

ERIC J. LÓPEZ, PH.D.
TEXAS A&M UNIVERSITY-SAN ANTONIO

May, 1997	Ph.D. Major Field: School Psychology, The University of Iowa (APA-Fully Accredited Program)
May, 1995	Ed. S. Major Field: School Psychology, The University of Iowa (NASP-Accredited Program)
May, 1991	B.A. Major Field: History, Texas A&M University
January, 2012-Present	Full Professor, Tenured , Department of Educator and Leadership Preparation (Formerly Department of Curriculum & Kinesiology). College of Education and Human Development, Texas A&M University-San Antonio, San Antonio, Texas
July, 2017-June, 2018	Director of Academic Partnerships , Office of the Associate Provost, Texas A&M University-San Antonio, San Antonio, Texas.
May, 2013-June, 2017	Dean [Formerly Head (January, 2012-May, 2013), School of Education & Kinesiology (Full Professor, Tenured)], College of Education and Human Development (Formerly College of Education and Kinesiology), Texas A&M University-San Antonio, San Antonio, Texas.
November, 2010-Jan., 2012	Department Head , Department of Special Education/Communication Disorders, New Mexico State University, Las Cruces, NM.
July, 2010-January, 2012	Full Professor, Tenured , Department of Special Education/Communication Disorders, Bilingual Special Education/School Psychology Programs, New Mexico State University, Las Cruces, NM.
	Stan Fulton Chair for the Improvement of Border and Rural Schools.
	*Appointed to Second 3-Year Term
	<ul style="list-style-type: none"> ○ Graduate Faculty for the Bilingual/Multicultural Special Education, Special Education, School Psychology Educational Diagnostician Programs, Educational Management & Development (EMD) Programs. ○ Faculty Instructor Undergraduate and Graduate Level Special Education Courses.
January, 2009-Nov., 2010	Interim Department Head , Department of Special Education/Communication Disorders.
August, 2005-June, 2010	Associate Professor, Tenured , Department of Special Education/Communication Disorders, Bilingual Special Education/School Psychology Programs, New Mexico State University, Las Cruces, NM.
August, 2000-May 2008	Director of the Educational Diagnostician Program , New Mexico State University, Las Cruces, NM.
August, 1999-August, 2007	Behavioral Disorders Lead , Undergraduate and Graduate Level Special Education, New Mexico State University, Las Cruces, NM.
August, 1999-August, 2005	Assistant Professor, Tenure Track , Department of Special Education/Communication Disorders, Bilingual Special Education/School Psychology Programs, New Mexico State University, Las Cruces, NM.
Aug., 1998-June, 1999	Mental Health Team Co-Lead , Las Cruces Public Schools, Las Cruces, NM.
August, 1996-June, 1999	Bilingual School Psychologist , Las Cruces Public Schools, Las Cruces, NM.
January, 1999-May, 1999	Adjunct Faculty , New Mexico State University, Las Cruces, NM, Special Education/Communication Disorders Department.
<u>PROFESSIONAL CERTIFICATES/LICENSES</u>	
January, 2008-	Nationally Certified Educational Diagnostician. National Certification

Present of Educational Diagnosticians Board of Directors.
 1997-Present **Nationally Certified School Psychologist.** National Association of School Psychologists.
 1999-Present **School Psychologist.** Level 3A Certified by the New Mexico State Board of Education.
 2000-Present **Educational Diagnostician.** Level 3A Certified by the New Mexico State Board of Ed.

SELECTED PUBLICATIONS

- Watts, G. W., Davis, M. T., López, E. J., & Reynolds, M. A. (2025). Parents' perceptions of outcomes of a college program for students with intellectual disabilities: Beyond the classroom. *Journal of Intellectual and Developmental Disabilities*, 50(4) 411–423. doi:10.3109/13668250.2025.2459806
- López, E. J. (2024). Bilingual special education in Texas: An opportunity for getting policy and practice right. *Educator Perspectives*, 4, 56-64.
- Lee, Y, Davis, M., López, E. J., Yakubova, G. & Cumming, I. (2024). Preparing students with intellectual disability for science, technology, engineering, and math careers. *Including Disability*, 4. <https://ojs.scholarsportal.info/ontariotechu/index.php/id/article/view/258>
- Watts, G. W., López, E. J., & Davis, M. T. (2024). "The change was as big as night and day": Experiences of professors teaching students with intellectual disabilities. *Journal of Intellectual Disabilities*, 28(2), 295-314. <https://doi.org/10.1177/17446295221148791>
- López, E. J., Watts, G. W., & Davis, M. T. (2023). Considering time: Practical applications for supporting students with disabilities in Hispanic serving institutions. *Journal of Hispanic Higher Education*, 23(1), 47-55. <https://doi.org/10.1177/15381927231185318>
- López, E. J. (2022). Time, patience and acculturation: Essential elements for working with culturally and linguistically diverse and immigrant students and their families. *Tennessee Educational Leadership Journal*, 48(1), 36-40.
- López, E. J., & Davis, M. T. (2022). Systematic literature review of experiences and supports for Students with ASD post hoc: Findings regarding diversity and implications for research and educator preparation. *Teacher Education Journal of South Carolina*, 13(2), 45-56.
- López, E. J., Muñoz, O. & Menchaca-López, E. (2022). Community Health Workers in Schools: A Proposition for Special Education. *Teacher Education Journal of South Carolina*, 13(2), 24-29.
- López, E.J. & Menchaca-López, E. (2020). Integrating Cultural Consciousness into the Response to Intervention Process. *Early Years: The Journal of Texas Association for the Education of Young Children*. 41(3),8-10.
- López, E.J., Muñoz, O.J., & Menchaca-López, E. (2020). Assisting students and families during the COVID-19 crisis: Diversity & equity in action through a educator- family-community health worker intersection. *Northwest Journal of Teacher Education*, 15(2), Article 10. DOI: <https://doi.org/10.15760/nwjte.2020.15.2.10>
- López, E.J. & Davis, M. T. (2019). A matter of time: English language learners and the RtI process. *Teacher Education Journal of South Carolina*, 13(1), 83-92.
- López, E.J. & Saenz-Adames, M. (2010). Collaboration, Networking, Outreach, Partnerships and Research: Outreach from a College of Education. *Borderwalking Journal*, 8(1), 78-80.
- Menchaca-López, E. & López, E.J. (2008). Working with diverse students with special needs in border and rural areas. *Journal of Border Educational Research*, 7(1), 145-150.
- Chinn, K., López, E.J. & Salas, L. (2008). Deaf education in a rural state: Concerns regarding teacher training and cultural diversity. *Borderwalking Journal*, 7(1), 6-14.
- Menchaca-López, E. & López, E.J. (2008). Acculturation in school-age students: The unseen factor. *Borderwalking Journal*, 7(1), 33-35.
- Salas, L. & López, E.J. (2008). Cultural identity and special education teachers: Have we slept away our ethical responsibility? *Journal of the American Academy of Special Education Professionals*. Available at <http://aasep.org/members/aasep-publications/journal-of-the-american-academy-of-special-education-professionals-jaasep/jaasep-summer-2008/cultural-identity-and-special-education-teachers/index.html> [Summer, 2008].
- López, E.J. & Salas, L. (2006). Assessing social support in Mexican and Mexican American high school students: A validation study. *Journal of Hispanic Higher Education* 5(2), 97-106.
- Salas, L., López, E.J., Chinn, K., & Menchaca-López, E. (2005). Can special education teachers create parent partnerships with Mexican American families? ¡Si se puede! *Multicultural Education*, 13(2), 52-55.
- López, E.J., Salas, L. & Flores, J.P. (2005). Hispanic preschool children: What about assessment and intervention? *Young Children*, 60(6), 48-54.