doors.

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 became 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 41 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 Foundation 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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associates degree. Additionally, MMI is a member of the Association of Military Colleges and Schools of the United States and the National Junior College Athletic Association.

ACCREDITATION

Marion Military Institute is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate degree. Marion Military Institute also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Marion Military Institute may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Note: This accreditation statement is published solely for accreditation-related purposes. Specific questions regarding Marion

Military Institute's educational programs, admissions, financial aid, and other specific MMI related questions should be forwarded directly to the institution.

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

MMI Programs

- EARLY COMMISSIONING PROGRAM (ECP)
- GENERAL BRUCE K. HOLLOWAY SERVICE ACADEMY PROGRAM (SAP)
- AIR FORCE ROTC (AFROTC)
- MARINE CORPS PLATOON LEADERS COURSE (PLC)
- NAVY ROTC PREP PROGRAM
- LEADERSHIP EDUCATION PROGRAM

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 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.

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 22 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. Minimum requirements: 22 Composite ACT/ 1000 SAT (math and verbal) or AFQT score of 74

NAVY ROTC PREP

MMI's NROTC Prep Program provides a Navy commissioning (NROTC) opportunity for highly motivated and exceptional candidates.

First-year MMI cadets will have the opportunity to compete for a follow-on 4-year NROTC scholarship to many of the 19 participating universities. For the pilot program, five Universities agreed to consolidate their alternate NROTC Preparatory Program 4-year scholarships and make them available to eligible MMI NROTC Self-Prep Cadets. The five universities are Old Dominion University, Illinois Institute of Technology, Norwich University, Tuskegee University and the University of San Diego. At the end of the year, the universities and Navy have committed to ensuring at least five NROTC scholarship offers are made to eligible MMI NROTC Self-Prep cadets.

The MMI NROTC Prep Program provides participating cadets a rigorous one year academic and military program making them competitive for the scholarship while providing them a solid academic foundation for success at their follow-on sponsoring university.

Minimum Requirements: ACT score of 18 composite (minimum 18 in Math & 17 in English) or above, or SAT score of 950 (475 Math / 475 Evidence Based Reading & Writing) or more with both a math and a critical reading scores above 475. Verify future service eligibility by obtaining a pre-screen by the NROTC Preparatory Programs Office.

NOTE: The NROTC Prep Program is a 5-Year college track. The first year at MMI, and another four years on a National Scholarship as full Midshipman to one of the participating universities.

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
- REGISTRATION FOR COURSES AND CHANGES IN THE CADET SCHEDULE
- REPEATING A COURSE
- CLASS ATTENDANCE
- GRADING SYSTEM
- PRESIDENT'S AND DEAN'S LISTS
- FINAL GRADE APPEAL PROCEDURE
- ACADEMIC STANDARDS OF PROGRESS
- GRADUATION AND DEGREE REQUIREMENTS
- GRADUATION HONORS
- VERIFICATION OF LEARNING DISABILITIES
- ACADEMIC INTEGRITY POLICY
- ARTIFICIAL INTELLIGENCE POLICY
- STUDENT EDUCATIONAL RECORDS

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.

DEFINITION OF A CREDIT HOUR

Marion Military Institute (MMI) defines a credit hour per the U.S. Department of Education's federal regulation 34 CFR 600.2:

> "a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than – (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

This definition is also referenced in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Policy Statement on Credit Hours. As part of the Alabama Community College System (ACCS), MMI adheres to all ACCS Board of Trustees policies and its associated procedures. ACCS Board Policy 201.01 states that all colleges must operate under the semester system. In the semester system, one semester credit hour is based upon the average number of hours of weekly instruction during a 15-week period, with an hour of instruction defined as not less than 50 minutes of instructor/student contact. The ratio of weekly contact hours to credit hours varies with the type of instruction being used. ACCS Board Policy 705.01 and its procedures define the six categories of instruction: theory, experimental laboratory, manipulative laboratory, skills/laboratory/practice, receptorship, and internship.

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

Course forgiveness is implemented when a student repeats a course and the highest grade awarded (excluding grades of W) replaces all previous grades for that course in the computation of the cumulative grade point average. The official transcript will list the course and grade each time it is attempted.

When a student completes a course more than once, only the highest grade will be used in computing the cumulative grade point average and all other grades excluded from the grade point average. Official transcripts will list each course in which a student was enrolled.

A student may repeat a course more than once, but that course may be counted only once toward fulfillment of credit hours for graduation.

Note: Students should check Financial Aid regulations regarding repetition of courses.

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 that meets 3 days per week, 3 or more unexcused absences in a course that meets 2 days per week, 2 or more unexcused absences in a course that meets one day per week, the cadet is subject to being administratively withdrawn from the course and receiving the grade of "F" for the course.

TARDY POLICY

Any student who is late to class more than 15 minutes shall be marked with an unexcused absence from class, unless the instructor has an alternate tardy policy posted on the course syllabus.

Cadets who have been dismissed from a class due to accumulated unexcused absences may appeal the dismissal to an Academic Board, composed of faculty members and a representative of the Office of the Commandant of Cadets. The appeal must be presented in writing to the Chief Instructional Officer (CIO) and submitted within one calendar week following the last unexcused absence. The decision of the Academic Board is final.

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 last day of classes of the next 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.

ACADEMIC ADVISING

Professional academic advisors, faculty, and student services personnel are available to provide academic, career, and personal guidance and to help each student with administrative needs and concerns. It is the student's responsibility to meet the requirements of the degree program. Advisors assist students in planning how they will complete graduation requirements. In addition, advisors remain available throughout the year to help students regarding academic concerns and with the registration process, such as selecting courses and adding or dropping courses. More information is available from the Academic Success Center or the Academic Affairs Department. Although the academic advisor participates actively in the student's planning and helps to monitor the student's progress towards graduation, responsibility for fulfilling all graduation requirements rests upon the individual student.

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 ensure 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 Chief Academic Officer.

7. The Chief Academic Officer'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, requiring assembled mandatory study hall, 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 Intent to Graduate form with the Registrar prior to the last day of drop/add during the semester the student intends to graduate.
4. Upon submitting the Intent to Graduate Form to the Registrar's Office, a Graduation Fee of $45 will be added to the student account. This must be paid prior to the last day of classes for the semester the student plans to graduate.
5. Resolve all MMI obligations, financial or otherwise, and return all library and college materials.
6. 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:

7. 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.
8. Reverse Transfer Policy - Students may submit reverse transfer credit back to Marion Military Institute to fulfill graduation requirements outlined in the Academic Catalog. Upon review by the Registrar, if all graduation requirements are met, students who submit reverse transfer credit will receive a diploma with a graduation date for the next available concurred date. Marion Military Institute will award degrees three times annually in Spring, Summer, and Fall. *Should a student wish to receive a graduation award with a graduation date that falls within in their last semester attended, the student must submit any necessary reverse transfer credit within 14 business days of the listed concurred graduation date of that semester*. Should the student reverse transfer credit after that window, the student's graduation date will reflect that of the following concurred graduation date. As stated in the Academic Catalog, to receive a degree from Marion Military Institute, students must complete a minimum of 25% of their course work at Marion Military Institute.

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 3.70 to 3.89 will be awarded Magna Cum Laude. Graduates with final cumulative grade point averages of 3.5 to 3.69 will be awarded Cum Laude.

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 falls within age norms)

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-5-TR 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-5-TR 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-5-TR 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-5-TR 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).

DISTANCE EDUCATION POLICY

Marion Military Institute (MMI) recognizes distance education as a delivery system for instruction. Distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Distance learning focuses on utilizing technology and teaching methods to provide instruction to students outside the regular classroom and thereby increases flexibility and scheduling options.

All current policies that apply to on-campus or "traditional classroom" education apply to distance education courses. This includes admission, prerequisites, grade requirements, etc.

The following policy statements apply to distance education courses at MMI:

1. Distance education courses must be of the same quality and rigor as those presented on campus as demonstrated through the following procedures:
   - Instructors will submit course syllabi to the Department Chair for review and approval by the Chief Academic Officer and Chief Instructional Officer prior to course implementation.

- Instructors will submit and report scheduled student learning outcomes to Department Chairs for review.
- The Assessment Committee will review annual institutional effectiveness reports. These reports will include course evaluations and the comparability of distance education and traditional courses.

2. Instructors must demonstrate how student work is monitored to assure integrity through the following procedures:

- Each instructor or an approved proctor will (1) administer at least one significant on-campus examination or assignment per course OR (2) require at least one significant examination or assignment per course be completed by the student through the LMS online monitoring system, Honorlock. The choice of completing the examination or assignment on campus or through Honorlock.shall be at the discretion of each student.
- Each instructor will require students to present a formal ID prior to all video monitored exams or proctored exams.
- Each student will be required to use a unique user name and password to access the course management system, Canvas, and other online instructional interfaces.

3. Distance education instructors must support continued communication with and amongst students by:

- incorporating a discussion board or other shared communication tool into the course whereby students and the instructor have the opportunity to regularly communicate;
- sending weekly emails to students in order to encourage course progress, make announcements regarding the coursework, etc.

4. Appropriate library/learning resources are made easily accessible for distance education students through access points within the course management system (Canvas) and through the Baer Memorial Library web page.

5. Students who do not have access to a computer, may lease a laptop through the MMI Laptop Loaner Program, or use campus computer labs to complete distance education coursework.

6. All student services must be easily accessible and relative to distance education students. Access to such services is provided within the course management system and through the Academic and Cadet Life web pages.

7. Faculty approved to teach distance education must complete an orientation to distance education instruction session through the Alabama Community College System Quality Matters program prior to teaching a distance education course.

8. Distance Education faculty members must deliver accurate and current information. Faculty shall not include in the content or delivery of a course any information which he or she knows to constitute libel, invasion of privacy, infringement of copyright or other literary rights, or otherwise violate the legal rights of others.

ACADEMIC INTEGRITY POLICY

Because academic integrity is a cornerstone of MMI's commitment to the principles of leadership and character development, faculty members are responsible for ensuring that cadets uphold professional standards of research, writing, assessment, and ethics in their areas of study.

Definition of Academic Misconduct and Associated Penalties

Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic misconduct includes, but is not limited to, the following categories of behavior:

a. Cheating: use or attempted use of unauthorized materials, information, study aids, the answers of others, or computer related information.
b. Plagiarism: claiming as one's own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, use of commercially available scholarly papers, failure to cite sources, or copying another's ideas.
c. Fabrication: presenting as genuine falsified data, citations, or quotations.
d. Abetting: helping another student commit an act of academic dishonesty. Allowing a fellow student to copy quiz/examination answers or use one's work as his/her own are examples of abetting.
e. Misrepresentation: falsification, alteration, or misstatement of the contents of documents, academic works, or other materials related to academic matters, including works substantially done for one class as work done for another without receiving prior approval from the instructor.

The following is a list of penalties that may be imposed upon any student found guilty of academic misconduct:

1. Requirement to submit additional work or take additional examinations.
2. A lower or failing grade on the assignment or examination.
3. A lower or failing grade in the course.
4. Removal from class.

Procedures for Reporting Academic Misconduct

In the event of suspected academic misconduct, the following procedure will be followed.

The Instructor for the course will:

- document the commission of the act by writing down the date, time, and place of the infraction along with a written description of the violation;
- collect any evidence of the violation;
- provide the cadet an opportunity to explain the incident;
- complete an Academic Dishonesty Report form, including the cadet's explanation of the incident;
- ask the cadet to sign the form (if the cadet refuses to sign the document, the instructor should note the refusal on the form); and
- submit, within 3 academic/business days of the infraction, the completed Academic Dishonesty Report, including any recommended penalties, and any accompanying evidence to his/her Department Chair. If extenuating circumstances prevent the delivery of the form and evidence to the Department Chair, the instructor is to at least notify the Department Chair that an infraction has occurred and required paperwork will be forthcoming.

The Department Chair will:

- review the Academic Dishonesty Report, accompanying evidence, and recommended penalty(ies), taking into consideration the egregiousness of the infraction and whether this is the cadet's first violation of the Academic Integrity policy or a subsequent violation;
- render a decision, within 3 academic/business days, as to agreement or disagreement with the recommended

penalties and notify the Chief Instructional Officer (CIO) of the infraction and recommended penalties; and

- confer with the CIO, and both the CIO and the Department Chair will render a decision as to the penalties that will be assessed. If the Department Chair and CIO are in agreement with the penalty(ies), the Chair will meet with the cadet, within 3 academic/business days, to provide the decision.

If the Department Chair and the CIO do not agree on the resolution and penalties for the infraction, the decision will go to the Chief Academic Officer, who will render a decision within 5 academic/business days of receiving the relevant materials and inform both the Department Chair and the CIO. The Department Chair will then meet with the cadet, within 3 academic/business days, to notify him/her of the decision.

Appeals Process

A cadet will have the option to appeal the decision. The cadet must notify the Chief Instructional Officer (CIO) in writing, within 3 academic/business days of receipt of notification of the decision regarding the penalty assessed, of his/her desire to appeal the decision.

If an appeal is requested, the CIO will assemble the Academic Appeals Committee, an MMI standing committee composed of MMI faculty and staff, to meet within 5 academic/business days of the receipt of the appeal. If the student's instructor who initiated the case is a member of the standing committee, the CIO will ask another faculty member to take the place of the initiating instructor for the appeals meeting. The student may be accompanied at the meeting by his/her faculty advisor, TAC officer, or a faculty member of his or her choice. The decision of the Appeals Committee is final. The CIO will notify the cadet, in writing, of the Appeals Committee's decision.

ARTIFICIAL INTELLIGENCE (AI) POLICY with Guide

Artificial Intelligence: Generative artificial intelligence (AI) tools should not be used to complete course assignments (e.g. by entering exam or assignment questions, writing prompts, etc.) unless an instructor authorizes their use. These tools should be used only with explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

1.0 Purpose

MMI is committed to developing cadets of character. This guide defines expectations for academic integrity and responsible use of Artificial Intelligence (AI) in academic work.

2.0 Core Academic Integrity Principles

Cadets are expected to uphold four principles in all academic work: honesty, originality, attribution, and authenticity.

2.1 Honesty

Submit truthful work that reflects your own learning and performance.

2.2 Originality

Work must be created by you unless the assignment explicitly allows collaboration or tool assistance.

2.3 Attribution

Credit sources for words, ideas, images, data, and tools used.

2.4 Authenticity

Work should be genuine, reliable, and supported by evidence.

3.0 Academic Misconduct

Academic misconduct is any behavior that undermines academic integrity, including (but not limited to) plagiarism, cheating, fabrication, falsification, and unauthorized collaboration.

3.1 Common Examples

Misconduct Type Examples

Plagiarism Copying text without citation; patchwriting

Cheating Unauthorized notes, sharing answers

Fabrication/Falsification Inventing sources/data; altering results

Unauthorized Collaboration Working together when not allowed

Not giving credit for sources or

ideas Using AI to find a topic or idea for an assignment or as a source or to find a source for the assignment

4.0 Artificial Intelligence (AI) in Academic Work

AI tools can support learning, but must not compromise originality or authenticity.

4.1 Standard

must not use AI to generate or rewrite work in a way that misrepresents authorship or learning. This approach aligns with guidance emphasizing originality and authenticity as the key boundary.

4.2 Permitted AI Uses (Unless Your Instructor Says Otherwise)

Allowed Examples

Brainstorming Topic ideas, outlines you rewrite yourself

Support Explaining concepts, practice questions

Editing

Support Grammar suggestions, clarity improvements, note that GRAMMARLY is NOT permitted, as it changes your sentence structure

Planning Study schedules, project plans

4.3 Prohibited AI Uses (Unless Explicitly Authorized)

Prohibited Examples:

AI-written submissions Essays/paragraphs generated and submitted as yours. Undisclosed AI drafting AI writes the draft, and you submit it, or AI changes your sentences beyond what you wrote so the sentences are no longer your own (ex: Grammarly) AI-generated Fake or unverifiable sources

Circumventing assessment AI answers on quizzes/exams

5.0 Disclosure Requirement

If AI is used in any way beyond basic spelling/grammar, cadets should disclose it when required by the instructor or when unsure.

Suggested Disclosure (copy/paste): "I used AI for: _____. I verified the accuracy and wrote the final submission myself."

6.0 Data Privacy & Responsible Use

Be cautious when using AI systems: data storage and classification practices should be considered when content is transcribed/shared or entered into AI tools. Do not enter confidential or protected information into unapproved AI tools.

7.0 Review & Enforcement

· Instructors may review work for integrity concerns.

· Cadets may be asked to explain process, drafts, or Final grades may be affected by the student's ability to explain or defend their work.

· Violations may result in academic and/or disciplinary action.

Honor Council

The process described above addresses the academic consequences of academic dishonesty. Once the case has been decided within academic affairs, the case will be reported to the MMI Honor Council, who may choose to review the incident further as an honor offense.

Student Complaints Against Faculty or Staff

The purpose of this procedure is to provide a means for resolving legitimate complaints. A complaint is defined as a grievance that cannot be resolved informally. A student may file a complaint against a member of the MMI faculty or staff. Prior to a formal written complaint, students are encouraged to discuss the matter with the faculty or staff member's direct supervisor to attempt to resolve the grievance informally. If the grievance cannot be resolved informally or to the student's satisfaction, the student may file a formal written complaint. All formal complaints must be filed with the MMI Director of Human Resources, located in the Administrative Building, within five (5) business days in which the incident occurred. A written formal complaint must include the following:

1. Student name, physical campus address, cell phone number, and email address;
2. The faculty or staff member named in the complaint;
3. The facts on which the complaint is based, including dates, times, and witnesses;
4. A summary of what has been done in an attempt to resolve the situation;
5. The resolution requested.

Written complaints will be received by the Director of Human Resources, who will review the complaint and discuss it with the appropriate department(s). The Director of Human Resources may designate a college official to respond to the student. The Director of Human Resources, or designee, will provide a written response to the student within fourteen (14) calendar days from the time the written formal complaint is received.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

A. The Student Notification of Rights Under the Family Educational Rights and Privacy Act of 1974.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records, which include the following:

1. Students have the right to inspect and review their educational records. Students must submit a written request to the Office of the Registrar that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the record is not maintained by the Registrar, they shall advise the student of the correct official to whom the request should be addressed.
2. Students have the right to request amendment(s) of their educational records that they believe are inaccurate or misleading. A student should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why the record is inaccurate or misleading. If the College does not agree as to the accuracy of the record, the student may request a hearing before the Academic Appeals Committee. If the student does not agree with the Committee's decision, the student has a right to place a statement with the record, setting forth their view about the contested information.
3. Students have the right to consent to disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff), a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent), or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if a review of an education record fulfills his or her professional responsibility.
4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

A. Access to Student Records

Under the provisions of FERPA, all students and former students have the right to inspect their educational records in the Office of the Registrar. This right of inspection does not apply to any information submitted to this office as confidential prior to January 1, 1975, nor to access by students to financial records of parents. Parents or guardians of a dependent student 18 years of age or older may gain access to a student record under certain provisions as specified by law; otherwise, parents or guardians of a dependent student 18 years of age or older may not see records or receive any grades unless the student specifically designates that their records and/or grades be made available to the parents or guardians. Release of Information forms must be completed by students, in person, through the Office of Academic Affairs.

B. Directory Information

Under the Federal Family Educational and Privacy Rights Act, 10 U.S.C. 1232g, Marion Military Institute may disclose certain information as "directory information." Directory information includes the following: name, home address, email address, telephone number, dates of attendance, enrollment status, major fields of study, degrees and awards earned, participation in officially recognized activities and sports, weight and height of members of the athletic teams, photographs, and most recent educational institution attended. If any student has an objection to any of the aforementioned information being released during any given semester or academic year, the student should provide a written request to the Office of the Registrar during the first three weeks of the respective semester for the information to be blocked.

D. Transcripts

Marion Military Institute will release transcripts of a student's work only upon written request from the student. A student's request for the release of an MMI Transcript should be completed through the MMI website: https://marionmilitary.edu/academics/transcript-request-2/. The College reserves the right to deny the release of a transcript if a student has outstanding financial obligations or outstanding admissions requirements to the College.

MMI
Admission Information

- GENERAL ADMISSIONS INFORMATION AND PROCEDURES
- ADMISSION TO AN ASSOCIATE DEGREE PROGRAM FOR FIRST-TIME COLLEGE STUDENTS
- ADMISSION TO AN ASSOCIATE DEGREE PROGRAM AS A TRANSFER STUDENT
- RE-ADMISSION TO MMI
- LEARNING SUPPORT AND COURSE PLACEMENT
- TRANSFER POLICY
- DUAL ENROLLMENT
- NONTRADITIONAL ACADEMIC CREDIT
- CLEP EXAMS
- ADVANCED PLACEMENT
- TRANSCRIPTED MILITARY TRAINING
- CREDIT FOR MILITARY TRAINING

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 phone 1-800-MMI-1842 or online at https://marionmilitary.edu/

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.
2. Submit one primary form of documentation. Submission of this document must be either in person, electronically to the admissions office, or U.S. mail.
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 proof of registration with Selective Service (males, ages 18 through 26).
7. Submit $200 room deposit.
8. Submit a copy of the applicant's immunization records as requested.
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. For unconditional admission and to be classified as "degree-eligible," applicants must have on file at the institution a completed application for admission and submit the following.

1. An official transcript showing graduation from high school or an official GED certificate.
2. Official ACT or SAT scores.

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 Prep 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.

4. For admission to the **Air Force ROTC Program**, the applicant must have a minimum of a 24 composite on the ACT (equivalent on the SAT) and a minimum high school GPA of 3.0.
5. For admission to the **Marine Corps Platoon Leaders Course**, the applicant must have a minimum of a 22 composite on the ACT (equivalent on the SAT) and a minimum high school GPA of 2.0.
6. For admission to the **Navy ROTC Prep Program**, the applicant must have a minimum of a 18 composite on the ACT (equivalent on the SAT) and a minimum high school GPA of a 2.8.

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. Failure to provide documentation by the end of the first semester will prevent a student from future registration and official transcript release.

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.

RE-ADMISSION TO MMI

Any student who withdraws, does not return, or is dismissed from Marion Military Institute must apply for re-admission. 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 readmission.



LEARNING SUPPORT AND COURSE PLACEMENT

As mandated by the Alabama Community College System, Marion Military Institute reviews the academic record of all incoming students before placing students in selected courses. This review will include, but may not be limited to: ACT or SAT scores in subject areas English and mathematics (test must have been taken in last 5 years); high school grade point average (GPA); credit for particular high school English and mathematics courses and grades in those courses; and a college transcript, if applicable.

If college-level course placement is still not indicated after the review of these records using the criteria noted below, the student will take the ACCUPLACER assessment test to determine placement. Criteria for placement in college-level courses are as follows.

Eligibility to take ENG 101 (Student must meet one of the following requirements.)

- ACT English score of 18 or higher
- SAT verbal score of 510 or higher
- High school GPA of 2.75 or higher and an A or B in English IV (senior English) within 5 years
- WritePlacer (ACCUPLACER) score of 5 or higher with test taken within 5 years
- Proof of completion of developmental English requirements from another accredited college or university

Eligibility to take ENG 101 with ENG 099 Corequisite (Student must meet one of the following requirements.)

- ACT English score of 17 (test taken within 5 years)
- High school GPA of 2.75 or higher and a grade of C in English IV (Senior English) within 5 years
- Writeplacer (ACCUPLACER) score of 4 with test taken within 5 years

Other English Placement

If none of the noted criteria match a student's academic performance, the student will be placed after taking the ACCUPLACER assessment test.

Eligibility for Collegiate Level Mathematics

For students with a 17 or higher on the ACT math score (equivalent on the SAT math), placement is determined by students meeting one of the following criteria:

Enroll in MTH 100 & MTH 099

- ACT math score (equivalent SAT) of 17
- High school GPA of 2.75 or higher AND a grade of C in Algebra II, Precalculus, or Calculus within 5 years
- Accuplacer QAS score of 243-252 within 5 years

Enroll in MTH 100

- ACT math score (equivalent SAT) of 18, 19, 20, or 21
- Proof of completion of developmental math requirements from another accredited college or university
- High school GPA of 2.75 or higher AND grade of A or B in Algebra II, Precalculus, or Calculus within 5 years
- Accuplacer QAS score of 253-266 within 5 years

Enroll in MTH 110 & MTH 109

- ACT math score (equivalent SAT) of 17 or higher
- Proof of completion of MTH 098 or its equivalent with a grade of C or higher from another accredited college or university within 5 years
- Accuplacer QAS score of 243-252 within 5 years

Enroll in MTH 110

- ACT math score (equivalent SAT) of 18 or higher
- Proof of completion of MTH 100 or its equivalent with a grade of C or higher from another accredited college or university within 5 years
- Accuplacer QAS score of 253 or higher within 5 years

Enroll in MTH 112 & MTH 111

- ACT math score (equivalent SAT) of 18 or higher
- Proof of completion of MTH 100 or its equivalent with a grade of C or higher from another accredited college or university within 5 years
- Accuplacer QAS score of 253-266 within 5 years

Enroll in MTH 112

- ACT math score (equivalent SAT) of 20 and a grade of C or higher in Algebra II, Pre-Calculus, or Calculus within 5 years
- ACT math score (equivalent of SAT) of 22 or higher
- Proof of completion of MTH 100 or its equivalent with a grade of C or higher from another accredited college or university within 5 years
- Accuplacer QAS score of 267 or higher within 5 years

Enroll in MTH 113 or MTH 120

- ACT math score (equivalent SAT) of 25 or higher

Enroll in MTH 125

- ACT math score (equivalent SAT) of 27 or higher

Enroll in MTH 265

- ACT math score (equivalent SAT) of 22 or higher

Other Mathematics Placement

If none of the noted criteria match a student's academic record, the student will be placed after taking the ACCUPLACER assessment test.

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.

DUAL ENROLLMENT

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.

NONTRADITIONAL ACADEMIC CREDIT

College credit may be awarded through nationally recognized examinations such as: Advanced Placement (AP); College Level Examination Program (CLEP); United States Armed Forces Institute (USAFI); or Defense Activity for Non-traditional Education Support (DANTES/DSST).

Nontraditional academic credit awarded by Marion Military Institute may not be accepted and awarded at four-year institutions. It is the student's responsibility to verify credit with transfer institutions.

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. Official score reports must be received by the college directly from Educational Testing Service.

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 an official CLEP score report be sent 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.

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 Placement

Marion Military Institute will also review 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 Equivalents 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
Score of 3	3 – ENG101
Score of 4 or 5	6 – ENG 101 and ENG 102
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
Pre-calculus	6 – MTH 112 and 113
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.	

TRANSCRIPTED MILITARY TRAINING

Marion Military Institute will award credit for academic courses based on equivalent transcripted military training. Students must submit an ACE Joint Service Transcript or an official transcript from the Community College of the Air Force to the Registrar for evaluation.



USAFI & DANTES/DSST

Marion Military Institute may award credit for United States Armed Forces Institute (USAFI) or Defense Activity for Non-Traditional Educational Services Support (DANTES/DSST) based on the course recommendation equivalencies of the American Council on Education (ACE). Students must submit an ACE Joint Service Transcript to the Registrar for evaluation.

MMI
Degree Program Information

- PROGRAM OF STUDY
- PLANNING THE EDUCATIONAL PROGRAM
- ACADEMIC ADVISEMENT
- PREREQUISITES
- STARS TRANSFER GUIDE
- ARTICULATION & SCHOLARSHIP AGREEMENTS
- DEVELOPMENTAL STUDIES PROGRAM
- GENERAL EDUCATION
- ASSOCIATE IN ARTS DEGREE
- ASSOCIATE IN SCIENCE DEGREE
- ASSOCIATE OF APPLIED 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 instructions 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.

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.

ALABAMA TRANSFERS GUIDE

The Alabama Transfers System (formerly Statewide Articulation Reporting System – STARS), created In 1994 by law by the Legislature of Alabama. The 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 or download a Alabama Transfers Guide by following the instructions on the following website - www.alabamatransfers.com.

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

Carson-Newman University

All Early Commissioning Program (ECP) graduates from Marion Military Institute (MMI) who transfer to Carson-Newman will receive an institutional gap scholarship valued up to a maximum of $8,000 for the cost of on-campus room and meals, less other gift aid such as the federal Pell Grant, other state aid, etc. The tuition for ECP graduates will be covered by the Army ROTC Educational Assistance Program (EAP), which will cover all tuition expense as governed by the rules for the program. ECP students are not eligible to receive an academic transfer merit scholarship as they will receive the gap scholarship.

All non-ECP MMI graduates will be offered an academic transfer merit scholarship based on their cumulative transferrable college grade point average. Merit-based scholarships will be automatically renewed for the recipient's applicable sophomore, junior, or senior year(s) at Carson-Newman, provided that the grade point average and progress toward degree requirements are met.

GPA 2.00 – 2.49: $6,000 per full academic year ($3,000 per full-time fall or spring semester)

GPA 2.5 – 2.99: $8,000 per full academic year ($4,000 per full-time fall or spring semester)

GPA 3.00 or above: $10,000 per full academic year ($5,000 per full time fall or spring semester)

All transfer students will be required to take 7 credit hours from the Carson-Newman liberal arts core to satisfy university graduation requirements. These include: LA 102 (Introduction to the Liberal Arts for Transfers), REL 101 (Introduction to the Old Testament) and REL 102 (Introduction to the New Testament.)

Students who matriculate into a Bachelor of Arts (B.A.) program will be required to complete the Carson-Newman foreign language requirement for their chosen academic major unless they have satisfied those requirements through their associate degree coursework.

For both the Carson-Newman gap and merit-based scholarships, as well as the academic program, other restrictions and requirements apply. More information is available in the MMI Office of the Registrar.

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 North Alabama and Marion Military Institute (MMI) establishes terms of agreement for educational cooperation between the two institutions. UNA and MMI seek to establish a formal agreement that improves the transition for MMI students into its programs. The primary objective of this Articulation Agreement is to develop a program that benefits both UNA and MMI by offering MMI associate degree students the opportunity to earn a bachelor's degree at UNA.

The transferability of course work is subject to the following recommendations and restrictions:

1. The students will be graduated under the catalog in effect on the date at the institution to which he or she is transferring unless the student is given and accepts the opportunity to be placed under a more recent catalog or unless a change in the program is mandated by requirements of an external accrediting agency or other regulatory agency, including, but not limited to, the Alabama State Department of Education, ACHE, SACSCOC, or CAEP. In the case of any changes resulting from new requirements of an external accrediting agency and/or other regulatory agency, 3 the transfer student will be affected in the same manner as students native to the University.

2. Students transferring from MMI must meet UNA admission requirements.

3. When a course sequence is required, it is recommended that students complete the sequenced courses at one institution.

4. This guide remains valid and is guaranteed only if the student continues in the major specified in this transfer guide.

5. Completion of coursework listed on this guide does not guarantee admission to UNA; nor to the major specified in this agreement; nor to any specific field of study. Students must be officially admitted according to the admission requirements as established by UNA.

6. Transferability of CLEP credit and advanced placement credit is left up to the discretion of UNA.

7. The transfer of "D" grades will be in accordance with the policy of UNA. The same policies must be applied to transfer students as those applied to native students.

8. The total number of hours required of a transfer student who has compiled with the requirements of the articulation guide for a degree in a particular major field at the receiving institution shall not exceed the number of hours required of native students at UNA in the same program.

9. If only part of Areas I-V is completed at MMI, UNA shall give full credit for those hours taken. This means that credit earned towards Areas I-V for a particular major will be applied by UNA Areas I-V in that same major.

10. As a part of this MOU, UNA agrees to provide your organization: a. Scholarship: A scholarship of $2,500 of tuition value of traditional (face-to-face) and online courses will be extended to all regular, full-time, transfer students whose grade point average is above a 2.75 transferable GPA, who do not qualify for either Community College (3.0 with 30 transferable hours) or Phi Theta Kappa Scholarships (3.25 with 30 transferable hours and a recommendation from PTK advisor). The scholarship will be an awarded rate for each consecutive course of the program, up to one year (30 credit hours) to complete their undergraduate degree. Scholarship cannot be combined with any other scholarship or discount and students may not have attended another four-year institution. 1. MMI students may be eligible for a Transfer Housing Scholarship if they are members of PTK and have a 3.75 transferable GPA. b. Full-Time Employee Discount: A discount of 20% of tuition value of online graduate or undergraduate courses will be extended to all fulltime employees at MMI. Scholarships cannot be combined with any other scholarship or discount. c. Reverse Transfer: A student may opt in to a reverse transfer agreement on their application. As long as a student marks their intended participation on their application, we will notify the degree awarding institution (MMI). d. UNA guarantees admission to all MMI students as long as they leave MMI in good standing and 45 transferable credit hours or completion of their associate's degree from MMI. e. Pre-Transfer advising offered at MMI and/or at UNA with an academic advisor.

University of West Alabama (UWA) and Marion Military Institute (MMI) entered into an agreement whereby academic credit earned at MMI will go toward a Bachelor of Science/Bachelor of Arts degree program at UWA. The courses offered at MMI, as an integral part of its associate's degree, will be accepted by UWA consistent with the University's established standards for academic transfers as determined by the UWA Registrar's Office. This includes, but is not limited to, courses associated with the basic curriculum, Military History and Leadership.

UWA will accept experiential credit documented on a transfer student's transcript from MMI or other accredited entity (such as the Alabama Fire College) utilizing the formula of 15 contact hours equal one semester hour. Depending upon the previously established guidelines of UWA, this technical credit may be awarded at the 200- or 300- level to be applied to the major requirements under the Bachelor of Science in Public Safety. The courses must not have been previously awarded academic credit by another institution of higher education. Career development courses beyond the level of "Basic Certification" for a given discipline will be considered by the same formula noted above. Additionally, the career development course must result in additional certification or privilege within the individual's career field, and the course must be a minimum of 40 contact hours and include some measure of skill/knowledge proficiency (written or practical.)

Up to 60 academic credit hours of course work at MMI may be transferred to UWA in a Bachelor of Science/Bachelor of Arts degree program. A maximum of an additional 42 hours of eligible experiential/technical credit/career development credit may be accepted by UWA in the Bachelor of Science in Public Safety degree program. A total of 90 credit hours maximum may be transferred into UWA between academic coursework and eligible experiential/technical credit/career development credit.

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 Director of Academic Success or the Chief Instructional Officer for more information.



DEVELOPMENTAL STUDIES PROGRAM

ENR 098	Writing and Reading for College
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.

NOTE: Developmental courses do not confer credits that meet program or hour requirements for 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 the ability to understand quantitative information in graphs and tables.

Competency 2.2. Students will demonstrate the ability to interpret quantitative information and draw appropriate inferences.

Competency 2.3 Students will demonstrate the ability to solve problems using mathematical, scientific, and statistical processes.

Competency 2.4 Students will demonstrate the ability to communicate quantitative information—verbally, graphically, numerically.

Critical Thinking

Competency 3.1. Students will demonstrate the ability to discriminate among degrees of strengths and weaknesses of inferences drawn from data

Competency 3.2. Students will demonstrate the ability to recognize unstated assumptions or presuppositions in given statements or assertions

Competency 3.3. Students will demonstrate the ability to weigh evidence and decide if generalizations or conclusions based on given data are warranted

Competency 3.4. 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 technology.

Competency 5.2. Students will demonstrate the ability to use 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.

TRANSFER STUDENTS

Students who plan to transfer to an **Alabama public college** should obtain and follow a transfer guide from Alabama Transfers at https://alabamatransfers.com/.

Students who plan to transfer **out-of-state or to a private college** not listed on Alabama Transfers, should obtain a catalog from the future college and, with the assistance of an educational planner, develop a plan of study appropriate for the accepting institution.



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. Secondarily 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 SH
Requirements by Academic Area[1]

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 Literature[2]
Must complete 3 semester hours in the Arts (ART 100, 203, 204 or MUS 101)
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, Finite Math, or Elementary Statistics level
Must complete 8 semester hours in the Natural Sciences which must include laboratory experiences

AREA IV: History, Social, and Behavioral Sciences (12)
Must complete 3 semester hours in History[2]
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 baccalaureate major of the individual student[3]

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

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 SH
Requirements by Academic Area[1]

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 Literature[2]
Must complete 3 semester hours in the Arts (ART 100, 203, 204 or MUS 101)
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, Finite Math or Elementary Statistics level
Must complete 8 semester hours in the Natural Sciences which must include laboratory experiences

AREA IV: History, Social, and Behavioral Sciences (12)
Must complete 3 semester hours in History[2]
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 student[3]

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 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. (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 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).

ASSOCIATE OF APPLIED SCIENCE(A.A.S.) DEGREES

A.A.S. IN CRIMINAL JUSTICE

Associate of Applied Science (A.A.S.) in Criminal Justice

The Criminal Justice A.A.S. degree program is designed for cadets interested in the criminal justice field, public safety, and law enforcement professions. It prepares graduates for careers as law enforcement officers, corrections officers, investigators, court administrators, or federal agents. Local, state, and federal criminal justice agencies actively employ graduates who possess the analytical skills and discipline developed within the program.

Cadets gain a comprehensive knowledge of local, state, and federal statutes, criminology, criminal law, procedural justice, and civil liberties. The curriculum places a distinct emphasis on ethical policing, leadership, constitutionalism, and contemporary public safety issues, equipping graduates to serve as principled, effective professionals.

The degree program is structured to be completed within four (4) semesters. Coursework is delivered through standard classroom settings and specialized instruction, ensuring cadets balance their rigorous academic requirements with their leadership and military training obligations.

Semester Hour (SH) Distribution Requirements by Academic Area[1]	SH
AREA I: Written Communication Must Complete Written Composition I and II (ENG 101 and ENG 102)	**(6)**
AREA II: Humanities and Fine Arts Must complete 3 semester hours in Speech(SPH106) Must complete 3 semester hours in Ethics(PHL206)	**(6)**
AREA III: Natural Sciences and Math Must complete 3 semester hours in Mathematics at the MTH100 level or higher Must complete 4 semester hours in the Natural Sciences which must include laboratory experiences	**(7)**
AREA IV: History, Social, and Behavioral Sciences Must complete 3 semester hours in a Behavioral Science(PSY200 or SOC200) Must complete 3 semester hours in Computer(CIS146)	**(6)**
AREA V: **Pre-Professional, Major, and Electives** Must complete additional AAS Degree courses appropriate to the degree requirements of the individual student	**(41)**
Credit Hour Total in Areas I-V of the AAS Program	**(66)**

A.A.S. IN FIRE SCIENCE

Associate of Applied Science (A.A.S.) in Fire Science

The Fire Science A.A.S. degree program is designed for cadets seeking employment in the fire protection industry as well as current emergency service personnel aiming for advancement to leadership positions. The curriculum combines technical mastery with disciplined leadership training, preparing cadets for the physical and mental rigors of high-stakes, life-saving careers. Graduates are equipped to excel in a variety of vital roles, including municipal firefighting, fire inspection, arson investigation, and emergency management.

Cadets gain a comprehensive foundation in fire behavior, hydraulics, building construction, hazardous materials, and disaster logistics. In addition to core fire science coursework, the curriculum integrates essential emergency medical services (EMS) training. The degree is structured to be completed within five (4) semesters, prioritizing a robust academic and leadership foundation that a short-term certificate alone cannot match.

Semester Hour (SH) Distribution Requirements by Academic Area[1]	SH
AREA I: Written Communication Must Complete Written Composition I (ENG 101)	**(3)**
AREA II: Humanities and Fine Arts Must complete 3 semester hours in Speech(SPH106) Must complete 3 semester hours in Philosophy(PHL106)	**(6)**
AREA III: Natural Sciences and Math Must complete 3 semester hours in Mathematics at the MTH100 level or higher Must complete 4 semester hours in the Physical Science which must include laboratory experiences	**(7)**
AREA IV: History, Social, and Behavioral Sciences Must complete 3 semester hours in HistoryHIS121 or HIS201) Must complete 3 semester hours in Computer(CIS146)	**(6)**
AREA V: **Pre-Professional, Major, and Electives** Must complete additional AAS Degree courses appropriate to the degree requirements of the individual student	**(46-48)**
Credit Hour Total in Areas I-V of the AAS Program	**(68-70)**



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 101 Leadership Laboratory (LLAB) (1 Credit hour – Area V) 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. This course is for first-year AFROTC cadets. Co-requisite: AFS 110

AFS 102 - Leadership Laboratory (LLAB) (1 Credit hour – Area V) - 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. This course is for first-year AFROTC students/cadets. Co-requisite: AFS 120

AFS 110 - Heritage and Values I (1 Credit hour – Area V) - provides an introduction to the Air and Space Forces, allowing students to examine general aspects of the Department of the Air Force, leadership fundamentals, service benefits, and opportunities for officers. The course also lays the foundation for becoming an Air or Space professional by outlining heritage and values. This course provides a historical perspective on airpower providing students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. Students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Air or Space professional. AFS 101 Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AFS 120 - Heritage and Values II (1 Credit hour – Area V) - provides an introduction to the Air and Space Forces, allowing students to examine general aspects of the Department of the Air Force, leadership fundamentals, service benefits, and opportunities for officers. The course also lays the foundation for becoming an Air or Space professional by outlining heritage and values. This course provides a historical perspective on airpower providing students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. Students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Air or Space professional. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AFS 201 - Leadership Laboratory (LLAB) (1 Credit hour – Area V) - 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. This course is for second-year AFROTC students/cadets. Co-requisite: AFS 230

AFS 202 - Leadership Laboratory (LLAB) (1 Credit hour – Area V) - 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. This course is for second-year AFROTC students/cadets. Co-requisite: AFS 240

AFS 230 - Evolution of US Air Power I (1 Credit hour – Area V) - A course designed to examine general aspects of air power from a team, leadership, and 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. 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. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they 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.

AFS 240 - Evolution of US Air Power II (1 Credit hour – Area V) - A course designed to examine general aspects of air power from a team, leadership, and 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. 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. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they 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.

ART 100 Art Appreciation (3 Credit hours – Area II) 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 – Area II) This course provides the opportunity to develop perceptional 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 – Area II) 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 – Area II) 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 – Area II) 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 101 Introduction to Biology I (4 Credit hours – Area III) This is an introductory course designed for non-science majors. It includes physical, chemical, and biological principles common to all organisms. These principles are explained through a study of the scientific method, biological organization, cellular structure, bioenergetics of a cell, cell reproduction, gene theory, inheritance, and evolution. A 120-minute laboratory per week is required. Prerequisite: Co-requisite or completion of ENG 101 or higher.

BIO 102 Introduction to Biology II (4 Credit hours – Area III) This is an introductory course designed for non-science majors. It includes evolutionary principles and relationships, environmental and ecological topics, phylogenetics and classification, and a survey of biodiversity. A 120-minute laboratory per week is required. Prerequisite: BIO 101

BIO 103 Principles of Biology I (4 Credit hours – Area III) 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. Prerequisite: Co-requisite or completion of MTH 110 or higher.

BIO 104 Principles of Biology II (4 Credit hours – Area III) 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. Prerequisite: BIO 103

BIO 201 Human Anatomy and Physiology I (4 Credit hours – Area III) 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 – Area III) 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 – Area III) 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 – Area IV) 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 – Area IV) 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 241 Principles of Accounting I (3 Credit hours – Area IV)
This course is designed to provide a basic theory of accounting principles and practices used by service and merchandising enterprises. Emphasis is placed on financial accounting, including the accounting cycle and financial statements. Prerequisite: Co-requisite or completion of MTH 110 or higher.

BUS 242 Principles of Accounting II (3 Credit hours – Area IV)
This course is a continuation of BUS 241. In addition to a study of financial accounting, this course covers topics in managerial accounting, corporations, and financial statement analysis. PREREQUISITE: BUS 241

BUS 275 Principles of Business Management (3 Credit hours – Area IV) 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 – Area IV) 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 – Area III) 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, and acids and bases. 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 – Area III) This is a survey course of organic chemistry and biochemistry for students who do not intend to major in science or engineering, and this class will not substitute for CHM 112. Topics will include basic nomenclature, classification of organic compounds, typical organic reactions, reactions involved in life processes, and the function of biomolecules. A laboratory is required. Prerequisite: Grade of C or higher in CHM 104 or CHM 111.



CHM 111 College Chemistry I (4 Credit hours – Area III) 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, 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 - Area III) 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 solutions, chemical kinetics, chemical equilibria, thermodynamics, oxidation-reduction, and selected topics. A laboratory is required. Prerequisite: CHM 111

CHM 221 Organic Chemistry I (4 Credit hours – Area III) 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 organic compounds with special emphasis on reaction mechanisms, and stereochemistry. A laboratory is required. Prerequisite: CHM 112

CHM 222 Organic Chemistry II (4 Credit hours – Area III) 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 organic compounds with special emphasis on reaction mechanisms, spectroscopy, and stereochemistry. A laboratory is required. Prerequisite: CHM 221

CIS 146 Microcomputer Applications (3 Credit hours – Area IV) This course is an introduction to computer software applications, including word processing, spreadsheets, database management, and presentation software. This course will introduce students to concepts associated with professional certifications.

CIS 147 Advanced Micro Applications (3 Credit Hours – Area IV) 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.

CIS 150 Introduction to Computer Logic and Programming (3 Credit Hours – Area IV) This course includes logic, design and problem solving techniques used by programmers and analysts in addressing and solving common programming and computing problems. The most commonly used techniques of flowcharts, structure charts, and pseudocode will be covered and students will be expected to apply the techniques to designated situations and problems. Prerequisite: CIS 146

CIS 161 Introduction to Networking Communications (3 Credit hours-Area IV) This course is designed to introduce students to basic concepts of computer networks. Emphasis is placed on terminology and technology involved in implementing selected networked systems. The course covers various network models, topologies, communications protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification.

CRJ 100 Introduction to the Criminal Justice System (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

CRJ 110 Introduction to Law Enforcement (3 credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

CRJ 130 Introduction to Law and Judicial Process (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

CRJ 140 Criminal Law and Procedure (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

CRJ 146 Criminal Evidence (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

CRJ 147 Constitutional Law (3 Credit hours – Area IV) 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. ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

CRJ 150 Introductions to Corrections (3 Credit hours – Area V) This course provides an introduction to the foundations of corrections in America. As required by program.

CRJ 160 Introductions to Security (3 Credit hours – Area V) This course surveys the role of security for private industry. The operation, organization, and challenges of various types of private security are examined. As required by program.

CRJ 178 Narcotic/Dangerous Drugs (3 Credit hours – Area V) This course surveys the history and development of drug abuse in society. Theories of drug abuse, identification and classification of drugs are covered. Strategies for combating the drug problem are discussed. As required by program.

CRJ 208 Introduction to Criminology (3 Credit hours – Area V) This course delves into the nature and extent of crime in the United States, as well as criminal delinquent behavior and theories of causation. This study includes criminal personalities, principles of prevention, control, and treatment. As required by program.

CRJ 209 Juvenile Deliquency (3 Credit hours – Area V) This course examines the causes of delinquency. It also reviews programs of prevention, and control of juvenile delinquency as well as the role of the courts. As required by program.

CRJ 216 Police Organization and Administration (3 Credit hours – Area V) This course examines the principles of organization and administration of law enforcement agencies. Theories of management, budgeting, and various personnel issues are covered. As required by program.

CRJ 220 Criminal Investigation (3 Credit hours – Area V) This course discusses the role of the police officer in achieving and maintaining public support. It includes public information, juvenile relations, public relations, service, and mobilizing community involvement and cooperation. ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101

CRJ 227 Homicide Investigation (3 Credit hours – Area V) This course covers the principles, techniques, and strategies of homicide investigation. Topics emphasized include ballistics, pathology, toxicology, immunology, jurisprudence, and psychiatry. ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101

CRJ 230 Criminalistics (3 Credit hours – Area V) This course surveys the different techniques of scientific investigation. Emphasis is given to ballistics, photography, fingerprints, DNA, trace evidence, body fluids, casts, and the like. ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101

CRJ 236 Advanced Criminalistics (3 Credit hours – Area V) This course covers the collection, handling, and analysis of evidence from crime scene to laboratory to courtroom. Topics include hair, fibers, body fluids, firearms, glass, paint, drugs, documents, etc. Laboratory experiences may be utilized. ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101

CRJ 280 Internship in Criminal Justice (1-3 Credit hours – Area V) This course involves practical experience with a criminal justice agency under faculty supervision. Permission of the instructor is required. This course may be repeated with the approval of the department head. ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101

ECO 231 Principles of Macroeconomics (3 Credit hours – Area IV) This course is an introduction to macroeconomics theory, analysis, and policy applications. Topics include the following: scarcity, demand and supply, national income analysis, major economic theories concerning monetary and fiscal policies as stabilization measures, the banking system, and other economic issues or problems including international trade.

ECO 232 Principles of Microeconomics (3 Credit hours – Area IV) This course is an introduction of the microeconomic theory, analysis, and applications. Topics include scarcity; the theories of consumer behavior, production and cost, markets, output and resource pricing, and international aspects of microeconomics.

EMS 100 Cardiopulmonary Resuscitation I (1 Credit hour – Area V) This course provides students with concepts as related to areas of basic life support to include coronary artery disease, prudent heart living, symptoms of heart attack, adult one-and-two rescuer CPR, first aid for choking, pediatric basic life support, airway adjuncts, EMS system entry access, automated external defibrillation (AED), and special situations for CPR. Upon course completion, students should be able to identify situations requiring action related to heart or breathing conditions and effectively implement appropriate management for each condition. Students successfully completing this course will receive appropriate documentation of course completion. As required by program.

EMS 104 Cardiopulmonary Resuscitation I (1 Credit hour – Area V) This course is designed for students who plan to enter a health-related profession and provides educational concepts related to first aid for various health disciplines. The course includes instruction in the emergency administration of oxygen, use of airway adjuncts, medication administration techniques, equipment for mechanical breathing, suctioning techniques,

and automated external defibrillation (AED). Upon course completion, students should have the ability to recognize emergency situations requiring immediate action and appropriately manage these situations. As required by program

EMS 118 Emergency Medical Technician (9 Credit hours – Area V) This course is required to apply for certification as an Emergency Medical Technician. This course provides students with insights into the theory and application of concepts related to the profession of emergency medical services. Specific topics include: EMS preparatory, airway maintenance, patient assessment, management of trauma patients, management of medical patients, treating infants and children, and various EMS operations. This course is based on the NHTSA National Emergency Medical Services Education Standards COREQUISITE: EMS 119 – Emergency Medical Technician Clinical. As required by program.

EMS 119 Emergency Medical Technician (9 Credit hours – Area V) This course is required to apply for certification as an EMT. This course provides students with clinical **education** experiences to enhance knowledge and skills learned in the EMS 118, Emergency Medical Technician Theory and Lab. This course helps students prepare for the National Registry Exam. COREQUISITE: EMS 118 – Emergency Medical Technician. As required by program.

ENR 098 Writing and Reading for College (4 Credit hours - Developmental) This course integrates reading and writing skills students need to comprehend and interact with college-level texts and to produce original college-level writing. Reading skills will center on processes for literal and critical comprehension, as well as the development of vocabulary skills. Writing skills will focus on using an effective writing process including generating ideas, drafting, organizing, revising and editing to produce competent essays using standard written English. This course may include a one-hour lab component. This course does not meet the English General Education Requirement.

ENG 099 Introduction to College Writing (1 Credit hours – Developmental) Prerequisite: Appropriate placement score. Corequisite: ENG 101. This course places emphasis on providing students with additional academic and noncognitive support with the goal of success in the students' paired ENG 101 class. The material covered or practiced in the ENG 099 course is complimentary to and supportive of material taught in ENG 101 and the needs of the ENG 099 student.

ENG 101 Freshman Composition I (3 Credit hours – Area I) This course provides instruction and practice in the writing of at least four extended compositions and the development of rhetorical strategies, 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 and information literacy. English Composition I may include instruction and practice in library usage. Prerequisite: ENR 098 with a grade of C or higher or ACT English Score of 18 or above (or SAT equivalent); or Equivalent English Placement Score.

ENG 102 Freshman Composition II (3 Credit hours – Area I) English Composition II provides continued instruction and practice in the writing of at least four extended compositions of which at least one 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 includes instruction and practice in library usage and information literacy. English Composition II may include instruction and practice in library usage. Prerequisite: ENG 101 with a grade of C or higher.

ENG 246 Creative Writing I (3 Credit hours – Area II) This course provides instruction and practice in the writing of critical analysis of imaginative forms of literature. Emphasis is placed on originality in the creative writing process, and this course may include instruction on publishing. Students will compose a significant body of imaginative literature, which may be read by or to the class. Prerequisite: ENG 102

ENG 247 Creative Writing II (3 Credit hours – Area II) A continuation of ENG 246, this course provides instruction and practice in the writing of critical analysis of imaginative forms of literature. Emphasis is placed on originality in the creative writing process, and this course may include instruction on publishing. Students will compose a significant body of imaginative literature, which may be read by or to the class. Prerequisite: ENG 246

ENG 251 American Literature I (3 Credit hours – Area II) This course is a survey of American literature from its beginnings to the mid-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 – Area II) This course is a survey of American literature from the mid-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 261 English Literature I (3 Credit Hours – Area II) This course is a survey of English literature from the Anglo-Saxon period to the Romantic Age. 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 262 English Literature II (3 Credit Hours – Area - II) This course is a survey of English literature from the Romantic Age 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 – Area II) 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 – Area II) 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

FSC 100 Basic Firemanship (3 Credit Hours – Area V) This course provides the student with basic information on the organization and function of paid and volunteer fire services, the role of the firefighter in the department, firefighter safety, the science of fire, and fire behavior. Specific course topics surveyed include: Orientation and Safety, Apparatus Familiarization, Fire Behavior, Personal Protective Equipment, Rescue, and Forcible Entry. As required by program.

FSC 101 Introduction to the Fire Service (3 Credit Hours – Area V) This course teaches the many functions of the fire service, its importance and origins. It is designed to acquaint the student with the philosophy and history of the fire service and fire protection, the exacting loss of life and property, and the organization and function of public and private fire protection agencies. Emphasis is placed on the organization and function of federal, state, county, city, and private fire protection. As required by program. **Core**

FSC 120 Fire Support Essentials (3 Credit Hours – Area V) This course introduces the student to the incident command system, its organizational structure, history, principles, and features and the National Incident Management System (NIMS) as a template for integration of public and private entities working together on emergency incidents. The Traffic Incident Management System (TIMS) training certificate, developed through the Federal Highway Administration, the Responder Safety Learning Network (RSLN), contains ten specific RSLN online self-paced programs. The course will also introduce students to the concepts and principles of the National Response Framework and the National Response Plan. Peer support behavioral health awareness online course will educate students regarding critical incident stress management and peer support, signs and symptoms of behavioral and emotional distress, the benefits of psychological support and education, understanding mental health diagnosis and treatment, and suicide awareness. Students will be given the opportunity to take online exams of certification. This course completed national standard essential requirements for NIMS 100, 200, 700, 800, TIMS, and Peer Support.

FSC 130 Introduction to the Ground Operations (3 Credit Hours – Area V) This course is a study of organizational structure and operational techniques required on the fire ground to support initial interior operations. Emphasis is placed on ventilation principles, ladder placement techniques, and hose deployments in respect to building construction. As required by program. **CORE**

FSC 131 Fire Extinguishment Principles and Applications (3 Credit Hours – Area V) This course is a study of fire suppression, fire suppression equipment, characteristics and behavior of fire and includes search and rescue and victim removal techniques. Emphasis is placed on operations inside the IDLH environment, and the most common structural, vehicle, and urban interface fires. As required by program. **CORE**

FSC 160 Hazmat Awareness (1 Credit hour – Area V) This course includes the basic awareness of characteristics and behavior of solids, liquids, and gases when involved in fire. Emphasis is placed on characteristics, storage, and handling of various materials. As required by program. **CORE**

FSC 161 Hazmat Operations (3 Credit hours – Area V) This course is for emergency response personnel who may be first on the scene of a hazardous materials emergency at the awareness & operational level, acting in a defensive posture to protect people, the environment, or property from the effects of an unplanned hazardous materials release consistent with the competencies recommended by NFPA 470 and supplemented by information from government agencies such as the Occupational Safety and Health Administration (OSHA), the Environmental Protection Agency (EPA), and the Department of Transportation (DOT). As required by program. **CORE**

FSC 201 Fire and Emergency Services Instructor I (3 Credit hours – Area V) This course is based on NFPA 1041: Standard for Fire Service Instructor Professional Qualifications, 2019 Edition. The course is designed for individuals who want to develop the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and the authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of the authority having jurisdiction. As required by program. **CORE**

FSC 251 First Responder Inspector (2 Credit hours – Area V) This course is based on NFPA 1031: Standard for Professional Qualifications for Fire Inspector and Plan Examiner. A beginning level course for Fire Fighters and other interested parties wishing to become more involved in the aspect of fire prevention and inspections. This course is primarily designed for those entering into fire service inspections and would be extremely useful to City Inspector and Company Level Officers. Some of the topics covered in this course include: Building Construction, Decorative Materials and Furnishings, Fire Drills, Inspection Procedure, Code Enforcement, Fire Alarm, and Communications. As required by program. **CORE**

FSC 255 Public Fire and Life Safety Educator (2 Credit hours – Area V) This course is based on NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions, Chapter 9, Fire and Life Safety Educator I, 2024 Edition. The course is designed for the individual who will coordinate and deliver comprehensive community fire and injury prevention programs designed to eliminate or mitigate situations that endanger lives, health, property, or the environment. As required by program. **CORE**

FSC 281 Fire Apparatus Operator: Pumper (3 Credit hours – Area V) This course and the exams are based on NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications . This course is designed for the fire fighter who wishes to advance to the next level of his/her career. This course consists of six modules that include preventative maintenance, tests and inspections, driving/operating, water supply, sprinklers and standpipes, and operations. As required by program. **CORE**

HIS 101 Western Civilization I (3 Credit hours – Area IV) This survey course examines the social, intellectual, economic, cultural, and political developments which have shaped the modern Western world. It covers the history of the West from its earliest beginnings to the modern era. Prerequisite: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

HIS 102 World History II (3 Credit hours – Area IV) This survey course examines the social, intellectual, economic, cultural, and political developments which have shaped the modern Western world. It covers the history of the West from the early modern era to the present. Prerequisite: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

HIS 121 World History I (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

HIS 122 World History II (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

HIS 201 United States History I (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

HIS 202 United States History II (3 Credit hours – Area IV) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

HIS 210 U.S. Military History (3 Credit hours – Area IV) 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 – Area IV) 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 – Area II) 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 – Area II) This course is a continuation of HUM 101.



LDR 100 Introduction to Public Safety Leadership (1 Credit Hour – Area V) This course provides a foundational overview of leadership principles as they apply to public safety professions. The curriculum will introduce students to the unique challenges and responsibilities of leadership in high-stakes environments, focusing on core concepts that are universal across Police (Law Enforcement), Fire Science, and Commercial Aviation. As required by program.

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

MS 120 and MSC 122 Military Science II (1 Credit Hour Each – Area V) Astudy of preventive medicine and first aid, marksmanship, water surival, rappelling, written and oral communications, leadership and relaed military topics.

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

MSC 201 and MSC 202 Military Science III (3 Credit hours Each – Area V) 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 – Area V) 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 098 Elementary Algebra (4 Credit hours - Developmental) 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: Appropriate Accuplacer placement score.

MTH 099 Support for Intermediate College Algebra (1 Credit hour - Developmental) This Learning Support course provides corequisite support in mathematics for students enrolled in MTH 100. The material covered in this course is parallel to and supportive of the material taught in MTH 100. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students' paired MTH 100 class. This course does not apply toward the general core requirement for mathematics. Prerequisite: Qualifying ACT mathematics score (SAT equivalent); Appropriate mathematics ACCUPLACER score; or successful completion of MTH 098 Elementary Algebra. Corequisite: MTH 100 Intermediate College Algebra. Prerequisite: appropriate mathematics Accuplacer placement score or MTH 098(note: MTH0 99 is required for students completing MTH 098).

MTH 100 Intermediate Algebra (3 Credit hours – Area V) 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: appropriate mathematics Accuplacer placement score or MTH 098(note: MTH 099 is required for students completing MTH 098).

MTH 108 Quantitative Reasoning (3 Credit Hours – Area V) This course is intended for students who are not majoring in science, engineering, commerce, or mathematics (i.e., students who are not required to take calculus). It provides a foundation in thinking quantitatively. An emphasis is placed on real-world applications. Topics include mathematical reasoning, data interpretation, problem-solving strategies, equation solving, number sense, probability, counting principles, geometric applications, and measurement. Prerequisite: appropriate mathematics Accuplacer score.

MTH 109 Support for Finite Mathematics (1 Credit hour – Area - V) This Learning Support course provides co-requisite support in mathematics for students enrolled in MTH 110. The material covered in this course is parallel to and supportive of the material taught in MTH 110. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students' paired MTH 110 class. This course does not apply toward the general core requirement for mathematics. Prerequisite: Appropriate mathematics ACT score; appropriate mathematics placement score; or successful completion of MTH 098 Elementary Algebra. (note: MTH 109 is required for students moving directly from MTH 098 to MTH 110) Corequisite: MTH 110 Finite Mathematics

MTH 110 Finite Mathematics (3 Credit Hours – Area III) This course is intended to give an overview of topics in finite mathematics together with their applications, and is taken primarily by students who are not majoring in science, engineering, commerce or mathematics (i.e., students who are not required to take Calculus). This course will draw on and significantly enhance the student's arithmetic and algebraic skills. The course includes sets, counting, permutations, combinations, basic probability (including Baye's Theorem), and introduction to statistics (including work with Binomial Distributions and Normal Distributions), matrices and their application to Markov chains and decision theory. Additional topics may include symbolic logic, linear models, linear programming, the simplex method and applications. Prerequisite: MTH 098 with a grade of C or higher; Math ACT score of 18, or appropriate placement score. (note: MTH 109 is required for students moving directly from MTH 098 to MTH 110)

MTH 111 Support for Precalculus Algebra (1 Credit hour – Area - V) This Learning Support course provides co-requisite support in mathematics for students enrolled in MTH 112. The material covered in this course is parallel to and supportive of the material taught in MTH 112. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students' paired MTH 112 class. This course does not apply toward the general core requirements for mathematics. Prerequisite: appropriate mathematics placement score or successful completion of MTH 100 Intermediate Algebra. Corequisite: MTH 112 Precalculus Algebra

MTH 112 Algebra for Calculus (3 Credit hours – Area III) 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 appropriate mathematics placement score. Additionally, student must have completed Algebra I, Geometry, and Algebra II in high school.

MTH 113 Trigonometry for Calculus (3 Credit hours – Area III) 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; or appropriate mathematics placement score and Student must have completed Algebra I, Geometry, and Algebra II in high school.

MTH 115 Precalculus Algebra and Trigonometry (4 Credit hours – Area III) 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. Student must have completed Algebra I, Geometry, and Algebra II in high school.

MTH 120 Calculus and Its Applications (3 Credit hours – Area III) This course is intended to give a broad overview of calculus. It includes limits, differentiation, and integration of algebraic, exponential, logarithmic, and multi-variable functions with applications to business, economics, and other disciplines. This course may also include LaGrange multipliers, extrema of functions of two variables, method of least squares, linear approximation, and linear programming. Prerequisite: Grade of C or higher in MTH 112, 113, or 115 or appropriate placement score.



MTH 125 Calculus I (4 Credit hours – Area III) 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 appropriate ACT math score (SAT equivalent). Student must have completed Algebra I, Geometry, Algebra II, and Precalculus in high school.

MTH 126 Calculus II (4 Credit hours – Area III) 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 – Area III) 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: Appropriate mathematics ACT score (SAT equivalent); appropriate mathematics placement score; or successful completion of MTH 100 Intermediate Algebra.

MUL 180 – 181; 280 – 281 Chorus I, II, III, IV (1 Credit Hour Each – Area II) 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 182-183; 282-283 Vocal Ensemble I, II, III, IV (1 Credit hour each – Area II) The musical ensemble courses provide an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Students will be expected to participate in performances presented by the ensemble. Pre-requisite: Permission of Instructor.

MUL 198 – 199; 298 – 299; Marching Band I, II, III, IV (2 Credit Hours Each – Area II) 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.

MUL 192 – 93; 292 – 93; Instrumental Ensemble I, II, III, IV (1 Credit Hour Each – Area II) This course provides an opportunity for students to participate in the MMI Instrumental Ensemble. 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 – Area II) 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 101 Orientation to College (1 Credit Hour – Area V) This course aids new students in their transition to the institution; exposes new students to broad educational opportunities of the institution; and integrates new students into the life of the institution.

PED 105 Personal Fitness (1 Credit Hour – Area V) 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 - Area V) 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 – Area V) 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 – Area V) 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 – Area V) 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 – Area V) 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 254 Varsity Softball I (1 Credit Hour – Area V) 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 255 Varsity Tennis I (1 Credit Hour – Area V) 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 256 Varsity Track I (1 Credit Hour - Area V) This course covers more advanced track and field techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive track and field events. Prerequisite: Permission of Instructor.

PED 259 Varsity Cross Country I (1 Credit Hour- Area V) 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 – Area V) 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 – Area V) 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 – Area V) 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 271 Varsity Softball II (1 Credit Hour – Area V) 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 – Area V) 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 – Area V) 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 274 Varsity Tennis II (1 Credit Hour – Area V) 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 – Area V) 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 – Area V) 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 277 Varsity Track II (1 Credit Hour – Area V) This course covers more advanced track and field 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 track and field events.

PED 278 Varsity Track III (1 Credit Hour – Area V) This course covers more advanced track and field 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 track and field events.

PED 279 Varsity Track IV (1 Credit Hour – Area V) This course covers more advanced track and field 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 track and field events.

PED 286 Varsity Cross Country II (1 Credit Hour – Area V) 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 – Area V) 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 – Area V) 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 – Area II) 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: ENR 098 with a grade of C or higher or be enrolled in or successfully completed ENG 101.

PHL 206 Ethics and Society (3 Credit hours – Area II) 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 220 Ethics Bowl (1 Credit hour – Area II) This course seeks to increase the ability of students to analyze problems, comprehend information, and make decisions based on critical thought processes. This course will also serve as a training opportunity for students who will compete in the Intercollegiate Ethics Bowl competitions. The Ethics Bowl is a debate-style competition where teams of students from colleges and universities present arguments they develop related to applied ethics cases distributed in early September by the Association for Practical and Professional Ethics. Prerequisite: Permission from the instructor.

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

PHY 201 General Physics I – Trig Based (4 Credit hours – Area III) 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 – Area III) 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 – Area III) 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 – Area III) 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.

PSY 200 General Psychology (3 Credit hours – Area IV) 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 – Area IV) This course is the study of the psychological, social, and physical factors that affect human behavior from conception to death. Prerequisite: PSY 200.

REL 100 History of World Religions (3 Credit hours - Area II) 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 – Area II) 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 – Area II) 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 (1 Credit Hour – Area V) This course is a tutorial course, designed to assist cadets in boosting ACT/SAT. This course earns a letter grade of either A or F.

SAP 102 ACT/SAT Prep (1 Credit Hour – Area V) This course is a continuation of SAP 101 and is a tutorial course, designed to assist cadets in boosting ACT/SAT. This course earns a letter grade of either A or F.

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

SOC 210 Social Problems (3 Credit hours – Area IV) 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 – Area II) 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 – Area II) 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 – Area II) 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 – Area II) 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 – Area II) 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.



MMI
Cost, Financial Aid & Scholarship Programs

- 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 fess, charges, expenses, and costs of any kind without notice as approved by the Alabama Community College System. Tuition and activity fees include cost of instruction, admission to athletic events, guest lectures, haircuts, and use of the athletic facilities.

CHARGES

Tuition and Fees

These are yearly charges for boarding college cadets.

	Alabama Resident	Non-Resident
Tuition	$6000	$12000
Technology Fee	$630	$630
Facility Fee	$630	$630
ACS Reserve Fee	$42	$42
Medical Fee	$150	$150
ACCS Enhancement Fee	$840	$840
Uniform Fee	$2,170	$2,170
Parking Fee*	$100	$100
TOTAL TUITION AND FEES	$10,562	$16,562
Room and Board	$5,950	$5,950
Books	$1,800	$1,800
TOTAL COSTS	$18,312	$24,312

Uniform fee is payable the first semester enrolled.

*Parking Fee is paid only if the cadet has a car on campus and is nonrefundable.

Fees are based on a 21-hour course load and will vary.
Tuition and/or fees can change with approval by the Alabama Community College System. 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	$315	$315
Facility Fee	$315	$315
ACS Reserve Fee	$21	$21
Medical Fee	$75	$75
ACCS Enhancement Fee	$420	$420
Uniform Fee	$2,170	$2,170
Parking Fee*	$50	$50
TOTAL TUITION AND FEES	$6,366	$9,366
Room and Board	$2,975	$2,975
Books	$900	$900
Due First Day of Class	$10,241	$13,241

*Parking fee is paid only if a cadet has a car on campus and is nonrefundable.

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: 70% of tuition and other institutional charges
     - 1.2.2. Withdrawal during second week: 45% of tuition and other institutional charges
     - 1.2.3. Withdrawal during third week: 20% 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 will only be charged $25 per night. Students withdrawing 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 Community College System
   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 October 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.studentaid.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 2025-26 academic year is currently $7,395. 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 waivered 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 $500 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 (6.39% as of June 30, 2025). 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 Performing Arts Auditions	Mr. Michael Gimenez, Band Director	mgimenez@ 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 (14^{th}) 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.

   Students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet their financial obligations due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

   Public Law 117-68: In November 2021, Congress passed Public Law 117-68 amending title 38USC367(c)(2)(A) by adding Chapter 35 recipients to the definitions of covered individuals to be charged in-state tuition. **Effective: August 1st, 2022**

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 2025 or Spring 2026), 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 2026-27:

Fall Semester:	October 17, 2027
Spring Semester:	March 23, 2027

   If a student did not receive all 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

Choice Act Section 702: The Veterans Access, Choice, and Accountability Act of 2014 (the "Choice Act") was passed by the United States Congress and signed into law by the President of the United States in 2014. The Choice Act "requires the United States Department of Veterans Affairs 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 if the institutions charge qualifying veterans and dependents tuition and fees in excess of the rate for resident students for terms beginning after July 1, 2015."

For the purpose of the Choice Act, a covered individual is one of the following:

I. A veteran receiving Montgomery and Post-9/11 GI Bill® educational assistance and enrolling within three (3) years of discharge after serving ninety days or more on active duty
II. An individual using transferred entitlement within three (3) years of discharge after serving ninety (90) days or more on active duty
III. A surviving spouse or child under the Fry Scholarship who enrolls within three (3) years of an active duty service member's death in the line of duty after serving ninety (90) days or more
IV. An individual remaining continuously enrolled after meeting initial requirements and using Chapter 30 or 33

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

A person described above will retain covered individual status if 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.

For students receiving VA education benefits, any complaint against the school should be routed through the VA Post GI Bill® Feedback System by going to the following link: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

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
0-24 semester hours	1.50
25-45 semester hours	1.75
46 + 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 (MMI) provides multiple scholarship opportunities for qualified cadets attending or planning to attend MMI. 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 the MMI Financial Aid Office can provide further details.

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, Women's Tennis, Men's Golf, Women's Golf, Men's Cross Country, Women's Cross Country, Men's Track and Field and Women's Track and Field and may be granted to new or current MMI cadets. 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 cadets whose record exemplifies academic diligence and demonstrated leadership. Scholarships are awarded for one year only, and recipients must be enrolled in the SAP.

Band Scholarship

Designed to support talented musicians, the MMI Band Scholarship provides funding for up to 100% of tuition. Prospective recipients are required to submit letters of recommendation from a former Band Director or Choral Leader. Final selection is determined by the scholarship committee upon the official recommendation of the MMI Band Director. Please note that these awards are available on a limited basis.

Presidential Scholarship

Designed to recognize outstanding academic achievement and exceptional leadership, the Presidential Scholarship awards **75%** tuition to eligible incoming freshmen. This merit-based scholarship is open to both in-state and out-of-state residents. To qualify, applicants must present a minimum cumulative GPA of 3.75 alongside a 25 ACT Composite or 1140 SAT (Critical Reading and Math). Additionally, candidates must demonstrate proven leadership by having held top-tier positions in extracurricular organizations. Examples of qualifying leadership include Valedictorian/Salutatorian status, Honor Society President, JROTC Battalion or Drill/Rifle Team Commander, Eagle Scout or Gold Award Girl Scout, Boys/Girls State attendance, or receipt of the MacArthur Award. Scholarships are limited to incoming freshmen only.

Academic Dean Scholarship

The Academic Dean Scholarship is an academic scholarship that 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 awards recipients 50% tuition (in-state or out-of-state) for two semesters. It 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.

The Knights Precision Drill Team Scholarship

The Knights Precision Drill Team awards 50% tuition for two semesters to a drill-skilled incoming freshmen cadet. 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 cadets 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 MMI and a commission in the United States 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 the cadet chooses. 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.

MMI FOUNDATION-ENDOWED SCHOLARSHIPS

The MMI Foundation manages MMI's endowment and offers endowed scholarships to qualified cadets each year. Each scholarship has its own eligibility requirements, but awards are usually based on academic qualifications, leadership potential, community service, and financial need.

Franklin Sizemore Adams Endowed 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 MMI, is awarded annually to a qualified college student. Preference is given to Alabama students from Clarke, Lamar, or Marengo counties.

James H. and Mary V. Benson Endowed Scholarship

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 MMI.

The Edward Jefferson Blackburn Endowed Scholarship

Ms. Susie Geneva Blackburn established this scholarship in memory of her father, Edward Jefferson Blackburn, 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 MMI 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 priority to students from Perry County.

William Speight Burton Endowed Scholarship

This scholarship was established by Mr. William Speight Burton, MMI Class of 1950. He served in the Armed Guard of the Navy from 1942 to 1946 during World War II. After retiring from the Coca-Cola company, he wrote a book, "Asbestos – the Silent Killer of Navy Veterans," on his experiences in the Armed Guard, including his asbestos exposure.

The Alva C. Caine Sr. Endowed Scholarship

This scholarship was established by L. Dudley Lawson, Jr., MMI HS '86, of Birmingham, Ala., in honor of Alva C. Caine Sr., MMI HS '59, JC '61, and his family, who were an important part of Mr. Lawson's life and like his second family. This scholarship recognizes the importance of the Caine family in his life and also the tremendous philanthropic support and dedicated service that Mr. Caine has provided to MMI. The scholarship will be awarded to cadets with financial need.

Chadbourne Foundation Endowed 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 MMI's Class of 1978.

The Christenberry Endowed Scholarship

This scholarship was established in 2012 by Mr. and Mrs. Boyd E. Christenberry to promote the education of deserving college cadets with emphasis on those with greatest financial need. Priority of consideration shall be given to cadets who are morally, physically, medically, and academically sound, and should have participated in other extracurricular activities outside the classroom to include sports, clubs, Boy or Girl Scouts, or other such activities that demonstrate a well-rounded high school experience with an emphasis on leadership. This scholarship is awarded annually to a cadet who has scored at least a 21 on the ACT or equivalent SAT, and a minimum 3.0 high school GPA, and is a resident of the state of Alabama.

Class of 1935 Endowment Scholarship

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

Charles and Houston Drennen Endowed Memorial Scholarship

Mrs. Louis J. Drennen and Mrs. Sue P. Drennen established this scholarship in memory of their late husbands, Charles and Houston Drennen of Birmingham, Alabama.

Alfred I. duPont Foundation, Inc. Endowed Scholarship

This scholarship is awarded each year to qualified 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

Colonel Ernest A. Fite USA (Ret), Class of 1965, from Florence, Alabama, established this scholarship. Priority of consideration is 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 Endowed Scholarship

Mr. and Mrs. James H. Gayle of Marion, Alabama, established this scholarship in 1966. Alabama residents qualified to participate in MMM's academic, military, and athletic training programs receive priority.

The Samuel P. and Lynn B. Givhan Endowed Scholarship – Also established by L. Dudley Lawson, Jr., this scholarship honors Samuel P. and Lynne B. Givhan for the many years of significant support and continued generosity they have provided for MMI. The scholarship will be awarded to cadets with financial need.

Joe C. Granade Endowed Scholarship

Lucille W. Granade established this scholarship to honor her late husband, Mr. Joe C. Granade, Class of 1948. Cadets demonstrating financial need receive priority.

Jeane Parker Hallmark Endowed Scholarship

Luther (Luke) P. Hallmark, Class of 1977, established this scholarship in memory of his mother, Mrs. Jeane Parker Hallmark. Cadets in the athletic program receive priority.

Dr. Marnix E. Heersink Endowed Scholarship

Dr. Marnix E. Heersink, originally from the Netherlands and the founder of Health Center South, established this scholarship in 2022 to help students from the South Alabama area with financial need. The minimum academic requirement is a 3.0 grade point average.

Dr. Marnix E. Heersink Endowed Internship

Dr. Marnix E. and Mary Heersink established this scholarship in 2023 for cadets interested in the healthcare industry. It provides an internship opportunity where cadets shadow the medical staff at

Health Center South. The minimum academic requirement is a 3.0 grade point average.

The McClinton Family Endowed Scholarship – This scholarship was established by Mr. Raymond McClinton, Jr., MMI Class of '62, of Asheville, NC, to make MMI's exceptional education more financially accessible to young men and women who are eager to achieve their dreams of being future leaders and having a fulfilling life. These scholarship funds will be an investment in a young person's future, enabling talented and deserving students to gain the distinctive lifelong benefits of Marion's education. As a need-based scholarship, the McClinton family hopes they have a positive impact on the belief that no deserving child is left behind due to economic reasons.

John Milton Hightower Endowed Scholarship
Mrs. John M. Hightower of Sylacauga, Alabama, and her daughter, Mrs. Joseph C. P. Turner of Demopolis, Alabama, established this scholarship in 1984 in memory of John Milton Hightower. Mr. Hightower was a graduate of the Class of 1920.

Joel R. and Elizabeth E. Hillhouse Endowed Scholarship
Joel R. and Elizabeth E. Hillhouse established this scholarship to promote the education of deserving cadets who are in need of financial assistance.

Jemison and Day Family Endowed Scholarship
Jemison Investment Company, Inc., of Birmingham, established this scholarship awarded annually to a deserving cadet.

LeCraw Endowed Leadership Scholarship
Scott T. LeCraw, Class of 1972, established this scholarship in 1999 in memory of his mother, Mrs. Margaret LeCraw Towers. It is 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 Endowed Memorial Scholarship
Mr. and Mrs. Frank Earle of Blacksher, Alabama, established this scholarship in memory of their nephew, George Blue Lee, a graduate of MMI. Mr. Lee gave his life in defense of his country in 1967. Priority of consideration is given to cadets accepted into the ECP. The cadet must be diligent with athletic ability and demonstrated leadership potential.

John Charles Lindsay, Jr. Endowed Memorial Scholarship
Colonel and Mrs. John C. Lindsay of Orville, Alabama, established this scholarship in memory of their son, John Charles Lindsay, Jr., a graduate of the MMI Preparatory School, Class of 1972. Priority of consideration is given to cadets who excel in the study of mathematics and military training.

David E. McCollum Aviation Endowed Scholarship
Mr. and Mrs. Offa Shivers McCollum, Jr. of Highland, Maryland, established this scholarship 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 MMI 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 Endowed Memorial Scholarship
Offa Shivers McCollum, Jr. established this scholarship in honor of his father, Lieutenant Colonel Offa Shivers McCollum. The use of the scholarship may include tuition, room and board, uniforms, books, and any other expenses deemed necessary to attend MMI.

James Guy McCormick, Jr. Endowed Scholarship
Mrs. Carolyn S. McCormick of Demopolis, Alabama, established this scholarship in memory of her husband James Guy McCormick, Jr., Class of 1940.

James A. Mitchell Endowed Memorial Scholarship
James A. Mitchell, Class of 1917, established this scholarship in memory of his father. This scholarship is awarded each year to deserving cadets.

Lillian Moore Endowed Scholarship
Lillian Moore of Marion, Alabama, established this scholarship in honor of her brother, R. Malcolm "Monk" Moore, the Assistant Commandant at MMI for many years. This scholarship is awarded each year to deserving cadets.

COL Leon Ralph Livingston Endowed Scholarship
Mr. Stewart B. Mitchell, Class of 1977, established this scholarship to honor COL Livingston's impact on his life. COL Livingston served as Commandant of Cadets for 16 years.

Fritz and Jeanne Mitchell Endowed Scholarship
Mr. Stewart B. Mitchell, Class of 1977, established this scholarship to honor his parents and for the sacrifices they made for his education. Mr. Mitchell is the broker/owner of the Stewart Mitchell Company, a commercial/investment real estate firm in Winter Park, Florida.

Mooty Brothers Endowed Scholarship
June Louise Mooty Grube and Virginia Sittason established this scholarship 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.

JHM Endowed Scholarship
This scholarship was established in 2005 by MMI alumni who participated in the Morgan's Raiders to honor more than 58 years of service to MMI as cadet leaders and to promote the education of deserving college cadets. Priority of consideration is given to returning scholarship recipients.

Hopson Owen Murfee Endowed Academic Scholarship
Mr. William E. Matthews IV established this scholarship in honor of his grandfather, H. O. Murfee. H. O. Murfee was the second president of MMI. 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 cadet whose record exemplifies academic diligence.

James T. Murfee Endowed Memorial Scholarship
This scholarship was established to honor the founder and first president of MMI, James T. Murfee, and his family.

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, math instructor, and Director of Athletics. The scholarship is awarded to a student who demonstrates good moral character and 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 cadets 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.

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.

Blake McKenzie Rapier Endowed Scholarship
This scholarship was established by Dr. George Rapier, MMI HS '69, of San Antonio, Tex. and Florence, Italy, to honor the memory of his youngest son, Blake McKenzie Rapier, September 18, 1988 – June 4, 2007. The scholarship will be awarded to cadets with financial need.

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 military career 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.

Pat and Linda Rudicell Endowed Scholarship
This scholarship was established in 2025 by LTC Pat Rudicell, USA (Ret), MMI Class of 1985, and his wife Linda to help cadets in the Early Commissioning Program who are contracted with MMI ROTC and demonstrate financial need. Priority for consideration are cadets from Baldwin County, Alabama.

Paul W. Rutledge and Margaret S. Rutledge Endowed 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.

James Daniel Stracener Endowed Flight Scholarship
This scholarship was established in 2023 by Mr. and Mrs. Robert J. McKee of Faunsdale, AL, to honor the memory of Mr. Stracener and to support MMI cadets pursuing aviation training through the MMI Civil Aviation Program to help them achieve their dreams of flying.

Joseph Collins Penrith Turner Endowed Scholarship
Mrs. Martha Hightower Turner, of Demopolis, AL, established this scholarship in memory of Mr. Turner and to honor their 57-year marriage. Mr. Turner attended MMI from 1959 to 1961. The scholarship is for cadets who have financial need.

Peyton Tutwiler III Scholarship
Mrs. Lucille P. Tutwiler established this scholarship 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
James L. Washburn established this fund 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-ANNUAL SCHOLARSHIPS
The MMI Foundation aawards annual scholarships that are provided by donors making annual contributions. Each scholarship has its own eligibility requirements, but awards are usually based on academic qualifications, leadership potential, community service, and financial need.

Alabama Marine Corps League Scholarship
This annual 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.

The F. Dixon Brooke, Jr. Scholarship
EBSCO Industries of Birmingham, Alabama, established this scholarship in 2006 in honor of Mr. F. Dixon Brooke, Jr. Mr. Brooke is a 1968 alumnus of MMI and was President and CEO of EBSCO. The

scholarship provides five $2,000 scholarships each year based on merit and need.

The Cesar Gimenez Scholarship – This annual scholarship is provided by MMI's Director of Performing Arts, Michael Gimenez. It is awarded to a cadet participating in the performing arts with an outstanding work ethic to honor the memory of his father, Cesar Gimenez, who came to the United States when he was 12 and graduated from college when he was 19 years old. He worked 50 years for Boeing in the military-industrial complex and renewed his professional engineering license when he was 79 years old…just in case.

The Fire Lieutenant Edwin E. Passmore 1st Responder Scholarship
Colonel and Mrs. Edwin W. Passmore provide this scholarship 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 on financial need.

Perry County Farmers Federation Scholarship
The Perry County Farmers Federation provides this scholarship to assist members of the Alabama Farmers Federation who plan to attend Marion Military Institute. Recipients must be from Perry County and have a current Alabama Farmers Federation membership in his/her family name. The award may be used for tuition, fees, books, and supplies required for coursework only.

MARION
MILITARY INSTITUTE
FOUNDATION

MMI Foundation and Board of Trustees and Advisors

MARION MILITARY INSTITUTE FOUNDATION

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 MMI. The MMI Board of Trustees governs the Foundation, and under provisions of ACT 230-2006 of the Alabama Legislature, the Board also acts as an advising body to provide advice and counsel to the President and the Chancellor of the Alabama Community College System. The MMI Foundation serves as the custodian for the MMI endowment, archives, and artifacts.

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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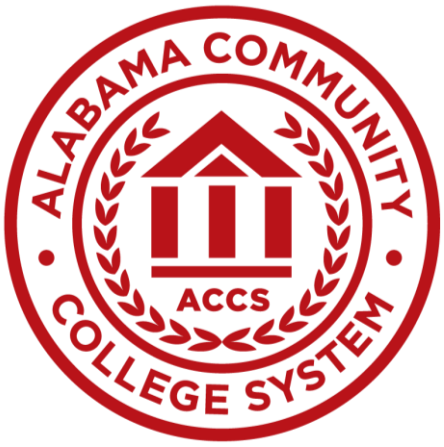
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- [redacted] System
- Marion Military Institute
  - Leadership
  - Academic Affairs
  - Advancement
  - Athletics
  - Commandant's Office
  - Enrollment Management
  - Facilities and Operations
  - Financial Affairs
  - Human Resources & Compliance
  - Information Technology
  - Military Science



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Administration, Staff and Faculty

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Information Technology Director	McArthur (A.J.) Crittenden, Jr.
Professor, Military Science	LTC Joshua Hollingsworth USA
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Chief Instructional Officer	Camie Jones
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Humanities Department Chair	Dr. David Spewak
Math & Science Department Chair	LCDR Curtis Meisenheimer, USN (Ret)
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Academic Success Center Administrative Coordinator	Layne Hoggle
Professional Tutor	Sydney Yotkewich
Faculty	

Art	Buffy R. Walters
Band, Director of Performing Arts	Michael Gimenez
Biology	Mariah Hodge
Biology	Joy K. Roche
Business	LaJaycee Brown
Business - Accounting	Kerry Henderson
Chemistry	Kenneth Berry
Chemistry, Lab Assistant	Carol Hughes
Computer Science	Eric Allison
Criminal Justice	Carmon Paige-Fields
Criminal Justice	TBD
Economics	Ben Johnson
English	Dr. Mark Doyle
English	Gabriel L. Johnson
English	Gene Montgomery
English	Nichole Peacock
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History	Brant Thomason
Math	Joyce Allison
Math	Shenita Berry
Math	Brett Stiefel
Math	Josh Bullis
Math	Dr. Xiaoli Yang
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Orientation to College	David P. Ivey
Philosophy	Dr. David Spewak
Physics	LCDR Curtis Meisenheimer, USN (Ret)
Psychology	Jillian Stone
Public Speaking	Eva Painter
Religion	Dr. David Spewak
Sociology	David P. Ivey
Spanish	Beatriz Castro-Nail
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Assistant Librarian	Joyce Allison
Library Assistant	Elizabeth Brady
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Game Day Administrator	Dr. Michelle Ivey
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Baseball	Lane Dickerson
Basketball, Men's	Timothy Rodgers
Cross Country, Men's/Women's	Chad Balentine
Softball	Jeff Benson
Tennis, Men's/Women's	Trey Bogue
Track and Field, Men's/Women's	Chad Balentine
Assistant Coaches	
Baseball	Tyler Yokewich
Basketball, Men's	TBD
Cross Country/ Track and Field	Steven Dudley
Softball	Kori Benson
Athletic Trainer	Kirk Dowdle
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Anthony J. Rane Center for Leadership Director	LTC Bret Tecklenburg, USA(Ret)
Anthony J. Rane Center for Leadership Deputy Director	TBD
Deputy Director(Aviation)	TBD
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Band	CPO Dave Drake, USCG (Ret)

Bravo	1SG Michael Magnus, USA (Ret)
Charlie	1SG Ernest Donaldson USA (Ret)
Delta	1SG David Mennig, USA (Ret)
Echo	CPO Dave Drake, USCG (Ret)
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Health Services Nurse	Laurie Pierce
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Asst. to the Commandant for Administration & Operations	Rebecca Watford
Asst. to the Commandant for Cadet Administration	Oscar Berry
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Security Officer	Lionel Curry
Security Officer	Edd Miree
Security Officer	1SG Matthew Stewart, USA (Ret)
Security Officer	Lea Williams
Auxiliary Services Manager	Pam Cosby
Fitness Center Manager	Fanninet Suttles
Auxiliary Clerk	Lori Holifield
Barber	DeWarren Baldwin
Mailroom Clerk	Erica Billingsley
Sales Clerk	Sharon Crocker
Seamstress	Gloria Morrison
Part-Time Strength and Conditioning	Josh Watford
Enrollment Management	
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Assistant Director of Enrollment Management	TBD
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Admissions Counselor	Clayton Nicholson
Admissions Counselor	MAJ Randall Zeegers USA (R)
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Accounting Specialists	Jessica Coley

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Accounts Receivable Clerk	Becky Long
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Financial Aid Officer	Maegan Foley
Human Resources and Compliance	
Director	Carmon Paige Fields
Human Resources Assistant	Angela Johnson
Information Technology	
Director	McArthur (A.J.) Crittenden, Jr.
Assistant Director	Wendell Crews
Facilities and Maintenance	
Director	TBD
Maintenance Supervisor	Randy Harper
Facility Maintenance Technician /Electrician	Brian Hale
Master HVAC Technician	Phillip Clements
Facility Maintenance Technician/ Master Plumber	Chad Pittman
Maintenance Specialist /Asst.	Joseph Horton
Transportation Manager	Sam Houston
Transportation Specialist	Robert Bamberg
Carpenter	Charles Dunaway
Housekeeping Supervisor	Patricia Luker
Facilities Support Specialist	Michael Kelly
Facilities Support Specialist	Ned Miree
Golf Course Manager	Scott Brewer
Golf Course Maintenance	Craig Hill
Golf Course Maintenance Assistant	Joey Buchanan

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Asst. Professor, Military Science	CPT Noah Kambili, USA
Sr. Military Science Instructor	TBD
Military Science Instructor	SFC James Butler, USA
Military Science Instructor	Mr. Cedric Lee
Military Science Instructor	TBD
Supply Technician	Mr. Jonathan Martin
Recruiting Operations Officer	Mr. David Stilwell
Human Resource Assistant	Mrs. Qiana Turner
Human Resource Assistant	TBD
Alabama Army National Guard Liaison Officer, Asst. Professor of Military Science	SSG DeHendrick Easley