

Joseph P. Cullen, Ph.D.

ACADEMIC PREPARATION

Ph.D., Educational Psychology, Concentration in Special Education, University of Connecticut, Storrs, CT.
M.Ed., School Psychology, College of William & Mary, Williamsburg, VA.
B.A., Sociology, College of William & Mary, Williamsburg, VA.

PROFESSIONAL EXPERIENCES HIGHER EDUCATION (2004 to present)

9/14 to present **Professor & Chair**, Division of Arts & Sciences, Labouré College, Milton MA (9/1/14 to present)
Director, Center for Student Success and Teaching Excellence (9/1/14 to 1/1/17)

♦ Chair an academic division that includes eight full-time and 12 part-time faculty in the Life Sciences, Social Sciences and Humanities ♦ Oversee a comprehensive, grant-funded curriculum revitalization project that includes a revised curriculum framework, core curriculum, and learning outcome assessments ♦ Manage a \$150,000 curriculum revision grant from the Davis Foundation ♦ Wrote two *Area of Emphasis* responses and the *Reflective Essay* for the College's recent NICHE Five-Year Accreditation report ♦ Founding Director of the Labouré College Center for Student Success and Teaching Excellence ♦ Serve on departmental and college-wide committees, including the Curriculum and Policy (CAP) committee, C.A.R.E. Team and Committee on Retention, Engagement and Well-Being of Students (CREWS) ♦ Teach undergraduate multi-disciplinary courses in both traditional and online settings ♦ Pursue a scholarly agenda of research and grant writing

6/11 to 9/14 **Professor & Coordinator of Curriculum & Assessment**, Program for the Advancement of Learning (PAL), Curry College, Milton MA; **Director**, Program for the Advancement of Learning (6/11-8/13)

♦ Provided academic coaching, advising, and case management services to a caseload of students with learning challenges ♦ Taught undergraduate courses in Educational Psychology ♦ Served on departmental committees including the Facilities, Professional Development, and Curriculum and Technology Committees ♦ Managed a widely-respected support program for college students with Specific Learning Disabilities (SLDs), Attention Deficit Hyperactivity Disorders (ADHDs), and/or Executive Function Disorders (EFDs) ♦ Supervised 15 full-time faculty, 14 part-time faculty and five administrative/clerical staff ♦ Oversaw a specialized admissions process, diagnostic center, adult center, assistive technology center, and multi-lingual program ♦ Managed a community-based, experiential summer program for incoming PAL students ♦ Chaired a departmental strategic planning committee ♦ Served on college-wide committees on accessibility, strategic planning and faculty governance ♦ Conducted institutional research on learning outcomes, student retention and graduation rates ♦ Pursued a scholarly agenda of research and grant writing ♦ Elected faculty representative to president's senior management team ♦ Elected Coordinator of Curriculum & Assessment (5/14) to facilitate the development of a core curriculum and learning outcome assessments

1/09 to 5/11 **Associate Professor**, Special Education (tenured 5/11), Appalachian State University, Boone, NC
Associate Director, Institute for Health and Human Services (IHHS), Boone, NC (7/10 - 5/11)
Director, Research & Evaluation, Appalachian Family Innovations, Morganton, NC (1/09 - 2/10)

♦ Designed and managed research and evaluation initiatives for a university-affiliated program dedicated to identifying and implementing evidence-based practices in foster care, residential care, family preservation, and child maltreatment ♦ Managed a department of three full-time employees ♦ Administered a field-based master's degree program in Special Education ♦ Taught undergraduate and graduate courses in Special Education ♦ Secured \$1,850,000 in external grants and contracts ♦ Served on College of Education governance committees ♦ Mentored students in the completion of action research projects ♦ Administered initiatives to promote faculty scholarship in health and human services, including an institutional grant program ♦ Authored or co-authored scholarly publications.

9/04 to 12/08 Associate Professor, Educational Psychology University of Bridgeport, CT (9/07-12/08)
Interim Associate Dean, School of Education and Human Resources (9/08 – 12/08)
Director, Division of Counseling & Human Resources (9/05-8/08)
Assistant Professor, Educational Psychology (9/04-8/07)

♦ Managed a division that included undergraduate departments of Psychology and Human Services and a graduate department of Counseling ♦ Supervised seven full-time faculty, 14 adjunct faculty, and two support staff ♦ Taught undergraduate and graduate courses in Educational Psychology, Special Education and Educational Research ♦ Advised a cohort of 25 students enrolled in graduate programs in Counseling ♦ CO-authored the School of Education conceptual framework for state accreditation ♦ Authored an academic program review of the Human Services Degree program in accordance with standards from *The Council for Standards in Human Service Education* ♦ Developed a new graduate degree program in Human Services ♦ Served on dissertation committees and served as an advisor to students in an Ed.D. program in Educational Leadership ♦ Pursued a scholarly agenda of research and professional development

PROFESSIONAL EXPERIENCES HIGHER EDUCATION – PRIOR TO 2004

9/99 to 8/04 Assistant Professor, Educational Psychology, Department of Education & Educational Psychology, Western Connecticut State University, Danbury, CT.

♦ Taught undergraduate courses in Educational Psychology and Special Education ♦ Taught graduate courses in Special Education, Measurement and Evaluation, and Research Methods ♦ Served on Undergraduate Curriculum Committee, Graduate Council, and Education Review Committee ♦ Advised students in undergraduate degree programs ♦ Coordinated two Professional Development School (PDS) sites ♦ Coordinated a Post-Baccalaureate Teacher Certification Program ♦ Certified as a mentor in the State of Connecticut BEST teacher mentor program ♦ Pursued a scholarly agenda of research, grant writing and professional development

9/97 to 8/99 Assistant Professor, Special Education School of Education, Nursing & Health Professions, University of Hartford, West Hartford, CT.

♦ Taught undergraduate and graduate courses in Educational Psychology and Special Education ♦ Served on departmental committees ♦ Advised students in undergraduate and graduate degree programs ♦ Pursued a scholarly agenda of research and professional development

9/96 to 8/97 Chair, Education Department and Assistant Professor of Educational Psychology, Department of Education, St. Vincent College, Latrobe, PA.

♦ Taught undergraduate courses in Educational Psychology, Psychological Testing, and Special Education ♦ Directed fieldwork including implementation of a Professional Development School (PDS) model ♦ Administered SVC Teacher Education Program including the responsibilities of Certification Officer ♦ Served on departmental and university-wide committees ♦ Elected to Faculty Senate ♦ Pursued a scholarly agenda of research and professional development

OTHER PROFESSIONAL EXPERIENCES

9/07 to 6/08 Consulting School Psychologist, Farmington Public Schools, Farmington, CT.

2/02 to 8/06 School Psychologist, Thomaston Public Schools, Thomaston, CT.

7/01 to 1/02 Vocational Department Head, CT Juvenile Training School, Middletown, CT.

1/97 to 6/01 Independent Educational Consultant (part-time 1/97 - 8/97, full time 9/97 - 8/99) Hartford, CT.

1/94 to 8/96 School Psychologist/Director of Day Program, Children's Home of Cromwell, CT.

9/90 to 12/94 Graduate Teaching/Research Assistant & Doctoral Candidate, University of CT, Storrs, CT

PRESENTATIONS AT JURIED NATIONAL AND REGIONAL CONFERENCES

2/18/16 *Scaffolded Learning as an Alternative to Traditional Developmental Education Programs.* Lilly Conference on Evidence-Based Teaching and Learning, Newport Beach, CA.

- 10/25/12 ***Administrators' views on seclusion and restraint in community-based programs: Survey results.*** Paper presented at the 36th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD) Tempe, AZ.
- 10/29/11 ***Empowering college-bound students with specific learning disabilities and ADHD.*** Workshop presented at the Connecticut Association for Children with Learning Disabilities (CACLD). Greenwich, CT.
- 2/12/10 ***A comparison of the academic performance of college-bound students in regional vs. non regional high schools in Connecticut.*** Paper presented at the 33rd Annual Conference of the Eastern Educational Research Association, Savannah, GA..
- 2/11/10 ***Assessing the attitudes of pre-service teachers: A tool to measure the effectiveness of training and coursework regarding inclusion.*** Paper presented with Dr. Lori Noto and Dr. Jessica Gregory at the 33rd Annual Conference of the Eastern Educational Research Association, Savannah, GA.
- 11/18/09 ***Updating and Adding to the evidence base for the Teaching-Family Model.*** Workshop presented at the 2009 Teaching Family Association National Conference, Charleston, SC.
- 4/7/09 ***Special Education from ADHD to zero reject: What every teaching parent should know.*** Workshop presented at the 2009 Regional Teaching Family Conference, Blowing Rock, NC.
- 11/17/06 ***Assessing pre-service general education teachers' attitudes toward the inclusion of students with mild to moderate disabilities.*** Paper presented with Dr. Lori Noto at the Ninth Annual Conference of the Association for the Advancement of Educational Research, Stuart, FL.
- 11/18/05 ***The teacher attitudes toward inclusion scale (TATIS): Results of a pilot study.*** Paper presented in collaboration with Dr. Lori Noto at the 2005 National Conference for The Association for the Severely Handicapped (TASH), Milwaukee, WI.

COMPETITIVE GRANTS AND CONTRACTS

- 2016 ***A Distinguishing General Education Core Curriculum for Labouré College*** – Davis Educational Foundation; three-year budget of \$150,000.
- 2012 ***Children with Craniofacial Disorders (CFDs) in Rural Appalachia: Identifying Healthcare Disparities and Extending Technical Expertise through Online Training Modules*** -- National Institute of Health, Centers for Disease Control; co-authored with Operation Smile, the University of Virginia, and the University of Wisconsin Medical School; three-year budget of \$247,000.
- 2011 ***A Proposal to Enhance Crisis Intervention Systems Among DMH/DD/SA Providers that Use the State-Supported Crisis Intervention Curriculum*** -- North Carolina Department of Health & Human Services; three-year budget of \$357,000.
- 2010 ***A proposal to fund in-home Intensive Family Preservation (IFP) services in six counties in Western North Carolina*** -- North Carolina Department of Health & Human Services, Division of Social Services, Intensive Family Preservation and Reunification Grant; co-authored with Appalachian Family Innovations, a university-affiliated human service agency; three-year budget of \$1,332,000.
- 2009 ***Teaching educators about children with Autism Spectrum Disorders (ASDs) through web-based learning modules based on constructivist principles of instructional design*** -- Reich College of Education Successful Application of Learning Technologies (SALT) grant competition; one-year budget of \$9,900.
- 2009 ***North Carolina early childhood e-learning initiative*** – North Carolina Department of Health and Human Services; two-year budget of \$173,017.
- 2001 ***Local Education Agency Model Program for Transition Services for Secondary Students with Disabilities*** -- Connecticut State Department of Education; two-year budget of \$112,540.

CREDENTIALS & AFFILIATIONS

- ◆ Member, American Association of Colleges and Universities (AAC&U)
- ◆ Member, National Association of School Psychologists (NASP)
- ◆ Educator licenses in Special Education, School Psychology and Administration and Supervision
- ◆ Advanced Online Course Development Certification at Labouré College
- ◆ Skilled user of *Blackboard, Moodle, Jenzabar, Prezi, & Adobe Spark.*
- ◆ Skilled user of assistive technologies, including *Livescribe Smart Pens* and *Read and Write Gold*

HONORS/AWARDS

- ◆ Undergraduate & graduate honor societies - Phi Eta Sigma, Mortar Board, Delta Kappa Phi
- ◆ Faculty Achievement Award in Research – Appalachian State University – March 2011

PEER-REVIEWED PUBLICATIONS

- Van Loan, C. L., Gage, N. A., & Cullen, J. A. (2015). Reducing use of physical restraint: A pilot study investigating a relationship-based crisis prevention curriculum. *Residential Treatment for Children & Youth*, 32(2), 1-21.
- Ownbey, M., Ownbey, J. & Cullen, J. (2011). The effects of a Healthy Families America home visitation program on rapid and teen repeat birth. *Child and Adolescent Social Work Journal*, 28, 439-458.
- Cullen, J. (2010). A comparison of the academic performance of college bound high school students in regional vs. community high schools in Connecticut. *Current Issues in Education*, 13, 2.
- Cullen, J., Ownbey, J. & Ownbey, M. (2010). The effects of the Healthy Families America home visitation program on parenting attitudes and practices and child social and emotional competence. *Child and Adolescent Social Work Journal*, 25, 5, 232-334.
- Cullen, J. & Noto, L. (2007). The assessment of pre-service general education teachers' attitudes toward the inclusion of students with mild to moderate disabilities. *Journal for the Advancement of Educational Research*, 3, 1, 23-33.
- Cullen, J., Shaw, S., & McGuire, J. (1996). Practitioner support of self-advocacy among college students with learning disabilities: A comparison of practices and attitudes. *Journal of Postsecondary Education and Disability*, 12, 2-15.
- Bigaj, S., Shaw, S., Cullen, J., McGuire, J., & Yost, D. (1995). Programs and services for students with learning disabilities at two- and four-year postsecondary institutions: Are they different? *Community College Review*, 23, 2, 17-36.
- Cullen, J. (1995). *Predicting independence-oriented practices and attitudes among service providers to college students with learning disabilities*. Doctoral dissertation, The University of Connecticut.
- Shaw, S., Cullen, J., McGuire, J., & Brinckerhoff, L. (1995). Operationalizing a definition of learning disabilities. *Journal of Learning Disabilities*, 28, 586-597.
- Yost, D., Shaw, S., Cullen, J., & Bigaj, S. (1994). Practices and attitudes of postsecondary LD service providers in America. *Journal of Learning Disabilities*, 27, 631-640.
- Cullen, J. (1992). Postsecondary transition to employment and the Americans with Disabilities Act: An annotated bibliography. *Journal of Postsecondary Education and Disability*, 12, 24-28.
- Cullen, J. (1991). Resources addressing current issues in postsecondary LD: An annotated bibliography. *Journal of Postsecondary Education and Disability*, 8, 239-244.

OTHER SCHOLARLY PUBLICATIONS

- Van Loan, C. & Cullen, J. (2015). *Shifting Gears: Conflict Avoidance through Working Partnerships*. Raleigh, NC: North Carolina Department of Health and Human Services, Division of MH/DD/SA.
- Cullen, J., Gregory, J., & Noto, L. (2010). *The Teacher Attitudes Toward Inclusion Scale (TATIS)*. Educational Testing Service, Carl C. Brigham Library. (ERIC Document Reproduction Service No. ED 50930). Retrieved from http://1340.sydneyplus.com/ETS_Test_Collection.
- Cullen, J. & Shaw, S. (2000). *The accuracy of teacher prediction of student test performance for students referred to special education*. (ERIC Document Reproduction Service No. ED 439 548)
- Mattera, J. & Cullen, J. (1999). Formula for determining need for extended school year services. *The Special Educator*, 22, 9, 9.
- Shaw, S., Cullen, J., & McGuire, J. (1995). *Independence vs. dependence: A study of service providers' intervention methods for college students with learning disabilities*. Storrs, CT: A.J. Pappanikou Center for Special Education and Rehabilitation. (ERIC Document Reproduction Service No. ED 385 990).