

**CATHARINE ARADI**

**PREPARING TO PLAY  
SOFTBALL AT THE  
COLLEGIATE LEVEL**

**2025 Edition**

**THE ULTIMATE RECRUITING GUIDE FOR  
COLLEGE-BOUND SOFTBALL PLAYERS!**

**PARENTS, COACHES AND ATHLETES! PLEASE PAY ATTENTION TO ONGOING NCAA/NAIA RULE/GUIDELINE CHANGES**

The NCAA's process for changing rules is a fluid one. Proposed legislation can be sent to NCAA committees at any time. Once a rule change is approved, the NCAA might delay implementation for several years—as is often the case with academic guideline changes—or a rule change could go into effect immediately.

I update this book annually. **However, legislative changes sometimes take place after the current edition goes to print. If you are unclear about any guideline-related aspect of your college search, please visit <https://web3.ncaa.org/ecwr3/> or contact the NCAA directly and ask them to clarify the issue for you.** (The same advice applies to the NAIA, although their recruiting and eligibility guidelines are somewhat less complex.)

**While this book should contain the most current rules, it's still a good idea to visit the NCAA's Eligibility Center periodically to stay on top of any legislative changes that may affect you or your athlete(s).**

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## Keeping You Up to Date in 2025...and Beyond

This page identifies recruiting-related issues that may impact prospective student-athletes over the next year...and beyond.

1) **An ongoing issue—and challenge—for the NCAA has to do with athletes who are paid for the use of their name, image and/or likeness (NIL).**

There are a number of student-athlete protections related to NIL use. These include: **voluntary registration; disclosure requirements; standardized contracts; and comprehensive NIL education.** NCAA legislation allows Div. I student-athletes access to additional school assistance with NIL activities. Schools can identify NIL opportunities and facilitate deals between student-athletes and third parties. However, student-athletes are not obligated to accept assistance from the school and must maintain authority over the terms in their NIL agreements. (Member schools are permitted to increase NIL-related support only for student-athletes who disclose their NIL arrangements.)

The NCAA continues to develop a comprehensive policy that will help colleges, student-athletes and their families better navigate the name, image and likeness landscape.

**NOTE:** There will always be a gap between sports that generate high NIL revenue for players and those that generate much smaller amounts of money or none at all. It's also likely that NIL income may eventually affect how scholarship money is implemented or distributed.

The next few years promise to bring a number of funding and finance issues related to student athletes to the forefront of the news. <https://www.ncaa.org/sports/2021/7/9/name-image-likeness.aspx>

2) **In October of 2024, the NCAA eliminated the National Letter of Intent from the signing/commitment process for Div. I and Div. II athletes.** Students receiving *athletic-based aid* will sign an *athletic* commitment letter with their chosen college that reflects the athletic-based aid they're accepting. The college will also provide them with a standard *financial aid* offer that explains *all* aid they're receiving and what the family/student's cost will be. (Some of this may include potential revenue sharing awards if the legislation is approved in the spring of 2025.)

3) **At the 2025 NCAA convention, Div. II members approved a measure that allows freshmen college athletes some flexibility in the number of games they may play without being charged a full season of eligibility.**

4) **Another KEY issue for athletes, parents and coaches to follow has to do with possible changes to how junior college attendance/competition affects the 4-year eligibility clock.** This started with a 2024 court ruling, and it may be a while before the NCAA finalizes new eligibility guidelines. If collegiate eligibility is changed or extended, it could have a *major* impact on recruiting, especially for high school players, so be sure to watch both mainstream news, my website and the NCAA website for updates.

5) **NCAA revenue sharing will seek final approval in April 2025. If this happens, it will go into effect in the 2025-26 school year. The landscape of Div. I competition and recruiting may change as well-funded schools expand their scholarship allotments.** There are *many* questions still to be answered as well as equity issues to be resolved, and all of the implications for college softball players have yet to be identified. Here again, be sure to watch both mainstream news, my website and the NCAA website for updates.

**The bottom line is that the next few years could see both changes *and* challenges to eligibility standards, funding protocols and recruiting trends. Be sure *you* stay on top of them through the NCAA's website and trusted news sources.**

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## Foreword

This book has been the foundation of my work with college-bound athletes for 30 years. It started as a small handbook I used with my clients. Families found it so useful that I expanded the book to serve as a resource for anyone looking for information on the college search process, including:

- 1) Athletes (and their parents) who are thinking ahead to college and who want to know what it takes to play collegiate softball
- 2) High school students and/or junior college players who are starting their college search and who want a comprehensive resource to use during the recruiting process
- 3) Softball coaches, high school teams and travel organizations who need to understand the college search process
- 4) High school counselors, athletic directors and any others who offer guidance to college-bound softball players

\* \* \*

The college search process for athletes can be challenging because the rules seem to change so often. This book does its best to stay on top of guideline changes, coaching changes and program changes as well as recruiting trends. However, even the best players occasionally make errors!

I update the book annually, but if you spot information you believe is unclear or incorrect, feel free to email me. If you're unsure about any issue related to recruiting or eligibility at NCAA, NAIA, NJCAA, CCCAA or NWAC schools, please contact the appropriate governing organization directly.

For additional information about recruiting, visit the Fastpitch Recruiting Web Source at [www.fastpitchrecruiting.com/](http://www.fastpitchrecruiting.com/) or email [info@fastpitchrecruiting.com](mailto:info@fastpitchrecruiting.com)

## Acknowledgements

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Finally, I'd like to give a very special thanks to Lacy Lee Baker, Julie Olsen, and Bill Redmer for their help “at the beginning” and to Steve Wozenski and Erin Aradi who have shared this long journey with me.



## Introduction

The college search process is like peeling an onion—below each layer of information there’s another! This book is designed to help you peel that onion, in other words, to decide whether or not you want to play softball in college, and if you do, to suggest steps you can take to reach that goal.

Because there are so many factors to consider before choosing a college and a college team, I’ll try to look at those I think are most important. I may answer most of your questions, but I’ll probably raise new ones as well. As you read, if you have questions or concerns, I suggest you write them down. Then consult one of the resources listed in Chapter 12. They should have the specific answers you need.

The following chapters will:

- describe softball at the collegiate level
- ask questions designed to help you establish your collegiate goals and interests
- look at factors to consider when choosing a college and a team
- discuss academic eligibility requirements
- suggest ways to prepare yourself for collegiate competition
- tell you when and how to contact college coaches, including how to write a letter of introduction and develop a resume or profile
- offer tips for marketing yourself effectively, including how to make a video
- suggest questions to ask college coaches
- give you an overview of recruiting, including the rules you (and coaches) have to follow and what to expect during the process
- suggest things to consider when choosing a junior college
- take a brief look at scholarships and other financial aid
- provide you with a list of additional resources

### A Word to Community College Players

As a community college player, you may already know a lot about recruiting. You may also be fortunate enough to have a JC coach who will do all he/she can to help you transfer and play at a four-year college. Chapter 9 in this book is specifically directed at community college players, offering ideas and techniques that may help you find a spot on the four-year school team that’s best for you.

**\*\* NOTE:** A 2024 court ruling on junior college eligibility, competition and transferring to a four-year college has forced the NCAA to review its eligibility “clock,” both in general and as it pertains to JUCO transfers. This is a *very* complicated issue that may take some time to resolve.

As of January 2025, this ruling has no impact on current high school or JC athletes. However, this will likely eventually change, so be sure to check the NCAA’s website or my website regularly for updates. (This ruling might also eventually impact NAIA eligibility as well.)

\* \* \*

Finally, as you read through this book, you may notice a “See Appendix-” and a number at the end of a sentence. This indicates there is an article in the Appendix that takes a closer look at the topic(s) discussed in the previous section or that might provide additional information related to some aspect of collegiate softball. For example, (See Appendix-1.) refers to Appendix article #1 entitled, *Looking at the Pros and Cons of Playing Collegiate Softball*.

# 1 – Softball At The Collegiate Level

Softball is one of the top intercollegiate sports for women and continues to grow in popularity and recognition. Right now, over twelve hundred four-year colleges and four hundred two-year colleges field intercollegiate softball teams. Whether you're an outstanding high school athlete who's already started hearing from college coaches or simply a good player who loves the game, you can't really decide whether playing in college is right for you without first understanding what it's all about. This chapter will examine softball at the collegiate level and suggest ways you can learn more about what it takes to "make the cut."

## Between the Letters and the Numbers

If you're a softball player, parent or coach, you have almost certainly heard the terms Division I, Division II and Division III (from here on referred to as Div. I, Div. II and Div. III) as well as NCAA, NAIA, NJCAA and others. But what exactly do these terms mean, and are they important?

They can be very important, but not necessarily for the reasons you think. If you're considering playing college softball, it's critical that you not limit your options by making assumptions about the caliber of a team based on its athletic designation. The type of college you choose should depend on your academic, financial, social and personal needs. The type of team you look for should be determined by your athletic experience and your ability to contribute rather than the team's athletic affiliation or ranking.

As you may know, the **National Collegiate Athletic Association (NCAA)** and the **National Association of Intercollegiate Athletics (NAIA)** are two separate organizations that act as governing bodies for intercollegiate sports. Both groups are dedicated to protecting the interests of student-athletes, and both have a variety of regulations pertaining to academic eligibility, athletic participation and athletic-based financial aid. (Throughout this book, I'll refer you to the NCAA and the NAIA for specific guidelines and information.)

But how does a college decide which organization to join, and what—if anything—does a college's affiliation tell you about the caliber of its sports teams?

Whether a college joins the NCAA or the NAIA depends on a variety of factors including the size of the school, the number of teams it sponsors, and those teams' scheduling needs. One important thing to remember about a school's affiliation is that while it's okay to make *some* generalizations, there are *always* exceptions.

You may have been told that all top teams belong to the NCAA's Div. I, and in many college sports, the strongest teams *do* compete at the Div. I level. Div. I football, basketball and baseball teams will probably send more players on to NFL, NBA, WNBA and MLB careers than will teams who compete at other levels.

However, since the strength of one or two of its teams—for example, football and basketball—may be the determining factor in the division a college joins, it is definitely a mistake to assume that a school's softball, tennis or swimming team will be outstanding just because its basketball team is ranked tenth in the nation.

**At the Div. I level of softball, the strength of the team can be affected by several different factors, including:**

- **whether or not a school offers softball scholarships**—and how many it has to give. Some Div. I schools don't give any softball scholarships or have only a few. These teams may have a hard time competing with Div. I programs that offer the maximum allowable number of scholarships.

- **how much recruiting the school does.** Schools whose coaches spend a lot of time recruiting, scout top travel tournaments, and pursue the best players in the country may have an edge over those schools whose coaches can't put as much time or money into recruiting.
- **how much it costs to attend that college.** This ties into the scholarship situation. If a private school that costs \$55,000 a year to attend only has a few softball scholarships, it may be hard for that coach to recruit as many top players as a state school that has a full complement of scholarships and costs \$25,000 a year to attend.
- **how tough the academic regimen is at the school.** Coaches at colleges with very high admission standards have to be more selective when it comes to recruiting. They will be looking not only for top athletes, but also for students with outstanding academic records.

Any of the above factors can affect a coach's ability to recruit so-called "blue chip" athletes. If several factors come into play, it may be next to impossible for a school to attract the kind of players needed to consistently field a top-ranked Div. I team. So, it's good to remember that while the best teams in the country may be at Div. I schools, not all Div. I teams are automatically better than teams at other levels of competition.

The factors that determine the strength of a Div. I team also apply to most Div. II colleges. Div. II teams that recruit from all over the country or have softball scholarships to offer will usually be stronger than those that have only a few or no scholarships at all. Schools perennially ranked at the top of the Div. II level play very competitive softball. Of course, as with Div. I programs, the caliber of Div. II competition varies. There are Div. II teams that can easily take on Div. I teams, but there are also Div. II teams that can be beaten by Div. III or NAIA teams.

Div. III colleges are somewhat different in they are not permitted to offer *any* athletic scholarships. Consequently, other factors such as overall funding for athletics, the region a team recruits from or the tuition at a school may have more of an effect on the caliber of the team than the availability of scholarships. Nonetheless, top-ranked Div. III programs field high quality teams and are usually competitive with many Div. II and NAIA teams.

NCAA: [https://ncaaorg.s3.amazonaws.com/compliance/recruiting/NCAA\\_RecruitingFactSheet.pdf](https://ncaaorg.s3.amazonaws.com/compliance/recruiting/NCAA_RecruitingFactSheet.pdf)

Smaller colleges often choose to join the NAIA, and their teams' strength will vary as well. Those frequently ranked at the top of the NAIA will probably be competitive with good Div. II teams, while other NAIA teams may be more competitive at the Div. III level. NAIA and NCAA teams can compete against each other during the year, but each organization has its own conference and national championships.

Before you rule out a team because of its affiliation, look closely at the things about the team—and *the college*—that affect you personally. The athletic organization or division to which a school belongs should not be a deciding factor in your choice of a college because—like looks—numbers and letters can be very deceiving!

## **Making the Transition to a College Team**

Just as the demands of college academics come as somewhat of a shock to even the best students, so collegiate softball will be very different from high school softball, and it's important that you know what to expect.

As a high school player, you probably start practicing in February/March (August/September in states that play fall high school softball). You work out after school for one to two hours each day, and you could play as few as a dozen or as many as thirty-five games during your high school season.

While college athletes have a limit to the number of hours per week they can give to a sport, most programs still require at least double the time commitment you made in high school.

NCAA teams are allowed a specific maximum number of days per year of practice and playing time. All of them have some type of fall (non-traditional season) workouts and conditioning, and many teams schedule scrimmages or games. The traditional season will start with workouts in January or February, and competition may extend through May.

Although some college teams play just twenty-five to thirty games, most teams meet from twenty-five to thirty opponents—usually playing doubleheaders. In addition, teams often go to tournaments during the season, and some will have post-season games. This can translate into fifty-five or more games played each spring. Many of these will be “away” games—almost always out of the area and sometimes out of the state.

Another time-consuming aspect of collegiate softball is a team’s training program. Here again, there is a range of style and type, but even basic conditioning takes time. Most coaches—particularly those at highly competitive programs—require regular workouts that include weight training and running.

## **Learning to Balance Athletics and Academics**

Every athlete is in college to get an education and a degree. Because of this, the NCAA and the NAIA require college athletes to carry a certain minimum number of units, maintain a certain minimum GPA, and demonstrate satisfactory progress toward graduation.

High school students who find it relatively easy to maintain a B average while juggling athletics, a social life, extracurricular activities and even a part time job, often get to college and are astonished at the work it takes to maintain a C+ average, play softball, and (somehow) squeeze in a social life.

Some students get carried away by the new-found independence that college offers, and it is tempting to let classwork take a back seat to athletics, parties or other college activities. But remember, if you fail a class, you may no longer be eligible to play, and for those on scholarships, failing grades may send you home.

College coaches expect their students to commit a certain number of hours weekly to studying, and some even set up mandatory study hall or tutoring. They want to be sure their players don’t “play” themselves right off the team.

Whenever I have the chance to talk to college freshmen, almost universally—even among those players who say they love their school and their team—the first thing I hear is, “No one ever told me how hard it would be!”

As a matter of fact, many of these athletes *were* told how hard it would be when they were being recruited. But either they didn’t listen or they didn’t believe. Because of this, I strongly encourage anyone who wants to play in college—and particularly those of you who dream of playing at a highly competitive Div. I program—to talk to current and former college players. Ask them to tell you about their schedules, about balancing academics and athletics, about getting up at 6:00 a.m. in the dead of winter to work out, and so on.

If you truly love softball, the negatives will easily outweigh the positives. But if you hope to succeed as a student *and* an athlete, you need to be prepared for what will be expected of you—in the classroom as well as on the field.

## Developing Your Target zone

When you begin your college search, you may have some idea of the type of school you'd like to play for. For example, you may be convinced you're Arizona or Florida State material. But whether or not you have a specific college and team in mind, in order to maximize your chances of finding the school that's right for you, you'll need to identify what I call your **target zone**.

To do this, start by imagining all schools with softball teams lined up on a continuum. The strongest programs are at one end and smaller programs are at the other. (Ignore divisional, regional and conference affiliations.) Along this continuum, there will be a range where you could play. This is your **target zone**. At the higher end are the schools where you might be able to make the team, but where you would probably have to walk on, fight for a starting spot, and possibly spend most of your career on the bench. At the lower end of your zone, you'll find schools where you would be a top prospect, might start as a freshman, and probably bring to the team a new level of ability or experience.

Ideally, you want to focus on the teams that fall somewhere in the middle of your **target zone** because these will be the teams that can offer you good competition and, at the same time, may be eager to recruit you. I'll discuss in more detail how to identify your personal **target zone** in another chapter, but one good way to start is to familiarize yourself with the different levels of collegiate competition.

## Where to See College Teams in Action

If you've watched college teams play, you may already have a feel for the collegiate game. If you don't, however, you owe it to yourself to see a *variety* of college teams in action. College websites can provide you with information on game schedules, team rankings, instructional camps and more.

Major sports networks such as ESPN, the SEC Network, Big Ten Network and others cover Div. I games in the spring, so check your local TV listings or the Internet. You'll also find a lot of colleges broadcast their games via the Internet.

Try to watch different types of college teams if you can. Compare teams in your state with those from other parts of the country. See how ranked Div. I teams stack up against smaller Div. I programs. Look for nearby college tournaments where you might see Div. II, III and NAIA schools competing. The more games you see, the easier it will be to find the level of competition that would be best suited to your personal talents, experience and needs.

## A-3 What To Do When A Coach Comes To See You Play

College coaches use tournaments and camps as scouting opportunities. When you know a coach will be watching you play, it can be both exciting and terrifying. What do you do? Should you try harder? Should you act cool and confident? What if you make a mistake or go 0 for 5 at the plate? Will this hurt your chances of being recruited?

To help players understand what coaches look at when they're scouting, I asked two Div. I coaches to answer some of these questions for you.

### *When you watch a player at a game, what are you looking for?*

Both coaches seemed to be looking for certain basics. These included:

- **KNOWLEDGE OF THE GAME.** This includes how you cover your position and how you react to specific situations. If you're a pitcher, how do you pitch to different batters? If you're a catcher, how well do you call a game and do you demonstrate leadership qualities? Fielders are judged on how they cover bases, how they break on balls to the outfield, and so on.
- **BASERUNNING ABILITY.** All coaches look for speed, and at the top Div. I level, exceptional speed is a prerequisite. However, a player with average speed may be an outstanding baserunner through aggressiveness and baserunning smarts. There are good college players who know when to run, how to slide, and how to avoid tags, thus maximizing their effectiveness on the base paths.
- **BATTING SKILLS.** One coach said she looks for a compact, balanced swing and quick hands. The other looks at whether a player hits for contact or power and how often she gets on base. Both coaches felt good pitch selection was critical, and both stressed that a player must be able to get the bunt down—particularly in a sacrifice situation. Both coaches also look for confidence at the plate. Does the batter just stand there hoping for a hit, or does she challenge the pitcher?
- **FIELDING STRENGTHS.** Coaches look for specific qualities at each position. How quickly do fielders at first and third react; do they charge the bunt and can they go after the lead runner? First base needs to catch all throws close to the bag. Middle infielders need range, aggressiveness, quick hands and solid footwork. All infielders need to get rid of the ball quickly and make strong, accurate throws. When looking at outfielders, coaches want speed, sharp reaction time and a strong arm.

When scouting a pitcher, they look for a mastery of several pitches, spin as well as speed, and the ability to hit spots and work the batter. (Solid fielding skills are also important.) Catchers are assessed on how well they block balls, take charge of pop-ups, and go after base stealers.

### *What intangibles do you look for?*

One coach mentioned that she asks these questions when looking at a player: Does she encourage teammates even when they make mistakes? Does she show her frustration by moping or demonstrating poor sportsmanship? Can she handle a bad umpiring call graciously?

The other coach said she looks at a player's attitude and work ethic first. Hustle—on and off the field—is important. She also watches for poise in tough situations. For example, how does a pitcher interact with a player who makes an error in a close game? Are players supportive of their teammates even if the teammates are less talented? Both coaches said they listen to what a player says, including how she talks to and about teammates, opponents and her parents.

Savvy coaches can easily spot players who—although terrific athletes—are potential troublemakers or prima donnas. Most coaches don't want players who won't support their teammates or who have to be pampered. (They also tend to avoid players whose parents are clearly of the "helicopter" variety!)

***What advice would you give a player when she knows there's a coach in the stands?***

One coach said, "Try to forget the coach is there and just play your game. In many cases, I don't even tell players I'll be watching them."

The other said, "Relax. Coaches can recognize talent even if you have a bad day. A coach will watch how you handle yourself under pressure. Your true character shows when things don't go your way, not just when they do."



## U.S. And Canadian Colleges Fielding Softball Teams

The following pages will help you identify the college coaches you want to contact. The listings are alphabetical by state and school. Here's what a typical listing looks like:

Southwestern State University	(a)
Athletics, Box 1954	(b)
College Town, FL 10001	(b)
Public, Medium, Suburban	(c)
\$10345/18250/12000, Yes, NCAA-II	(d)
Sue Smithfield, 727-555-1212	(e)
<a href="mailto:CoachSue@mySWSU.edu">CoachSue@mySWSU.edu</a>	(f)

### Explanation of each line

- a) College name
- b) Mailing address
- c) Public or private school; size; setting
- d) Estimated cost for in-state/out-of-state tuition/fees and room/board; whether or not softball scholarships are offered; athletic affiliation
- e) Softball coach's name & phone number
- f) Email address (**NOTE:** Some colleges list an assistant's email address. Where there are two emails listed, the assistant's address may show only as "coachname@" due to space limitations. Simply add the "@school.edu" portion of the address when emailing that coach.)

### NOTES:

- For the school size, "Small" = 6000 or less students; "Medium" = 6000 - 12000 students; and "Large" = more than 12000 students.
- "Metro" indicates the school is located in a major metropolitan area; "suburban" means it's in either a small town or a suburban area; and "rural" means it's in a rural area.
- The amounts by the dollar sign (\$) represent *estimated* in-state and out-of-state tuition/fees plus room/board costs based on 2023-24 or 2024-25 figures. The listed amount doesn't include the cost of books, travel, personal expenses, etc. These costs can add 5-15% to your total. For an exact cost breakdown as well as financial aid information, visit the college's website.
- An "N/A" by a field indicates that information is not available or not applicable.
- This book is updated annually, however, school/team data may change at any time. If you need to verify a coach's contact information, go to your search engine and type in: "College Name" Athletic Staff Directory. When the link appears, click on it and scroll down to the listing for the softball team.

**NOTE: Some coaches choose not to provide phone numbers and/or email addresses. If a coach's phone or email aren't listed on the college's website, try searching the Athletic Dept. Staff Directory for a main phone number. Call that number and ask for the softball coach's phone or email. If there is no Athletic Dept. main phone number listed, try calling the Athletic Director's office and ask for the softball office phone number and/or email.**

- **NOTE:** There are over 400 junior colleges around the country that field softball teams. For a list of these schools, contact the NJCAA, the CCCAA or the NWAC. (See Chapter 12 for addresses and phone numbers of these organizations.)

## Alabama

Alabama A&M Univ  
Softball / PO Box 1597  
Normal, AL 35762-1597  
Public, Medium, Suburban  
\$12000/18950/10000, Yes, NCAA-I  
Brian Daley 256-372-8057  
Brian.Daley@amu.edu

Alabama State Univ  
Athletics, 915 South Jackson  
Montgomery, AL 36014  
Public, Medium, Metro  
\$13000/21000/8100, Yes, NCAA-I  
Camise Patterson 334-604-8440  
cpatterson1025@alasu.edu

Auburn Univ at Montgomery  
AUM Softball, P.O. Box 244023  
Montgomery, AL 36124  
Public, Small, Metro  
\$12500/22300/10900, Yes, NCAA-II  
Scottie Wilkes 334-244-3520  
swilkes@aum.edu

Auburn University  
AAC, 392 S Donahue Dr.  
Auburn, AL 36849  
Public, Large, Suburban  
\$12820/33210/14850, Yes, NCAA-I  
Chris & Kate Malveaux 334-844-9781  
cjm0207@auburn.edu /  
kam0284@auburn.edu

Birmingham Southern College  
Athletics, 900 Arkadelphia Rd  
Birmingham, AL 35254-0001  
Private, Small, Metro, Methodist  
\$23400/23400/15200, No, NCAA-III  
Amanda Locke 205-226-7741  
aslocke@bsc.edu

Faulkner University  
Athletics, 5345 Atlanta Highway  
Montgomery, AL 36193  
Private, Small, Metro, Christian  
\$24000/24000/9000, Yes, NAIA  
Hal Wynn 334-386-7285  
hwynn@faulkner.edu

Huntingdon College  
Athletics, 1500 E. Fairview  
Montgomery, AL 36106  
Private, Small, Metro, Methodist  
\$30100/30100/13100, No, NCAA-III  
Casey Chrietzberg 334-833-4531  
cchriet@hawks.huntingdon.edu

Jacksonville State Univ  
Mathews Coliseum, 700 Pelham Rd  
North  
Jacksonville, AL 36265  
Public, Medium, Rural  
\$10440/20880/8000, Yes, NCAA-I  
Julie Boland 256-782-5524  
hasims@jvu.edu - Asst.

Miles College  
Athletics, 5500 Myron Massey Blvd  
Birmingham, AL 35208  
Private, Small, Metro  
\$13500/13500/9500, No, NCAA-II  
Patrick Peasant 205-929-1101  
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Oakwood University  
Athletics, 7000 Adventist Blvd.  
Huntsville, AL 39896  
Private, Small, Suburban  
\$20500/20500/11000, Yes, NAIA  
Robert Harris 256-726-8384  
rharris@oakwood.edu

Samford University  
Athletics, 800 Lakeshore Dr  
Birmingham, AL 35229  
Private, Small, Suburban, Baptist  
\$35000/35000/11000, Yes, NCAA-I  
Megan Curry 205-726-2966  
Megan.Curry@samford.edu

Spring Hill College  
Athletics, 4000 Dauphin St  
Mobile, AL 36608  
Private, Small, Metro, Catholic  
\$45200/45200/15100, Yes, NCAA-II  
Hannah Fillmore - Interim 251-380-3489  
hfillmore@shc.edu

Stillman College  
Batchelor Hall, 3601 Stillman Blvd.  
Tuscaloosa, AL 35403  
Private, Small, Metro, Presbyterian  
\$16200/16200/12500, Yes, NAIA  
Joel Penfield 205-247-8041  
jpenfield@stillman.edu

Talladega College  
Athletics, 627 West Battle St  
Talladega, AL 35160  
Private, Small, Rural  
\$15200/15200/9000, Yes, NAIA  
Tonja Braxton 301-442-4478  
tornadoesathletics@talladega.edu

Troy Univ  
TD Fldhse, 600 University Ave.  
Troy, AL 36081  
Public, Large, Rural  
\$12300/19500/13700, Yes, NCAA-I  
Eric Newell 334-670-6296

Tuskegee University  
2nd Fl, Logan Hall, 1200 W Montgomery  
Tuskegee, AL 36088  
Private, Small, Suburban  
\$25000/25000/12300, Yes, NCAA-II  
Dietrich Randle 334-727-8276  
drandle@tuskegee.edu

United States Sports Academy  
Athletics, One Academy Drive  
Daphne, AL 36526  
Private, Small, Suburban  
\$20000/20000/na, No, NCAA-III  
Morgan Cinello - -  
softball@ussa.edu

Univ of Alabama at Birmingham  
Bartow Arena, 1720 2nd Ave. S  
Birmingham, AL 35294-1160  
Public, Large, Metro  
\$12900/23200/13100, Yes, NCAA-I  
Taylor Smartt 205-975-8221  
tmsmartt@uab.edu

Univ of Alabama-Huntsville  
Athletics, 205 Spragins Hall  
Huntsville, AL 35899  
Public, Medium, Suburban  
\$12500/24300/13200, Yes, NCAA-II  
Les Stuedeman 256-824-2204  
stuedel@uah.edu

Univ of Montevallo  
Athletics, 75 College Dr.  
Montevallo, AL 35115  
Public, Small, Suburban  
\$14600/26200/12100, Yes, NCAA-II  
Beth Wade 205-665-6196  
bwade2@montevallo.edu

Univ of North Alabama  
UNA Athletics, Box 5071  
Florence, AL 35632  
Public, Medium, Suburban  
\$10300/21200/10860, Yes, NCAA-I  
Ashley Cozart 256-765-5993  
acozart@una.edu

Univ of South Alabama  
Athletics Admin, 300 J E Gottfried Dr  
Mobile, AL 36688  
Public, Large, Metro  
\$13900/23590/12600, Yes, NCAA-I  
Becky Clark 251-460-6227  
clark@southalabama.edu

Univ of West Alabama  
Athletics, Station 5  
Livingston, AL 35470  
Public, Small, Rural  
\$10250/19880/12690, Yes, NCAA-II  
Stephanie DeFeo 205-652-3485  
sdefeo@uwa.edu