

Mariya Davis, Ph.D.
College of Education and Human Development
Department of Education and Leadership Preparation
Texas A&M University – San Antonio

Education

Ph.D.	2016	Special Education Texas Woman's University, Denton, TX
M.Ed.	2013	Special Education with Educational Diagnostician Certification Texas Woman's University, Denton, TX
M.Ed.	1995	Secondary Education with specialization in Secondary Science Ternopil National Pedagogical University, Ternopil, Ukraine

Certifications/Credentials

Texas	Educational Diagnostician (EC-12) Special Education (EC-12) Composite Science (8-12) Life Science (8-12)
National	Higher Education Peer Reviewer, Quality Matters

Academic Positions

2017 - present	Assistant Professor of Special Education Texas A&M University-San Antonio
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Select Publications:

- Watts, G. W., **Davis, M. T.**, & López, E. J. (2023). "How are you doing?": Relationships and communication between professors and college students with intellectual disabilities. *International Journal of Developmental Disabilities (Online First)*. <http://doi.org/10.1080/20473869.2023.2176411>
- Watts, G., Garfield, T., **Davis, M. T.** (2023). Perceptions and experiences of first-generation college students. *College Teaching*, 71(1), 38-48. <https://doi.org/10.1080/87567555.2022.2050669>
- Davis, M. T.**, Cumming, I. K., & Southward, J. D. (2022). Self-determination skills: Building a foundation for student success. *Preventing School Failure: Alternative Education for Children and Youth (Online First)*. <https://doi.org/10.1080/1045988X.2022.2070590>
- Davis, M. T.**, Cumming, I. K., Park, N. M., & Sheperis, C. J. (2022). Project SEARCH: Analysis of employment outcomes for students with disabilities across two school districts. *Journal of Rehabilitation (in press)*.
- Davis, M. T.**, Watts, G. W., & López, E. J. (2021). A systematic review of firsthand experiences and supports for students with autism spectrum disorder in higher education. *Research in Autism Spectrum Disorders*, 84, 1-12.
- Davis, M. T.**, & Garfield, T. A. (2021). Transition to adulthood: Preparing students with specific learning disabilities. *Kappa Delta Pi Record*, 57(2), 64-69. <https://doi.org/10.1080/00228958.2021.1890440>
- Davis, M.**, & Cumming, I. (2019). Planning and implementing student-led IEP for students with EBD. *Beyond Behavior*, 28(2), 90-98.
- 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.
- Bittner, M., & **Davis, M. T.** (2019). Comparison of evidence-based practices for students with Autism Spectrum Disorder. *Special Education: Research, Policy & Practice*, 3(1), 88-106.
- Davis, M.**, & Southward, J. (2019). Practical strategies for conducting and documenting classroom observations in SLD evaluation. *DiaLog*, 48(1), 4-9.
- Rowe, D., McNaught, J., Yoho, L., **Davis, M.**, & Mazzotti, V. (2018). Helping students make informed decisions about transition via web-based resources. *Career Development and Transition for Exceptional Individuals*, 41(4), 252-259. <https://doi.org/10.1177/2165143417736266>