

Kay Hanson
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Academic Degrees

2001-present

University of Michigan, Ann Arbor, MI
Ph.D. Candidate, School of Education,
Language, Literacy & Culture, Special Education
Dissertation: *Investigating the relationships of preschoolers' articulation and phonological distinctness skills and their early literacy and language* (expected completion date: Spring, 2007).

1972

University of Southern California, Los Angeles, CA
Master of Arts, Speech Pathology & Audiology

1969

California Lutheran College, Thousand Oaks, CA
Bachelor of Arts, Communications: Speech

Faculty Administrative Load

Spring, 2007

AEDP 330	Lifespan Growth and Development
AEDU 635	Teaching Reading in the Content Areas
AEDX 400	Introduction to People with Exceptionalities
AEDX 402	Autism, TBI, and Severe Disabilities

Fall, 2006

AEDX 403	Assessment of People with Exceptionalities
AEDX 403P	Practicum in Assessment of People with Exceptionalities
AEDX 415	Practicum in Methods and Materials for Teaching People with Mental Retardation
AEDX 420	Introduction to Learning Disabilities
AEDX 424P	Practicum in Behavior Intervention and Management
AEDX 425	Methods and Materials in Learning Disabilities
AEDX 425P	Practicum in Methods and Materials in Learning Disabilities

Research, Teaching, and Professional Experience

Fall, 2006 - present

Instructor, School of Education, University of South Carolina Aiken (USCA)

Fall, 2005- Winter, 2006

Graduate Student Research Assistant, University of Michigan, School of Education. Michigan Preschoolers Acquiring Language and Literacy

(MI-PAL), Project Director Julie Washington, Ph.D., Special Education component conducted by Addison Stone, Ph.D. Funded as a part of Early Reading First (ERF) grant initiative under the federal No Child Left Behind, U.S. Department of Education.

Fall, 2004

Graduate Student Teaching Assistant, University of Michigan, School of Education. Research and Educational Practice (Steve Schilling, Ph.D.), an introductory course in research design, statistical techniques, and interpretation for masters level students.

Winter, 2004

Graduate Student Teaching Assistant, University of Michigan, School of Education. Special Education Strand (Joanne Carlisle, Ph.D.)

Winter, 2004

Graduate Student Research Assistant, University of Michigan, School of Education. Michigan State Board of Education for the Preparation of Teachers Certification Standards (Dirck Roosevelt, Ph.D.).

Winter, 2003

Graduate Student Teaching Assistant, University of Michigan, School of Education. Introduction to Quantitative Methods in Educational Research (Steve Schilling, Ph.D.), a Ph.D. level class that introduces students to elementary statistics, exploratory data analysis, research design, and computer-based data analysis methods.

Fall, 2003

Graduate Teaching Assistant, University of Michigan, School of Education. Research and Educational Practice (Steve Schilling, Ph.D.), an introductory course in research design, statistical techniques, and interpretation for masters level students.

2001-2003

Graduate Student Research Assistant, University of Michigan, School of Education. Reading First in Michigan (Joanne Carlisle, Ph.D.). Funded as a part of Reading First grant initiative under the federal Title I of No Child Left Behind, U.S. Department of Education.

2001-2002

Graduate Student Research Assistant, University of Michigan, School of Education. Contributions of Language Development to Emerging Reading Comprehension Beyond Phonological Awareness (Joanne Carlisle, Ph.D.).

1971-2001

Speech and Language Specialist
Provided therapy to children and adults with speech, language, fluency, and voice impairments across a wide variety of settings, including public and private schools, clinics, and hospitals.

1996-1997

Substitute teacher, La Canada Unified School District, La Canada, CA.

1982-1983

English as a Second Language teacher, Yanbu Girl's School, Yanbu, Saudi Arabia.

1975

Clinical Supervisor, halftime, California Sate University at Los Angeles, Los Angeles, CA.

1974

Assistant Professor, half time, California Lutheran College, Thousand Oaks, CA.

Current Professional Affiliations

American Education Research Association (AERA)
American Speech and Hearing Association (ASHA)
International Reading Association (IRA)
Society for the Scientific Study of Reading (SSSR)

Committees and Service

School of Education

- Co-presenter, Teacher Cadet Conference (2006, December)
Walk in My Shoes, Exceptionality Simulations
- Editor, Special Education section of School of Education newsletter
2006 to present
- Member of the SOE Diversity in Education Task Force
2006 to present
- Member of the Practicum Teacher Handbook Committee
2006 to present
- Intern Interviews and Evaluations (2006)
- Portfolio Assessments (2006)

Community

- Judge, Aiken County Language Arts Festival (2007, February)

Conference Presentations

Hanson, K., (April, 2006). *Examining the connection between early literacy and articulation skills*. Poster to be presented at the 51st Annual Convention of the International Reading Association, Chicago, Illinois.

Carlisle, J., Hanson, K., & Scott, S. (2004, July). *Estimating reading comprehension capabilities of at-risk children in kindergarten and first grade*. Poster presented at the International Academy for Research in Learning Disabilities, Ann Arbor, Michigan.

Carlisle, J., Hanson, K., Strasser, K., & Patton, N. (2002, June). *Phonological sensitivity as a cornerstone of language learning and literacy acquisition*. Paper presented at the Conference of the Society for Scientific Study of Reading, Chicago, Illinois.

Awards, Honors and Grants

2005

Mini-grant provided by the Spencer Research Training Grant through the University of Michigan, School of Education. Funds were awarded to conduct research on the relationships between the early speech, language, and literacy skills of preschool children.

Certifications

Lifetime California Secondary Teaching Credential
Major: Speech Minors: English, Psychology

California CBEST Education Skills Test
Permanent Passing Status