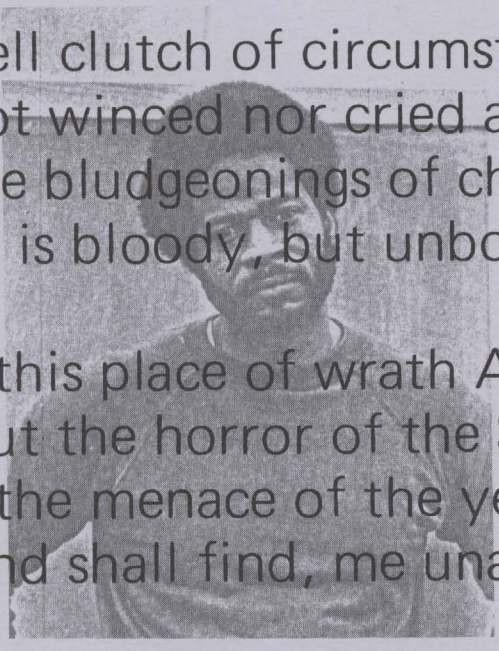
1975

INVICTUS

Vol. I, No. I Editor: Lorna D. Lipsett

out of the night that covers me,
Black as the pit from pOle to pOle,
i thanK whatEveR gods may be
for my unconquerable soul.

in The fell clutch of circumstance
i have not winced nor cried aloud
under the bludgeonings of chance
my head is bloody, but unboWed.



beyond this place of wrath And tears
looms but the horror of the SHade,
and yet the menace of the years
fINds, and shall find, me unafraid.

it matters not how strait the GaTe,
hOw charged with puNishment the
scroll,
i am the master of my fate;
i am the captain of my soul.

Advancement on Individual Merit Program
State University of New York at Stony Brook
(516) 246-4016
Stony Brook, New York 11794

Ruppert L. Evans, Director

YOURS TRULY

This newsletter had to be produced, not because the world needed it but because the AIM staff needed to produce it. We needed a media for the introduction of new ideas and ways of thinking about the conceptual foundations of special education. We needed to define and describe our ideas and goals to the AIM community.

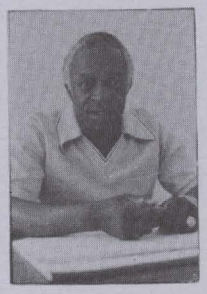
INVICTUS is that media -- *INVICTUS* is that definition and description.

At the center of this whole effort are the people our program is committed to serve -- AIM students. The strength of our determination to serve with dignity and learn with pride is expressed in the poem Invictus.

Each issue of *INVICTUS* will spotlight the student who exemplifies that determination. In addition to program-related information, each *INVICTUS* will feature POINT OF VIEW. Point of View provides a voice for practitioners in Special Education who seek to bring about change through educational means.

We make no pretense of philosophical agnosticism. In fact, a statement on Special Education without some bias could easily degenerate into a meaningless collection of descriptive words. We acknowledge proudly and with some fervor our bias -- our value judgments in behalf of a special Special Education that will improve young people's chances to grow with independence and confidence.

To our students and our colleagues we bring you greetings. May this and future issues of *INVICTUS* be both informative and stimulating for us all.



Yours truly,

Ruppert L. Evans

SPOTLIGHT ON BOOKER T. WASHINGTON

This time last year Booker T. Washington (1947 --), the first AIM celebrity, was not on the Stony Brook campus. He enrolled for the first time last January and Stony Brook has not been quite the same since.

Selecting the occupant of November's SPOTLIGHT was no easy task. Since AIM is such a star-studded program, the SPOTLIGHT could have been grouped almost as easily as it was individualized. At any rate, B.T. is it and we're proud of him.

After dropping in and out of a number of high schools in New York City, B.T. finally settled down and earned the G.E.D. Nothing remarkable there. What is remarkable, though, are the facts that (1) he has completed more than 42 credits, in less than one year, with a grade point average of 3.68. (2) he is a charter member of two on-campus organizations. (3) he has provided teaching counseling supports for Rikers Island (New York City City) inmates; (4) he is a volunteer member of the experimental undergraduate teaching team sponsored by the AIM Program.

With a grade point average of 3.68

Our man of the month is a Philosophy-Sociology major with specific plans for a doctorate in an area of communications.

Booker cited three orientations that have in some way influenced his life: (I) When time is sufficient any task that can be understood can be accomplished (2) Self-evaluations should be frequent and honest. Activities should be modified when they do not lead to goal attainment and (3) A person's worth should be based on attainment rather than ascription.

When asked about the advantages or disadvantages in beginning college at a relatively late age, he replied:

> The older student is at an advantage because he brings a wealth of experience to the classroom. He can draw on that experience and can share it with his younger classmates. The older student is at a disadvantage because he is too often thrust into undesired leadership roles.

Congratulations, Booker T. Washington. The AIM staff is happy that you chose our program as a place to learn and grow.

Booker T. Washington -- ***e pluribus unum.***

FAMILIAR FACES - NEW FACES

AIM is getting bigger and better every day - here's the staff:

Ruppert L. Evans	Director
Lorna D. Lipsett	Associate Director
Lee Jackson	Coordinator, Counseling Services
Melody Boyd	Counselor/Instructor
Hector DeJesus	Counselor
Barry Fox	Mathematics Team Leader
Sharon Gavin	Tutor Coordinator
Gloria Giannone	Secretary
Willard Grant	Counselor
Kate Hymes	Communication Skills Team Leader
Ronda Motycka	Communication Skills Instructor
Ulku Nouri	Counselor
Juliana Pappageorge	Instructor
Arleamon Sadler	Computer Science, Research/Development
Gracie Tucker	Administrative Asst.
Uralee Walker	Counselor
Julia Washington	Counselor

AIM CALENDAR

November 3 - 7, Monday - Friday: Preregistration for Spring, 1976 semester. Avoid the crunch in January by preregistering for your courses during this period. You will have a better chance of getting the courses and sections you want. You must have completed your AIM Plan of Study and have your schedule approved by your AIM advisor as usual. Note that in order to be completely registered, you must pay your bill. AIM students pay their bills by submitting a copy of their financial aids award letter for 1975 - 76 to the cashier at the bursar's office in the administration building and receiving a paid receipt. This final step of registration should be accomplished by January 9, 1976 in order to avoid paying a late fee.

December 9 Tuesday: The AIM Program is sponsoring an Open House Day. The AIM office will be open from 8:30 to 5:00 as usual, and several eminent guests are expected. There will be a walking tour of the offices, audio-visual presentations, discussion groups, visits to the AIM Tutorial Center and AIM classes. Refreshments will be served.

Check University Bulletin for other important dates.

NOTES FROM ACADEMIC SERVICES

Over the last few years, a number of AIM courses have been developed and offered to incoming students for credit. These courses are designed to bridge those gaps that impede the academic growth of AIM students. They are - AIM 100 Organizational Skills, AIM 101 Basic Reading, AIM 102 Communication Skills, and MSM 101 Mathematics. This year, the Organizational Skills course was restructured to include two new features: (1) a formal review of AIM history and the program's functional relationships with Stony Brook and other SUNY units, (2) Course Extension supports which provides formal individualized tutorial classes for first-semester students who are registered for university level courses.

A non-credit course in basic science skills is being developed and will be offered in the spring semester.

MEMORANDUM

To: AIM Students

From: Sharon Gavin

Subject: AIM Tutorial Center

Your AIM Tutorial Center is open and available for you to meet with your tutor from 9 a.m. to 5 p.m., Monday - Friday. It is very important that you support the Center and keep all appointments with your tutor. If you cannot attend a tutorial session, call your tutor and the Center (6-3608).

Your present tutorial assignment follows:

Day	Time	Tutor	Subject	Room

The AIM Tutorial Center is located on the first floor of the Old Physics Building in rooms 1 - 7. This semester we have 35 tutors on board. If you need an additional tutor, stop by the Center, fill out a tutor request form and leave it with me. You will be assigned a tutor within 24 hours.

TOWARD THE DEVELOPMENT OF A SYSTEMS APPROACH TO PROGRAM EVALUATION

For many years, evaluation specialists have pleaded for statements about educational goals that are more explicit. In the absence of adequate goal-statements, specialists and laymen alike have been primarily concerned with measuring student's progress toward academic objectives. These objectives are usually identified with traditional disciplines -- mathematics, English, science, etc... To this group, evaluation means the administration and normative interpretation of tests and/or the completion of check lists. The intent is good, the commitment is there, but these types of appraisals do not sufficiently measure what goes on, or should go on, in special programs.

Special programs are those projects that provide educational opportunities for disadvantaged students in participating colleges and universities. The projects include College Discovery (C.D.), Educational Opportunity Programs (EOP), Higher Educational Opportunity Programs (HEOP), and Search for Education, Elevation and Knowledge (SEEK).

This essay is based on two assumptions: (1) that there are some characteristics unique to special programs, and (2) that if the characteristics were better known and understood, the reliability and validity of program evaluation could be greatly improved. The purpose of this essay is to suggest a model that could assist in identifying characteristics of special programs, and could be further developed and utilized in formulating an evaluation plan for special programs. The process adopted is the application of some aspects of the open systems theory.

An open system consists of an interdependent set of sub-systems (inputs) that function together (transact) within a given environment. It is related to and makes exchanges with its environment. In the process of interaction between a system and its environment, effectiveness (outcomes) influences the support received for subsequent activities. An open system is characterized by its ability to maintain itself in a homeostatic steady state. Special programs are open systems. They should be evaluated as such. As a first step in identifying the characteristics of special programs in systems terms, a basic systems model is suggested:

BASIC SYSTEMS MODEL

SPECIAL PROGRAMS

GOAL EXPECTATIONS

INPUTS (a)	TRANSACTIONS (b)	OUTPUTS (c)
(1) Program administrators	(8) Relationships with other organizations	(14) Influence on other agencies
(2) Support staff	(9) Program planning	(15) Public relations
(3) Mentors	(10) Research and development	(16) Use of funds and facilities
(4) Learners	(11) Procurement of learners	(17) Changes in learners
(5) Facilities and equipment	(12) Administration and policy	
(6) Funds	(13) Teaching-Learning	
(7) Goal statements		

FEEDBACK LOOP (d)

The implementation of an effective evaluation plan involves data collection that taps the four sources of information in the systems model (a-d). Data collection is facilitated by clear statements of goal expectations for each of the sixteen items. Each item (1 - 17) in the model should be seen as a sub-system. Functions and goal expectations for each sub-system should be stated in two ways (1) as they relate to the sub-system itself and (2) how they relate to and influence other sub-systems.

For example, inadequate budget inputs would influence any other syb-system in the model or unknown antecedents could influence teaching-learning transactions.

The administration of special programs is a relatively new area in the field of higher education. There is a paucity of literature upon which a practitioner can draw as he attempts to manage his organization.

He must develop hypotheses that appear to explain the behavior of his organization.

Utilization of the feedback loop (d) and statistics is recommended as a means of hypotheses testing. For example, multiple regression analyses is suggested as a general statistical technique through which one can analyze the relationships between interdependent elements of an open system; feedback provides information about the results of a process that influences future outputs. The model suggests that all of its major components are, in effect 'inputs' that affect and are affected by both each other and the feedback loop.

This statement proposes a beginning in the development of more effective evaluation processes in special programs. The open-systems theory has been the basis for that proposal. It can serve several purposes. It can provide a rationale within which to analyze each aspect of special programs especially the roles of administration and staff. It can illustrate how a theoretical framework might be developed for research regarding special education. Ideally it can initiate discussion among practitioners that could result in an improved delivery system in Special Programs.

ADMISSIONS

In September, 1975, the AIM Program admitted 158 new students, including 39 transfers from other institutions. These students applied to AIM from many parts of New York State; as near as Lake Grove and Centereach; as far away as Rochester and Buffalo.

Two major AIM orientations were held last summer. Incoming students were given diagnostic tests during their two day stay on campus. Results of these tests were used as the basis for scheduling their classes. Financial aids sessions were held, students toured the campus and attended Stony Brook student group sessions. Chess and ping-pong tournaments were held, with cash prizes awarded.

AIM students admitted in September, 1975, proved to be a widely diverse group, ranging in age from 17 to over 30 years; from fresh out of high school to graduates of two-year programs with Associate degrees; from urban to rural cultural backgrounds. We anticipate a similarly diverse group when new students come to AIM in 1976.

Recruitment plans for September 1976 admissions have already begun and include arrangements for visits to local high schools, area EOCs, College Day programs, and intensive mail campaigns. Recruitment admissions committees are being formed, and AIM students are invited to help us by working in these groups.

AIM ACHIEVEMENT SOCIETY- *Alpha Iota Mu*

On two separate occasions, The AIM Program has conducted ceremonies in recognition of the academic achievements of AIM students during their stay at Stony Brook. These students had a cumulative grade point average of not less than 3.0.

To incorporate these achievements into a permanent honor society, ***Alpha Iota Mu*** was organized. Those first students selected were also identified as charter members of the society. One student is being selected as an honorary member; Leon Royster, in recognition of his design of the AIM logo, seen on various AIM media materials, e.g., the AIM Orientation Handbook and the first page of INVICTUS.

The AIM logo is the theme of the ***Alpha Iota Mu*** Society pin, which will be presented at AIM Recognition Night ceremonies scheduled for Tuesday, March 9, 1976.

AIM ART GALLERY

The AIM Program is sponsoring an Art Gallery, with the opening scheduled for December 2, 1975. If you have samples of your original paintings, drawings, sketches, photos, prints, collages, poetry, etc., which you would be willing to display in the AIM Gallery, please submit them to Mrs. Lorna Lipsett in the AIM office. Several pieces will be selected and hung in the Gallery for one month. We are looking for enough material so that artwork can be changed monthly.

There will be a monthly judging of the works, and at AIM Recognition Night ceremonies in March, 1976, 1st, 2nd, and 3rd place cash prizes will be awarded for the most impressive piece in both poetry and artwork categories. You must be an AIM student to compete for Gallery space and prizes. The Gallery will be located in the AIM office.

AIM VISITORS

The AIM staff and students are grateful to four men who provided the support we needed to complete the first half of the AIM 100 Organizational Skills course.

Mr. John Reavis, Assistant Dean of Special Programs

Mr. Martin Lefkowitz, SUNY Director/Financial Aids

Mr. Albert Vann, NY State Assemblyman/Brooklyn

Mr. Thomas Leach, Director, EOC, Brooklyn

Their lectures, put together, presented to us, for the first time, the countenance of SUNY.

Thanks gentlemen - we needed that.

ADVANCEMENT ON INDIVIDUAL MERIT
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Stony Brook, New York 11794