

**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- **Full Professor, Tenured**, Department of Educator and Leadership Preparation  
 Present (Formerly Department of Curriculum & Kinesiology). College of Education and Human Development, Texas A&M University-San Antonio, San Antonio, Texas
- July, 2017- **Director of Academic Partnerships**, Office of the Associate Provost, Texas A&M  
 June, 2018 University-San Antonio, San Antonio, Texas.
- May, 2013- **Dean** [Formerly **Head** (January, 2012-May, 2013), School of Education & Kinesiology  
 June, 2017 (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, **Department Head**, Department of Special Education/Communication Disorders, New  
 2010-Jan.,2012 Mexico State University, Las Cruces, NM.
- July, 2010- **Full Professor, Tenured**, Department of Special Education/Communication Disorders,  
 January, 2012 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**
  - **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- **Interim Department Head**, Department of Special Education/Communication  
 Nov., 2010 Disorders.
- August, 2005- **Associate Professor, Tenured**, Department of Special Education/Communication  
 June, 2010 Disorders, Bilingual Special Education/School Psychology Programs, New Mexico State University, Las Cruces, NM.
- August, 2000- **Director of the Educational Diagnostician Program**, New Mexico State  
 May 2008 University, Las Cruces, NM.
- August, 1999- **Behavioral Disorders Lead**, Undergraduate and Graduate Level Special  
 August, 2007 Education, New Mexico State University, Las Cruces, NM.
- August, 1999- **Assistant Professor, Tenure Track**, Department of Special  
 August, 2005 Education/Communication Disorders, Bilingual Special Education/School Psychology Programs, New Mexico State University, Las Cruces, NM.
- Aug., 1998- **Mental Health Team Co-Lead**, Las Cruces Public Schools, Las Cruces, NM.  
 June, 1999
- August, 1996- **Bilingual School Psychologist**, Las Cruces Public Schools, Las Cruces, NM.  
 June, 1999
- January, 1999- **Adjunct Faculty**, New Mexico State University, Las Cruces, NM, Special Education/  
 May, 1999 Communication Disorders Department.
- PROFESSIONAL CERTIFICATES/LICENSES**
- 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**

- 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.
- Salas, L., López, E.J. & Menchaca-López, E. (2005). Acculturation and its impact on reading instruction. *New Mexico Journal of Reading*, 25(2). 17-21.
- López, E.J., Salas, L., Chinn, K. & Menchaca-López, E. (2005, Winter). Ethical issues regarding informed consent in special education: Important information for parents and practitioners. *New Mexico Review*, 13(3), 12-15.
- López, E.J., Salas, L. & Menchaca-López, E. (2004, December). Acculturation: A Third Dimension. *The Journal of Border Educational Research*, 3(1), 65-69.