

# Curriculum Vitae

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## Educational Background

After graduating from New York City's Stuyvesant High School, in 1959, I enrolled at the City College, a part of the City University of New York. Here, in June 1963, I was awarded the Bachelor of Science [B.S.] degree. A Master of Science [M.S.] degree, which I received in June 1965, was also earned at the City College. My terminal degree is the Doctor of Education [Ed.D] and was conferred by New York University in June 1969.

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## Employment Highlights

### Professor, New York University

I joined the faculty of the School of Education in February, 1973. Starting out as an Assistant Professor of Technology and Industrial Education, I was promoted to the Associate rank in 1976 and then to full Professor with permanent tenure in 1980. In 1989 I was appointed Program Director for Technology and Industry Studies. Masters and doctoral-level students in this program are prepared as managers, supervisors, and trainers in corporations and in industry. I retired from NYU in January 2004.

### Director, Complete Teacher Academy, LLC

The focus of this new, online organization is the praxis of teaching, especially as it relates to the pre- and in-service preparation of teachers. In this regard the Academy's primary mission is to provide teachers with practical, performance-based instruction in each of seven role areas that were identified through my university research activities. Additional information on the Complete Teacher Model can found at the Academy's website:

[www.completeteacher.com](http://www.completeteacher.com)

### Publisher, Packaged Educational Programs

I founded this educational publishing company in 1972 and directed its day-to-day operations through 1999. The company produced instructional materials for the occupational education market.

### Editor, McGraw-Hill, Inc.

Between 1969 and 1972 I was responsible for developing the publishing plan, acquiring and editing manuscripts, and overseeing the production of textbooks and other types of instructional materials for the fields of industrial arts and vocational education. I also served as the McGraw-Hill liaison with colleges and universities housing private and/or publicly funded curriculum projects.

### Assistant Professor, Montclair State College

From 1966 through 1969 I taught undergraduate and graduate courses in graphic arts and photography. I also provided instruction in industrial arts to special populations; designed and prepared specifications for new laboratory facilities; and coordinated the department's student teaching program.

### Teacher, New York City Schools

I taught ceramics, metalworking, drafting, graphic arts, woodworking and electricity in various New York public schools during the years 1962 through 1966. Some of my industrial arts teaching assignments were at the junior high school level. Others were high school assignments. In addition, I was selected to teach in New York's first summer-school industrial arts program for junior high school students; and I also developed and taught an experimental course in entrepreneurship education.

*More*

## Publications

### Complete Teacher Program

I am the author and developer of a computer-based system for delivering training in the praxis of teaching. The program is based on a model or simplified representation of the seven major areas in which teachers must, by the very nature of their job, exhibit some degree of competency. The **Complete Teacher™** consists of a program engine, several common palette components, and eight learning modules. The engine and palette components (teacher's notebook, appointment calendar, and praxis of teaching model) can be downloaded for free from the publisher's web site — [www.completeteacher.com](http://www.completeteacher.com). Versions are available for both Mac and PC computer platforms. The learning modules, with connections to over 100 digital components, cover the seven roles that a complete teacher must master (i.e., actor, developer, professional, manager, salesperson, subject expert, and writer). An eighth module covering "other things" is also available. A single criterion-referenced learning module may be selected to deliver skills in a specific role area or they may be used together to deliver a clinical body of subject matter that will provide for the development of the "complete teaching professional." Version 1.0 of the **Complete Teacher™** was published by the Complete Teacher Academy in 2000.

### Complete Entrepreneur Program

I also created **Complete Entrepreneur**. This multimedia computer program serves to instruct youngsters in the concepts of industry, while providing them with practical, hands-on experience in setting up and running enterprises of their own. Among the major applications included on this CD-ROM are: **Entrepreneur's Handbook** – a digital text that provides in depth coverage on hundreds of topics of interest to the budding entrepreneur; **Elements of Industry** – a computerized tour designed to introduce youngsters to elements which are common to all industries; **Student-Run Enterprise** – a simulation that provides students with the *why* and *how* of setting up an enterprise of their own; **Business Forms** – a fully-functional set of nine different electronic forms that will be helpful in running any business enterprise. **Business Tools** – a digital palette for accessing an included address book, appointment calendar, database, business glossary, internet recorder, electronic notebook, employee time clock, and project tracking system; **Game of Industry** – a quiz game where users get to test their understanding of contemporary industry; and **Checkerboard Puzzles** – a fully-functional set of motivational learning devices. Version 2.0 of the **Complete Entrepreneur** for Mac and PC computer platforms was published by the Complete Teacher Academy in 2000.

### Digital Guide to Graphic Arts

This complete electronic guide to printing and publishing is designed to serve as a basic resource for both the beginning student and the practicing professional. The new student will be aided by its clear, step-by-step approach to learning. The practicing professional will find that he or she is introduced to new information, new ideas, new equipment and new ways of accomplishing old tasks. **Digital Guide to Graphic Arts** contains close to five million bytes of digitized data and was published by Packaged Educational Programs in 1996.

### Graphic Arts Books

I have authored four textbooks that are used in graphic arts education and training programs throughout the world. Titles include:

**Step-By-Step Guide To Screen-Process Printing**, New Jersey: Prentice-Hall, 1985, 180 pp.

**Step-By-Step Guide To Photo-Offset Lithography**, New Jersey: Prentice-Hall, 1982, 260 pp.

**Introduction To Graphic Arts**, Chicago: American Technical Publishers, 1979, 344 pp.

**Basic Book of Graphic Arts**, Chicago: American Technical Publishers, 1979, 128 pp.

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## Teaching Responsibilities

Among the courses that I have taught at N.Y.U. are:

- Administration of Industrial and Technical Education
- Comparative Study of Technology [England]
- Creative Preparation of Materials for Instruction
- Curriculum Innovation in Technology Education
- Curriculum Lab in Career Education [Puerto Rico]
- Desktop Publishing I and II
- Elements of Industry
- Evolution of Technology
- Graphic Communications
- Industrial Education Methods and Materials
- Photo Silkscreen Workshop
- Photographic Technology
- Principles, Practices and Problems of Occupational Education
- Printing Technology
- Skill Activities for Occupational Education
- Supervision of Industrial and Technical Education [Puerto Rico]
- Tools, Crafts and Technology for Children

## Funded Projects

Over the years I have participated in and been responsible for the conduct of a number of federal, state and/or foundation funded projects including:

- **Career/Coop Education Resources in Lower Manhattan.** A major objective of this project was to identify public and private resources in Manhattan that might be used to upgrade high-school based career/cooperative education programs. Our findings were disseminated to all high schools in the New York metropolitan area. This project was funded by Exxon and I served as its Director.
- **Vocational and Bilingual Curriculum Development.** A major objective of this project was to generate a manual of procedures that could be used by professional personnel involved in creating bilingual instructional materials for the vocational subjects. A *Bilingual/Vocational Modification Translation Manual* was developed and disseminated nationwide through the ERIC system. This project was funded by the U.S. Office of Education and I served as Coordinator of Curriculum Development.
- **Leadership Development Program for Vocational Education.** The project provided tuition support for preparing the profession's "leaders" of the future. Project activities included publicity, screening of candidates, advisement, and the development of leadership intern-

ship experiences. This project was funded by the U.S. Office of Education and I served as its Assistant Director.

- **Vocational Education Curriculum Management Training.** In this project we developed and presented management training workshops for New York State's newly-appointed vo-ed curriculum coordinators. Workshops were conducted at N.Y.U. and, under subcontract, at SUNY-Buffalo and SUNY-Utica/Rome. A series of self-instructional modules based upon the content of the workshops was also developed. This project was funded by the New York State Education Department and I served as Director.
- **Downstate Service Center for Occupational Education.** In this project N.Y.U. provided management advice and training to ISSOE Coordinators who were responsible for working with more than 400 area vocational teachers. This project was funded by the New York State Education Department and I served as Co-Director.
- **Builders for Family and Youth.** Educational and recreational activities were provided for the purpose of enriching the lives of inner-city youngsters. This antipoverty project was sponsored by the Catholic Youth Organization with support from the Federal Government. As Coordinator of Specialists, I hired and supervised all art, music, dance, drama, and crafts teaching personnel.

## Consulting Activities

### Training Industry Personnel

Since 1987 I have designed and implemented technical training programs for several major printing and publishing companies located in the New York metropolitan area. I have also prepared instructional materials and technical documentation for a number of graphic arts firms on a contract basis.

### Selecting Teachers and Administrators

For the past twelve years I have assisted New York City's Board of Examiners (now the Office of Personnel Recruitment and Licensing) in designing, validating, and administering dozens of professional license examinations. Written, performance and interview tests were used as assessment tools.

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## Representative Presentations

**What We Really Need are Better Teachers** was the title of my May 2000 presentation to a group of Dutch educators visiting N.Y.U. as part of their research activities into innovative multicultural education practices in the USA.

**The Complete Teacher** was the subject of my presentation at the 18th Annual International Seminar in Teacher Education. The seminar was held in Kruger National Park, South Africa during April, 1998.

**The Praxis of Teaching** was the subject of my talk at the World Conference on Teacher Education which was held in Izmir, Turkey during August, 1995. The conference was hosted by the International Organization on Teacher Education.

**Capitalism and the Need for Entrepreneurship Education** were the topics covered in my June 1994 lecture in economics to students and faculty of Charles University in Prague, The Czech Republic.

**Inservice Training of Inner-City Teachers** was the subject of my presentation at the 13th Annual International Seminar in Teacher Education. The venue of the seminar was Schwabisch Hall, Germany. The date was April, 1993.

In December, 1991 I spoke at the American Vocational Association Convention in Los Angeles, California. The title of my speech was **Selecting Educational Experiences for Technology Teacher Training.**

In December, 1990 I spoke at the American Vocational Association Convention in Cincinnati, Ohio. The title of my speech was **Preparing Tomorrow's Technology Teachers Today.**

**A Model for Providing Inservice Teacher Training** was the subject of my talk at the 9th Annual International Seminar in Teacher Education. The venue of the seminar was Prague, Czechoslovakia. The date was April, 1989.

The 8th Annual International Seminar in Teacher Education was held in Chichester, England during April, 1988. My presentation here was **Turning Professors Into Better Teachers.**



## About Bob Swerdlow

Since 1973 Professor Robert Swerdlow has been on the faculty of New York University. He is known for his keen sense of humor and the fact that he often employs creative and unusual techniques in helping students to achieve their goals.

## Consulting

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### Vocational Training in Colombia

I was funded by the United Nations to appraise the quality of technical and industrial training provided by the Colombian government to its citizens and to suggest techniques for improving their industrial training system.

### Workshops in Puerto Rico

With support from Puerto Rico's Department of Public Instruction, I have participated in the design and delivery of a variety of professional seminars including:

- **Inservice Training Workshops for Vocational Education Leadership Personnel in Technology.** This series served to introduce the island's vocational supervisors to new approaches in technology-based education. A complete set of instructional modules was developed as a supplement to the technology workshops.

- **Inservice Training Workshops for Curriculum Technicians.** This series served to intro-

## Publications

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### Entrepreneurship Education

I am the author of *Technology • Industry • Entrepreneurship*. This innovative textbook was published by Packaged Educational Programs in 1993 and serves to instruct youngsters in the concepts of industry, while providing them with practical, hands-on experience in setting up and running business enterprises of their own.

### Project and Workshop Publications

Several of my publications resulted from contracts with private industry or through workshops and projects funded by public agencies and philanthropic organizations. Among these are:

- **Contacting Applications**, a self instructional training module produced for AGFA Corporation in 1990 (24 pp).

- **Bilingual/Vocational Modification Translation Manual** (with Todd, Lloyd and Tholen), published in 1978 as part of the Bilingual Vocational Education Curriculum Development Project with funding provided by the U.S. Office of Education (136 pp).

- **Overview of the Curriculum Process**, a training module created in 1978 as part of the Vocational Education Curriculum Management Project with funding provided by the New York State Education Department (35 pp).

- **Career/Cooperative Education Resources in Lower Manhattan**, a database compiled and published in 1977 with funding provided by the Exxon Foundation (80 pp).

- **Introduction to Technology**, a series of seven booklets written in collaboration with Todd and Shackelford and published in 1974 by the Department of Public Instruction, San Juan, Puerto Rico. Titles include: **Introduction to Technology** (15 pp);

- **Information** (9 pp); **Machines** (15 pp); **Processes** (18 pp); **Humans** (10 pp); **Energy** (31 pp); and **Materials** (14 pp).

### Encyclopedic and Periodical Articles

- **Ford Introduces the First True Assembly Line**, in *Great Events from History: Science and Technology* series, published by Salem Press, 1991.

- **The Elements of Industry Program**, in the Fall 1978 issue of *Manufacturing Forum*, pp 28-31.

- **Money is the Motivator**, in the February 1978 issue of *Man, Society, Technology*, pp 14-15.

- **Multi-Company Approach to Organizing a Manufacturing Class**, in the Fall 1977 issue of *Manufacturing Forum*, pp 33-35.

- **Enriching Traditional Industrial Arts Offerings**, in the December 1976 issue of *Industrial Education*, pp 42-43.

- **Student-Run Enterprises Simulate Industry**, in the October 1976 issue of *Industrial Education*, pp 40-43.

- **Interchangeable Parts: The Jig is Up**, in the October 1975 issue of *School Shop*, pp 58-59.

- **Bring Toys Into the Classroom**, in the February 1975 issue of *School Shop*, p 44.

- **Emergency Signal Flasher**, in the September 1966 issue of *Industrial Arts and Vocational Education*, pp 54-55.

duce the island's (60) curriculum technicians to new approaches in curriculum development.

- **Inservice Training Workshops in Career Education.** This series served to acquaint teachers and supervisors from all parts of the island with both the theoretical and practical aspects of career education.

I have also served as a consultant in the areas of special education and media utilization. The

special education work was done under the auspices of Montclair State College's **Learning Disabilities Project**, a treatment program for brain damaged children, and in their **Upward Bound Project**, an enrichment program for disadvantaged teenagers. A series of NDEA conferences sponsored by New Jersey's Department of Education provided the setting for workshops in **Instructional Media Utilization** that I delivered to more than 225 teachers.