

CURRICULUM VITAE

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EDUCATION

Ed.D.	2006	Educational Administration and Supervision	The University of Tennessee, Knoxville, TN
Ed.S.	2002	Special Education	The University of Tennessee, Knoxville, TN
M.S.	1998	Information Sciences	The University of Tennessee, Knoxville, TN
B.S.	1982	Secondary Education/English	The Pennsylvania State University, University Park, PA

EMPLOYMENT

Professor, Strayer University (Delaware County, PA, Campus), 2009-present.

Special Education Teacher and Administrator, Sevier County Schools and Anderson County Schools, 2000-2008.

Adjunct Professor, Strayer University (Knoxville, TN, Campus), 2007-2009.

Adjunct Professor, Tusculum College (Knoxville, TN, Campus), 2007-2009.

Training and Development Project Manager, Oak Ridge Institute for Science and Education, U. S. Department of Energy contractor (Oak Ridge, TN), 1993-2000.

Administration/Information Management Officer, U. S. Air Force (various locations), 1985-1992.

High School English Teacher, West Philadelphia Catholic High School for Boys (Philadelphia, PA), 1982-1984.

DISSERTATION

Implementation of a special education parent advisory committee: A mixed methods investigation into the members' experience of parental involvement with the school system. (2006). Director: Dr. Vincent A. Anfara, Jr., The University of Tennessee, Knoxville, TN.

REFEREED PUBLICATIONS

- Norris, C. J., Buehler, A., Dalton, J., Farmer, S., Frerichs, E., Henderson, C., Howell, J. M., Robinson, T., Romanczuk, J. B., Stein, W. L., & Violette, V. (2005). "The earth is not flat any more": Reflections on the impact of a rural/urban educational leadership exchange on place-based instruction. *Educational Considerations*, 33(1), 16-23.
- Romanczuk, J. B., & Pemberton, J. M. (1997). The chief information officer: Rise and fall? *Records Management Quarterly*, 31(2), 14-26.

NONREFEREED PUBLICATIONS AND OTHER CREATIVE ACHIEVEMENTS

- Romanczuk, J. B. (2007). Servant as leader. *Strayer University: The Knox Update* 1(1), 1-2.
- Romanczuk, J. B. (1979). The one who got away. *Philadelphia Inquirer Today*, 25.
- Romanczuk, J. B. (1978). Two poems in *New voices in American poetry*. New York, NY: Vintage.

PRESENTATIONS AT PROFESSIONAL MEETINGS

Peer Reviewed

- Romanczuk, J. B. (2007, July). *Special education parent advisory committee implementation and parental involvement in the school system*. Session presented at the Northeast Tennessee Special Education Conference, Knoxville, TN.
- Buehler, A., Henderson, C., Robinson, T., Romanczuk, J. B., Stein, W. L., & Violette, V. (2005, November). *The cohort model: Filling the student-sized hole in the dialog*. Session presented at the University Council of Educational Administration Conference, Nashville, TN.
- Romanczuk, J. B. (2005, November). *Parental involvement in special education*. Session presented at the University Council of Educational Administration Conference, Nashville, TN.
- Romanczuk, J. B. (2005, April). *Parents involved in a special education advisory role*. Session presented at the University Council of Educational Administration's Clark Graduate Student Seminar, prior to the annual American Educational Research Association Conference, Montreal, Canada.
- Romanczuk, J. B., & Violette, V. (2004, November). *Using graphical organizers in qualitative research*. Co-presenter in poster session at the Mid-South Educational Research Association Conference, Gatlinburg, TN.
- Romanczuk, J. B. (1998, October). *Autism etiologies as an information mapping problem*. Session presented at the New Mexico Autism Society's Conference, Albuquerque, NM.

Invited and Non-Refereed Presentations

Romanczuk, J. B. (2005, July). *Tourism in Pigeon Forge as a place-based learning unit for high school marketing students*. Tennessee/Bourgas My Place, Your Place, Our Place Teacher Exchange Seminar presentation, Bourgas, Bulgaria.

Romanczuk, J. B. (2005, March). *A phenomenological investigation into special education parental involvement in the school system*. Session presented at the College of Education, Health, and Human Sciences Graduate Student Colloquium, Knoxville, TN.

Romanczuk, J. B. (2004, February). *Teaching students with autism*. Session presented at Sevier County Schools' Inservice Day, Sevierville, TN.

HONORS, GRANTS, AND AWARDS

Inducted into Alpha Sigma Lambda, the National Honor Society for Nontraditional Students. (2008). The first faculty inductee at the Strayer Knoxville Campus.

Selected as a High Potential Employee for Strayer University. (2008). Recognized as a high-potential employee, completed an 80-hour training process to become a campus dean.

Successfully applied for 11 grants worth a total of more than \$200,000. (2003-2008). Most were to improve math and reading scores for special education students. However, two were to educate youth incarcerated in Sevier County and a \$2,000 grant was to expand the special education parents' lending library.

Graduate Student Travel Award. (2005). To attend the David Clark Graduate Student Seminar in Montreal, Canada. Award: \$2,200.

Graduate Student Travel Award. (2005). To attend the My Place, Your Place, Our Place Teacher Exchange Seminar presentation, Bourgas, Bulgaria. Award: \$2000.

Project Management Professional Certification. (1998). Through the Project Management Institute. Recertified three times since the initial certification.

Academic Achievement Award. (1998). University of Tennessee, Knoxville, School of Information Sciences. Awarded to the graduating student with the highest grade point average.

Honorable Discharge from the United States Air Force. (1992). At the rank of captain.

Base Outstanding Information Management Officer. (1989). Goodfellow Air Force Base, TX.

OTHER RESEARCH AND CREATIVE ACHIEVEMENTS

Romanczuk, J. B. (1998). *Autism etiologies as an information mapping problem, 1943-1996*. Unpublished masters thesis, The University of Tennessee, Knoxville.

TEACHING AND COURSE DEVELOPMENT

Certified in Tennessee for Secondary English, preK-12 Special Education, and Beginning Administrator.

Beginning Spring Quarter 2009, Arts and Sciences professor for campus-based and online research, information systems, and education courses at Strayer University's Delaware County (Pennsylvania) Campus.

The Introduction to Information Systems course provides an overview of microcomputer applications including a brief introduction to computer concepts, computer operating systems, software and hardware. It introduces the student to word-processing, spreadsheets, the Internet, graphics, and database software. Included is the creation of web pages, integration of the applications, and hands-on introduction to Microsoft Windows commands, files, features and functions.

The Educational Assessment course presents both formal and informal measures for assessing learners' progress. It involves analyzing various approaches to interpreting individual and group behavior and maintaining a positive learning environment based on research and best practices. Learning assessment strategies that will be examined include Informal Reading Inventory, Concepts of Print, word recognition tests, cloze procedures and miscue analysis. Others are the development of rubrics, journal evaluation techniques, conferencing, and portfolios.

The Designing Mandated and Discretionary Curricula course evaluates the theory, practice and research of curriculum design as it is conducted within the framework of the educational process. Discusses and analyzes historical and contemporary philosophical approaches in developing required and discretionary curricula. Investigates how different philosophical orientations guide the subject matter of teaching and how these various perspectives may guide the different models of curriculum design and general instruction. Establishes a philosophical framework, a working knowledge underpinning the process of decision making, and the application of practical experience in analyzing and integrating the relevant aspects of the existing curricula.

The Designing, Developing, and Evaluating Educational Technologies Course focuses on the application of education principles to the design, production, and evaluation of new technologies and learning environments. Covers various media including text hypermedia, web-based learning, modeling and simulation software, collaborative learning tools, authoring shells, handheld devices, digital video, broadcast television, and webcasts. Discusses how to assess, evaluate and analyze the process and effects of these technological enhancements on different educational settings.

The Directed Research Project for Education enables student to complete a research project in the field of major concentration. The research project will be monitored by a supervising faculty member and must be defended by the student in an oral examination. The oral defense may be conducted in a conference-style meeting of student, instructor, and second reader or technical advisor. A second type of defense allows students to present a synopsis of their project during one of the last two scheduled class meetings.

From 2007 to 2009, adjunct professor for campus-based and online business, information systems, and education courses at Strayer University's Knoxville Campus.

The Research Methodologies and Strategic Communications course covers research planning and design, emphasizing appropriate measurement instruments and the evaluation and validation of methodologies proposed. The course also stresses the oral and written communication skills necessary for effective management. Evolving challenges for business—global competition, emerging technologies, and workforce diversity—are also covered in this course. (graduate level)

The Organizational Behavior course analyzes a variety of theories, models, and strategies used to understand individual and group behavior and the organizational environment. It reviews motivation and individual behavior, decision making, the dynamics of groups, work teams, communication, leadership, power and politics, conflict resolution, work design, organizational structure and culture, and managing change. The course also provides a conceptual base for managers to interpret, assess, and influence human behavior in an organization. (graduate level)

The Computer Programming Design course involves extensive work in the development of the logic required in the development of application programs. The course applies the methods of program design and development, using a structured approach. Included in the course will be the learning of the following concepts: proper documentation techniques, sequence, selection, iteration, modules, and arrays. The student will demonstrate a fundamental understanding of these concepts by writing pseudocode and drawing flowcharts as a precursor to the writing of the programs. The demonstration will be made in examinations and in laboratory work.

Strayer-wide Education Masters Degree Committee member and member of its education curriculum redesign subcommittee.

Strayer-wide Writing Across the Curriculum Committee member.

Developed and delivered two seminars multiple times, one on APA format and the other on résumé writing.

Trained as an instructor for Strayer Online courses. This involved four weeks of both synchronous and asynchronous training, as well as the use of ClassLive Pro, Blackboard, online exam development, and web-based gradebook maintenance.

From 2007 to 2009, adjunct professor for undergraduate teacher preparation and use of computers courses at Tusculum College.

The Evaluation and Assessment course focuses on training the preservice teacher to develop and use tests, rating scales, observational records, questionnaires, and other types of informal and authentic measurement instruments. This course provides the learner with an opportunity to understand and apply sound measurement principles and practices to methods of inquiry and research. Strong emphasis is placed on performance-based assessment, interpretation of

standardized testing measures, and communication of this information to the appropriate personnel. Competency: Critical Analysis.

The History of American Education course is designed to introduce preservice teachers to the historical, philosophical, and cultural foundations of the American education system, and compares past and present educational practices. Additionally, the course embodies the promotion of an understanding of the role of teachers on all levels, enabling preservice teachers to begin formulating a personal philosophy of education.

The Introduction to Special Education course is designed for the preservice teacher to develop an understanding of the characteristics of the school environment and the relationship of that school environment to the total school system: local, state, and federal. The preservice teacher will focus on developing the professional “self” called teacher. The preservice teacher will survey those elements within the school that foster the education of regular and special school populations within the school. Preservice teachers will study current practices, issues, and trends in Special Education Law and Policy to prepare to serve the special needs population in regular and special education school environments.

The Use of Computers course provides a survey of computer applications, information needs in business, and the microcomputers and information systems that meet these needs. Emphasis is on microcomputer software applications and some hardware issues. Competency: Computer Literacy.

In 2007, was asked to be adjunct professor for developmental reading and developmental writing undergraduate courses at Walters State Community College. Taught one session of the writing course.

The Developmental Writing course addresses sentence-level problems in writing including completing sentences, correcting sentence fragments, creating subject-verb agreement, making verb tenses agree, clarifying pronoun references and agreement, and correcting basic punctuation. Students write sentences, and later paragraphs, to correct these problems.

STUDENTS' COURSE EVALUATION COMMENTS

Masters Level

“The instructor was very informed on the material.”

“Dr. Romanczuk has been exceptionally helpful this quarter. He has made himself available outside of class to answer questions and provide direction.”

Bachelors Level

“Dr. J’s syllabus was the most comprehensive and easy to follow that I have seen. I did not have any anxiety about expectations and felt the class was judged on content rather than our ability to weed through and effectively translate the syllabus.”

“Very kind and a great teacher.”

Evaluations from Online Students

“The instructor was always accessible.”

“Great instructor. I really loved the way he offered immediate feedback.”

COMMUNITY OUTREACH

Lifetime member of both the Air Force Association and Autism Society of America. Member of the East Tennessee Chapter of the Project Management Institute since 1999.

From 2002 through 2008, coordinated Sevier County Schools’ Special Education Parent Advisory Committee activities.

Drafted most of a developmental preschool’s Tennessee School Improvement Plan and contributed to the community/parental involvement portion of the county’s comprehensive plan.

Two years as a U.S. Air Force Volunteers in Public Schools (VIPS) tutor; one as liaison between VIPS and the San Angelo (Texas) Independent School District.

COMPENSATED OUTREACH

Romanczuk, J. B. (2007, May). *Introduction to autism spectrum disorders: Diagnosis, prognosis, and educational concerns*. Three-hour session at the Lenoir City Schools’ end of year inservice day. Lenoir City, TN.

Romanczuk, J. B. (2005, March). *Introduction to Microsoft PowerPoint*. Three-hour session at the Sevier County Schools’ night training sessions for teachers. Sevierville, TN.

Romanczuk, J. B. (2004, October). *Using the Web for research*. Three-hour session at the Sevier County Schools’ night training sessions for teachers. Sevierville, TN.

PROFESSIONALLY RELATED SERVICE

Faculty Advisor of the 19-member Student Advisory Group at Strayer University’s Knoxville Campus.

Faculty Liaison for establishment of a Toastmasters chapter at Strayer Knoxville.

Two to three hours each week advising and registering students for on-ground and online courses at Strayer Knoxville.

Weekly interim Learning Resource Center (LRC) work for three months while Strayer Knoxville was between LRC managers.

Wrote the position of Tennessee's special education administrators on the state's proposed special education rules and presented the group's oral statement at the rulemaking hearing.

In 2007, delivered the Communications Project Management block of instruction of the Project Management Professional certification training program.

Managed training registration center, handling automated scheduling and backups for 1,300 Department of Energy employees' training requests and records.

Managed production of a 500-page annual training plan for a Department of Energy field office, coordinating inputs by ten federal and contractor training staff members.

As Training Production Coordinator, monitored progress of 10-20 jobs daily. Coordinated with author, production team, and training program managers to keep projects on schedule, resulting in all materials on time to support more than ten course deliveries and conferences a year.

CONFERENCE PLANNING WORK

Reviewer (2005 and 2006). For parental involvement, special education, and communications/technology in education strands of presentations, American Educational Research Association.

Reviewer (2005 and 2006). For parental involvement and special education topics for presentations, University Council for Educational Administration.

Reviewer (2004 to present). For parental involvement, special education, and communications/technology in education strands of presentations, Mid-South Educational Research Association.

Reviewer and Proposal Solicitation Committee Member (1998). For all topics. New Mexico Autism Society of America Statewide Conference.