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# SUMMARY

* Over 14 years of experience working with technical training, Accessibility, and Universal Design for Learning
* A solid foundation supporting the in-depth understanding of digital Accessibility, adult training and institutional culture, learning technology, and evidence-based online instructional practices and andragogic techniques
* Continuously train and provide leadership in Digital Accessibility, learning architects, instructors, and staff on appropriate learning assessments and learner engagement strategy, and educational technology

# TOOLS AND PRACTICE

|  |  |  |
| --- | --- | --- |
| **ADA 508 / ACCESSIBILITY*** Quality Matters Certified
* DHS OAST Trusted Tester
* NVDA, JAWS Certified
* WCAG Plain Language
* WCAG (2.0/2.1), ARIA, SCORM,
* A11y WordPress, Google Sites
* User Experience Trainer
* ATAG Consulting
* Documents (PDF, Word, PPT)
* Braille Transcription, Braille Docs
* AXE Beta Tester

**TECHNOLOGY*** XML, CSS, HTML5
* Beta Tester (Axe, Camtasia, Captivate)
* Node.js Open Source Server
* MySQL, Python, C#
* Selenium, Cucumber, JAVA, Ruby
* Rally, Wrike, Kanban

**LMS EXPERIENCE*** Canvas, Canvassador
 | * Migrations, ServiceNow
* Blackboard, Moodle, Saba
* Desire2Learn (D2L)
* Alfresco, Confluence Workday, PeopleSoft ERP
* Layar AR, Google Expeditions AR

**MOOC DEVELOPMENT*** EdX Accessibility
* EdX Course Creator, Intrepid, EdX Studio, VideoX
* Learning Sequence, iFrame,
* EdX Grade/Due Date Policy
* Knowledge Checks, Analytics
* FutureLearn

**INSTRUCTIONAL DESIGN*** ADDIE, SAM, Kirkpatrick's
* Zoom, BB Ultra, Big Blue Button
* MS Project, Smartsheets
* ADA, Accessibility Expert
* SCRUM, Agile, Six Sigma
 | * GoToMeeting, Skype
* SharePoint, Dropbox, Office 365
* Slack, Lync, MS Teams Amazon AWS, Cloudberry, Core FTP, FileZilla
* SPSS, SEER Stat, Jamovi, Stata, Survey Monkey
* Public Trust Clearance

**MULTIMEDIA*** Adobe Captivate Photoshop, GIMP
* Articulate Storyline, Rise
* Adobe InDesign, SmartSparrow
* Vimeo, YouTube Premium
* Screencast-o-matic, Screencast
* iSpring, Camtasia, Lectura
* Audacity, Pro Tools, Doceri
* Camtasia 2019, 2020 & 2021
* SnagIt
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# EDUCATION

**Doctor of Philosophy (Ph.D.)**

AIU at Trident University: Educational Leadership

Concentration: Teaching, Learning, and Development

Dissertation: *" Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education"*

**Doctor of Natural Health (ND)**

Trinity School of Natural Health: Naturopathy

Dissertation: *"Biodynamic Agriculture to Increase Biodiversity in Food Deserts within a Jacksonville Community"*

**Master of Education (M.Ed.)**

Trident University College of Education: Higher Education

Summa Cum Laude

Master Thesis: *"The Evolution, Quality, and Principles of Distance Higher Education: An Analytical Approach"*

**Bachelor of Science (B.Sc.)**

Touro University College of Health Sciences: Health Education

Post Baccalaureate Certificate: Family Health

**Technical Diploma (Dip.)**

Centura College: Medical Technician/Assisting

# CONTINUING AND PROFESSIONAL EDUCATION

1. Inclusive Design in Digital Media - Humber College, Continuing Education

2020 Web Accessibility by Google: Developing with Empathy

2019 Disability and Digital Media: Accessibility, Representation, and Inclusion - Curtin University (CurtinX)

2018 Clinical and Ancillary Continuing Education (50 CEUs), National Health Careers Association (NHA)

2017 Learning Assessments and Evaluations - Student Affairs in Higher Education (NASPA)

2015 Instructional Systems Design Professional Certificate - Alison Professional Education

2015 Implementation and Evaluation of Educational Technology - Edx M.I.T

2015 Instructional Systems Design, Professional Certificate - Alison Professional Education

2013 Health and Society, Post Graduate Certificate - Harvard Extension School

2012 Family Health, Post-Baccalaureate Certificate -Trident University

# CERTIFICATIONS

* Certified Web Accessibility Specialist (WAS) - International Association of Accessibility Professionals (IAAP)
* Certified Health Educator - National Commission on Health Education Credentialing (NCHEC): #29211
* Certified DHS Trusted Tester for Web - Office of Accessible Systems & Technology (OAST): #30097-5069
* Certified JAWS Specialist - Freedom Scientific Assistive Technology
* Certified Peer Reviewer - Quality Matters, Inc.
* Certified Master Teacher - Elsevier

# COURSE EVALUATOR

|  |  |
| --- | --- |
| * American Psychological Association – Submission Reviewer
 | * National Wellness Institute - Conference Peer Reviewer
 |
| * American Public Health Association (APHA) - Conference Abstract Submission Reviewer
 | * National Wellness Institute (NWI) - Abstract Submission Reviewer
 |
| * CA Traumatic Brain Injury Review Grant Board (Accessibility)
 | * Blackboard LMS Exemplary Course Reviewer
 |
| * MUIH Institutional Review Board – Evaluator
 | * Charisma University Institutional Review Board – Evaluator
 |
| * Healthcare Associates of America – Grant Evaluator
 | * Society for Public Health Education (SOPHE) - Conference Abstract Submission Reviewer
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# EMPLOYMENT HISTORY

# August 2008 – Current, [Consultant](http://www.kmsmithphd.com)

# Accessibility Consultant / Instructional Architect (FDA, FAA, DHS, US Census, and DoD)

Institutional Context: ​As a learning scientist and course architect, this initiative focuses on instructional design and the transformation from traditional teacher-centered instruction to innovative strategies. Grounded on learner-centeredness and the importance of practical application, I leverage technology as the intersection of academic development, its delivery process, and learner consumption.

Primary Responsibilities:

* **Active Federal Clearance:** Public Trust
* Federal clients included FDA, FAA, DHS, US Census, and DoD
* Develop 40 full-size Intrepid MOOCs to replace on-site courses
* Conduct research and implemented automation process for Accessibility Test Automation
* Introduce and train WCAG A11Y checklists to prepare documents using best practices for the developers and testers
* Validate code performance using Ruby, Python, Java, C#
* Developed document Acceptance Test-Driven Development and Behavior-Driven Development using Selenium, Cucumber Framework (Ruby), and Cucumber JVM
* Researching Aria attributes & roles to render support for A11Y design aspects & resolving common component issues
* Create test cases, use cases, positive and negative scenarios for peer review leveraging the User story, XML specs
* Test a11y JavaScript and Ajax dynamic content
* Test A11Y stories for all components spanning all releases via Agile & suggesting inputs for implementation
* Develop SQL queries and performed Cogno's reports testing
* Vital to the evolution of Accessibility through a compliance lens to a standard for software development
* Independently lead the entire Accessibility Function and playing a pivotal role as a member of the User Interface team
* Ensure compliance with WCAG 2.0level AA guidelines in addition to Sec 508 provisions
* Prioritize the user experience for those who identify as differently-abled in Accessibility career as Testers
* Provide A11Y (Accessibility) recommendations and solutions for UI prototypes designed by UX before Development
* Mentor developers in rendering accessibility support to enhance HTML5 components
* Perform hundreds of migrations between Canvas, Blackboard, D2L, and Moodle Develop, deliver, and schedule onboarding for new hire orientation
* Establish processes and procedures for the development of closed enrollment noncredit online courses through Blackboard Genius, and MOOC open enrollment noncredit online courses through Futurelearn
* Incorporate e-Learning standards such as ADDIE, SCORM, and Section 508/504 Principles of adult learning and
* Work closely with subject matter experts to analyze, design, develop, implement, and evaluate employee training modules to be developed in various course authoring tools (e.g., Adobe Captivate, Articulate Storyline, Camtasia, iSpring Suite GIMP, Audacity, Cloudberry, and Amazon AWS)

# September 2021 – Current, [2U, Inc.](https://2u.com/)

**Content Accessibility Leadership**

# Institutional Context: 2U combines purpose-driven missions with a student-centered culture to advance top-ranking institutions into an accessible digital age. This equity-focused challenge has situated 2U as an industry leader. To achieve this, 2U offers a proprietary learning platform for degree-seekers and professionals in areas ranging from clinical placements to career counseling.

Primary Responsibilities:

* Provide strategic leadership and guidance as a thought leader in generating accessible online course materials
* Employ internal teams and vendors for the successful delivery of closed caption and transcript files
* Serve as a leader and subject matter expert, assisting partner faculty with all inquiries related to content accessibility
* Manage accessibility processes and documentation to support a successful institution-wide initiative
* Develop recommendations on how to implement accessible visual course content successfully
* Collaborate with 2U's Curriculum & Learning and technical teams to develop accessibility tooling enhancements
* Work with 2U's Solution Center to address partner accommodation requests
* Coordinate with external vendors to audit and analyze active course content
* Proactively implement accessible course content and assist in the implementation of partner accommodation requests
* Collaborate with designers, developers, and testers to create accessible working prototypes, tools, and content
* Recognized and approached as an accessibility authority and subject matter expert for innovative usability
* Collaborate with content, testing, and support specialists across multiple product teams
* Perform accessibility audits of content, workflows, and digital properties to identify potential barriers to access
* Act as a champion for accessible design and development in adherence to WCAG and industry standards
* Lead accessibility discussions, moderate working sessions, build empathy, and share insights
* Work across 2U's Curriculum & Learning department and Solution Center to identify process improvements

# July 2018 – July 2020 [The New Teacher Center](http://www.newteachercenter.org/)

**Personalized Learning Designer/ADA-Accessibility Specialist**

Institutional Context: The New Teacher Center (NTC) is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. Founded by teachers in 1998, NTC works in conjunction with school districts, state policymakers, and educators across the country to increase the effectiveness of teachers and school leaders at all levels.

Primary Responsibilities:

* Using Canvas, oversaw multiple teams on accessibility guidelines per ADA and W3C WCAG
* Migrated organizations from Canvas to Moodle
* Led training sessions and professional learning centered on personalized eLearning experiences
* Leveraged the latest in learning science and advances in technology to create personalized, adaptive, tech-enabled learning experiences for NTC clients and staff
* Managed course content ideation, evaluation, project planning, and implementation
* Consulted with team leaders concerning best practices in the design of appropriate course materials for personalized, online, hybrid, and web-enhanced courses
* Collaborated cross-functionally to develop custom eLearning using best practices in Accessibility and UX/UI
* Managed high-quality online, hybrid, and web-enhanced course materials for multi-modal delivery to include competency-based, multiple-entry/multiple-exit, compressed schedules, using Agile Methodology (SAM)
* Developed and created coach and teacher competencies in personalized learning through pedagogy and content, metacognition, learner agency, data, and assessment
* Developed learning objectives, create assessment strategies, map content, and define activity types and learner interactions that promote a personalized experience
* Manage personal calendar, travel, and job responsibilities

**December 2015 – May 2020 [Maryland University of Integrative Health](http://www.muih.edu/)**

Institutional Context: The Maryland University of Integrative Health is a non-profit master and doctoral-granting university. MUIH holds accreditation from the Middle States Commission on Higher Education (MSCHE) and offers a wide range of healthcare and wellness concentrations and online programs for professional and personal development.

**June 2019 – May 2020 (Contractor)**

**Digital Accessibility Consultant, Disability Services**

# Accessibility Developer and Expert

Primary Responsibilities:

* Certified DHS Trusted Tester
* Manage eLearning accessibility and user testing and remediated accessibility issues in the LMS
* Evaluate existing and new online courses using W3C WCAG 2.1 level AA accessibility guidelines, manual testing, automated tools, and assistive technologies
* Directed functional/regression/UAT for all facets including keyboard, color, and Assistive Technology
* Design and implement innovative accessibility features and functionality in Canvas LMS
* Establish and guide eLearning accessibility course architecture
* Assessed HTML5 common components on desktop/iPad & optimized 25 UI design prototypes for A11Y norms
* Examined open Ul-5 mobile/desktop components for A11Y support on desktop/iOs7 JAWS and VoiceOver
* Ensure high-performance and availability of technical aspects of eLearning accessibility
* Formulate an effective, responsive design and convert it into a working theme and plugin
* Develop creative ways to address course accessibility issues and collaborations to develop accessibility plans
* Created accessibility goals into intentional and actionable designs with detailed findings to identify issues
* Recommend potential solutions and best practices for remediation of accessibility violation
* Develop and deliver informative, useful, and high-quality outreach presentations and consultations

**December 2015 – August 2018**

**Director of Instructional Design**

Primary Responsibilities:

* + Supervised, facilitated, and mentor a team of Instructional Systems Designers and related professionals to ensure high-quality healthcare graduate-level course architecture, design, and achievement of institutional and course learning objectives and outcomes using Canvas LMS
	+ Developed MOOC-style microlearning content, build knowledge checks, and build activities
	+ Designed for MOOC and professional continue education collaboratives
	+ Oversaw the development of instructional materials that are functional, informative, and consistent with sound instructional design principles
	+ Designed high-stakes, advanced, doctoral, and post-graduate credit and continuing education courses
	+ Provided technical assistance in the development, selection, and application of academic course design procedures and tools, focusing on quality and consistency
	+ Performed monthly training sessions for faculty and staff via face-to-face and virtual webinars
	+ Selected methodology and implement the appropriate feedback data collected from faculty and students regarding program execution to inform best practices
	+ Collaborated with team members to develop, maintain, and revise instructional design processes based on experience and systematic reviews and analysis
	+ Trained and provided leadership to instructional designers, faculty, and staff on multimedia and educational technologies, such as Camtasia, Adobe Captivate, iSpring, and Articulate Storyline
	+ Conducted formative evaluation of training for training participants using Kirkpatrick's Evaluation model to inform future course design and execution
	+ Subjected matter expert for several faculty groups to include Faculty Pedagogy Study Group, Institutional Review Board, Faculty Powerful Presentations for campus and online learning, and Faculty Research Groups
	+ Enforced and support institutional efforts for compliance with Sections 504/508 of the ADA
	+ Resident Assistive Technology (JAWS) expert
	+ Promoted to Director of Course Design after 14 months as a newly hired ISD (Multimedia)
	+ Selected as the 2018 Emerging Research Scholar Award recipient
	+ Endorsed institutional initiatives by presenting at national conferences and actively participating on boards and committees, including the Institutional Review Board (IRB), and acting as the resident research literacy advocate
	+ Represented the university on national several non-profit boards and committees (IRB, MDLA, AACE, UPCEA, QM, OLC, ICELW)

**December 2015 – March 2017**

# Instructional Systems Designer III

Primary Responsibilities:

* + Served as a Canvas content developer and instructional designer to coordinate and implement development, production, and facilitation of faculty workshops, with topics related to Canvas learning management system (LMS), online teaching pedagogy, and appropriate use of interactive learning objects
	+ Conducted migration from Learning House to Canvas LMS
	+ Designed and developed high-quality and aligned healthcare graduate-level courses in collaboration with appropriate subject matter experts (SME)
	+ Collaborated and consulted with faculty and online learning staff on the practical use of instructional design strategies, web-based resources, and instructional software to improve faculty teaching and student learning for online and e-learning course delivery by managing and coordinating live and virtual training sessions
	+ Functioned as ADA, multimedia, and universal design expert
	+ Provided recommendations for interface design, sequencing of instruction, assessments, and interactive activities
	+ Successfully served as the subject matter expert for evidence-informed and evidence-based instruction Promoted the practical application of SCORM for multimedia to increase learner engagement
	+ Facilitated online and face-to-face assessments, evaluations, course design/architecture, and adult learning science training for new and experienced faculty
	+ Advocated for the appropriate use of assessments and sequencing of instruction
	+ Trained Instructional Design staff on multiple multimedia development programs including Camtasia, iSpring, and Articulate Storyline, process techniques including ADDIE, SAM, and backward design
	+ Regularly conducted a needs assessment to identify technological knowledge gaps for the Center for Teaching utilized Kirkpatrick's Evaluation Model for summative and formative training evaluations and measure implementation and participant knowledge outcomes
	+ Served as a member of the Institutional Review Board (IRB, MDLA, AACE, UPCEA, QM, OLC, ICELW)

# January 2015 – January 2016, [Life University](http://www.life.edu)

# Online Learning and Accessibility Specialist

Institutional Context: Life University, a non-profit private doctoral-level healthcare higher education institution accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), offers degrees centered on integrative healthcare and practitioner training.

Primary Responsibilities:

* Designed VPAT (Voluntary Product Accessibility Template) centered on WCAG 2.1 conformance
* Collaborated with the Accessibility Office with digital accessibility requirements, per Section 508 of the ADA
* Ensured compliance of ICT products/services with Sec 508 of US Rehabilitation Act, 1973 as amended
* Migrated and converted the institution LMS from Moodle to Blackboard
* Provided leadership in Blackboard LMS development and technical implementation of all content for healthcare-focused online programs and developed online learning policies and support for LMS users
* Designed for MOOC and professional continue education collaboratives
* Recommended and developed an appropriate operational structure for online learning and e-learning course delivery
* Managed MOOCs and issues pertinent to using audio, video, and foreign language fonts
* Responsible for digitally curating materials for the curriculum committee and created reports for program assessment
* Implemented new policies, procedures, and operational structure in support of online learning, and academic achievement of learning objectives and outcomes in conjunction with curriculum committees
* Led the development and ongoing implementation of Life University's first Distance Learning Strategic Plan
* Created and maintained hybrid/blended learning curriculum guidelines and policies
* Integral in providing Department of Institutional Effectiveness in accomplishing State Authorization for online courses
* Collaborated with the Center for Teaching and Learning to facilitate monthly instructional technology, authentic assessments, and online student engagement workshops for faculty and staff and
* Employed Kirkpatrick's Evaluation model post-training and validated Satisfaction Survey
* Utilized domain expertise for online learning, including instructional design, course delivery, faculty development and training, content management, curriculum development, and industry best practices
* Created, trained, and advocated the Faculty Guide to Teaching Online to introduce faculty new to online instructing to Blackboard and best practices for teaching online
* Performed online learning ADA evaluations of online course delivery efforts with faculty and administration to support Sections 504/508 of the ADA compliance
* Presented findings to academic leadership, resulting in a reorganization of the university's website and online learning access portal and course evaluations for appropriate online instructional pedagogical practices
* Administered the discovery, creation, and testing of innovative educational technologies
* Utilized ADDIE and SAM to assist faculty with the design and construction of online courses and training materials
* Developed Online Campus Action Plan to support the university's strategic initiative of establishing an online campus separate from its residential campus
* Developed and validated Online Student Satisfaction Survey
* Served as subject matter expert for several committees to include Distance Learning Committee, Diversity Committee, and Student Accommodations & Accessibility Committee

# September 2012 – January 2015, [Education Affiliates](http://www.edaff.com/)

# Adjunct Faculty

Institutional Context: As a private, post-secondary, and for-profit system of 45 colleges and schools, Education Affiliate's (EA) Fortis College specializes in allied healthcare degree programs. Additionally, The Accrediting Bureau of Health Education Schools (ABHES), Accrediting Commission of Career Schools and Colleges (ACCSC), and Accrediting Council for Independent Colleges and Schools (ACICS) endorse Fortis College.

Primary Responsibilities:

* First faculty to incorporate online learning Blackboard Learn LMS
* Developed and executed appropriate methods of evaluating students' performance
* Prepared syllabi, daily lectures, and other course activities to enhance the educational experience
* Instructed two to four healthcare degree-level courses per semester
* Utilized instructional design best practices for face-to-face instructional delivery
* Developed curriculum for the HESI Nurse Entrance Exam Preparation
* Increased nursing enrollment exponentially by developing and facilitating the Entrance Exam preparatory course
* Consistently earned 98% student satisfaction scores

# October 2010 – September 2012, [RMI Online Training](http://www.rmihealthwellness.com)

# Director of Curriculum Content

Institutional Context: RMI offers online and hybrid continuing education training and instructional materials focused on national healthcare certifications and professional development.

Primary Responsibilities:

* Created an ongoing process of assessing student needs by managing high-quality healthcare curriculum design, development and ensuring content alignment
* Developed, implemented, and evaluated curriculum and matters related to national standards for industry certification
* Appointed as interim Dean of Continuing Education, providing leadership for planning, implementing, evaluating, and coordinating the continuing education programs
* Created design documents and curriculum plans with cross-functional resources to identify student training gaps, which resulted in the formation of various e-Learning units and authentic learning labs
* Conducted formative evaluation of training using utilizing Kirkpatrick's Evaluation Model
* Interviewed and recruited top candidates, retained critical adjuncts, and conducted annual performance evaluations, and reinforced professional continuing education
* Hosted receptions for staff and key stakeholders, attended advisory board meetings with affiliated colleges and universities, and acquainted board members with RMI's goals and missions
* Furthered the philosophy and objectives by developing campaign proposals to secure additional contracts and funding
* Created labs to provide hands-on learning opportunities and complement instructional materials
* Encouraged and advised students of certification and employment opportunities
* Exercised leadership in the long-term planning of education programs, assured the instructional quality by selecting and developing faculty and administrators, and in furthering the philosophy and objectives of the Institute
* Interviewed and recruited top candidate, worked with staff to retain critical adjuncts, and reviewed performance evaluations and survey results
* Facilitated the strategic planning process for enrollment, recruitment, retention and performed program evaluations

# June 2008 – October 2010, Roane Medical Institute

# Hybrid/Blended Lead Instructor (Continuing Education)

Institutional Context: Roane Medical Institute provides continuing education workshops centered on clinical and academic certification exam preparation for allied health professionals and advanced healthcare students.

Primary Responsibilities:

* Incorporated alternative methods of participant's valuations and modified traditional instructional approaches to support authentic online learning and assessments
* Developed lesson plans and instructional material for virtual and on-site sessions
* Implemented course redesign process by re-examining course goals and objectives and created the hybrid program
* Managed and led the implementation of the Blackboard learning management system
* Assisted in developing directives to satisfy accreditation and credentialing guidelines

# CONTRACTED PROJECTS

**May 2016 – November 2018,** [**The New Teacher Project**](https://tntp.org/)

**Virtual Course (eLearning) Development Project Manager (Grant Funded)**

Institutional Context: TNTP counsels education leaders on approaching educational quality questions, from navigating negotiations to engaging community members to communicating a superintendent's vision.

Primary Responsibilities:

* Trained newly hired Course Builders on TNTP's Instructional Design best practices
* Developed and maintained new online teacher preparation and special education certification (SPED) training and resource exchange platform for the city of San Francisco (SF) using Blackboard Learn
* Responsible for overall quality of online courses, including course revisions and alignment to stated goals, Common Core Standards, and SF Unified School District requirements
* Led and supervised a large team of teacher-candidates, course writers, and course builders
* Ensured teacher candidates met districts requirements for Education Specialist and Cleared credentials

**September 2016 – *Seasonal*,** [**Pearson Consensus Scoring**](http://regionalscoring.pearson.com/scoring_center_project_schedules.html)

**Educational Technology Scorer**

Institutional Context: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to measure and support the skills and knowledge that all teachers need from the first day in the classroom.

Primary Responsibilities:

* Focused on the pre-service assessment process to answer an essential question; "Is a new teacher ready for the job?"
* Assessed candidate's authentic teaching materials as the culmination of the teaching process
* Reviewed documentation that demonstrated each candidate's ability to teach, effectively
* Conducted consensus scoring and coaching via webinars, and conference calls
* Collaborated with partners/group to score Educational Technology edTPA candidate submissions
* Acted as the first point of contact for employees concerning performance

**November 2015 – *Seasonal*,**[**Educational Testing Services (ETS)/AP College Board**](https://www.ets.org/)

**Grades 9 - 12 AP Advanced Placement – Research Rater/Scorer**

Institutional Context: ETS works with education institutions to conduct research and develop assessment programs that provide meaningful information they can count on to evaluate people and programs. Designing assessments with industry-leading insight, rigorous analysis, and high-quality to help education communities make informed decisions achieves this valuation.

Primary Responsibilities:

* Scored Grades 9 - 12 AP Advanced Placement Research assessments
* Applied ratings per scoring guidelines and the Reader's ability to appropriately use the scoring scale
* Accurately and consistently scored research exams based on colleague rosters
* Delivered performance feedback and daily performance reports
* Completed employee evaluation and supplied additional comments regarding the Reader's performance

# January 2013 - [Teach for America](https://www.teachforamerica.org/) (*Jacksonville Secondary Science Training Corps*)

# Summer Training Institute Recruit

Institutional Context: TFA identifies, trains, and supports diverse teachers and leaders for placement in under-represented public-school systems across the nation with a 2-year commitment.

Primary Responsibilities:

* Using Blackboard LMS, participated and designed in differentiated curriculum sessions and focused on specific curriculum objectives to provide corps member support by lesson planning and rehearsing future classroom sessions
* Focused on providing equitable and Accessibility education to all students
* Conducted concentrated peer observations of corps members and completed written reflections
* Met with faculty advisors and summer mentor teachers to debrief classroom observations
* Performed reflective self-evaluations utilizing the "Teaching as Leadership" rubric
* Implemented time prioritization strategies by use of personal action plans

# August 2011 - [Everest University](https://www.onlinecollegeplan.com/everest-university-online/) *(Phlebotomy Training/Workshop Contract)*

# Training Manager

Institutional Context: Everest University offered degree programs and currently holds accreditation from the Council for Independent Colleges and Schools (CICS) and the Florida Commission for Independent Education.

Primary Responsibilities:

* Provided classroom skills, laboratory skills, clinical instruction, advisement, and assessments
* Executed and led program activities, including curriculum and program planning, development, evaluation, and clinical rotations for laboratory/hospital placements
* Met regularly with laboratory professionals and community agencies for coordination of instruction
* Developed programmatic policies and procedures to evaluate competencies
* Guided the Program Coordinator in records maintenance and credentialing requirements

# October 2010 - [City of Jacksonville](http://www.coj.net/neighborhoodorganizations) *(CommUniverCity Bid Award#P-42-10 AD)*

# Training Project Manager/Grant Writer

Institutional Context: The Jacksonville Housing Finance Authority sought a contractor to design curriculum, coordinate, and manage the" *CommUniverCity: Training Neighborhood Leaders program*," an effort to identify, recruit, develop, motivate, and mobilize effective local community leadership.

Primary Responsibilities:

* Developed and facilitated workshops for community leaders on topics to include Community Meetings, Neighborhood Safety, Communication, Forming Non-Profits, and Government in Action
* Organized workshop learning activities and training workshop instructional materials
* Trained instructors on teaching pedagogies and best practices for workshop facilitation on technology usage
* Evaluated program effectiveness using Kirkpatrick's Evaluation Model to measure programmatic implementation and participant knowledge outcomes

# KEYNOTE SPEAKING ENGAGEMENTS

* Healthcare Associates of America Annual Board Meeting - *Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education,* Washington, DC, 2018
* Maryland Distance Learning Association – [*The Importance of Online Course Introductions and Overviews*](http://marylanddla.org/index.php/events/fall-event), MD, 2017

# PRESENTATIONS/CONFERENCES

**Awards**

* [2019 International Distance Learning Quality Research Paper Award](http://www.kmsmithphd.com/research) *-* [*Gamification & ADA Compliance: Considering Equity*](http://docs.wixstatic.com/ugd/bb16b5_86bf92c5d2624e83be0f24df5aac846d.pdf). US Distance Learning Association (USDLA). USDLA National Conference in Nashville, TN
* [2018 Emerging Scholar Award](http://ubi-learn.com/journal/awards) - *"The Relationship between Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education"* 11th International Conference on e-Learning & Innovative Pedagogies in New York, NY
* [2017 Excellence in Learning](http://www.brandonhall.com/excellenceawards/excellence-learning.php?year=2016) – Bronze – Brandon Hall Group Human Capital Management Excellence Awards. Pearson - Global Management Development

**Conference Team Support**

* [CanvasCon Northeast Conference](https://community.canvaslms.com/events/1869) - Canvassadoor
* [CanvasCon Northeast Conference](https://community.canvaslms.com/events/1869) - *The MUIH Experience: A Successful and Accelerated Online Learning Management System Migration,* M. Hrutka and C. Wilkerson, Princeton, New Jersey, 2016

**Primary Presenter**

* Society for Public Health Education (SOPHE) 2021- Gateway to the Future: Health Education & Promotion for All, Presenting Accessibily to an Online Audience, 2021
* [The PhD Network Western Regional Conference](https://www.blackphdnetwork.com/event/national-conference) - Breakthrough to Excellence, [*Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education*](https://youtu.be/7GshmrL98pc), Wilmington, DE, 2021
* [*Community Engagement Prior to Health Assessments*](https://kmsmithphd.s3.amazonaws.com/RDAS%2BConference_Engaging%2BCommunities%2BPrior%2Bto%2BAssessment%2BMarketing%2BStrategies%2Band%2BWeb%2BConsiderations.pptx) – Fairfax County Community Services Board, Fairfax, VA, 2020
* [Mid-Atlantic Group Instructing with Canvas 3rd Annual Conference](http://www.canvasmagic.org/) (MAGIC) - *Creating 508 Compliant and Accessible Word Documents for Your Online Course*, Howard Community College, Columbia, MD 2018
* [Maryland Distance Learning Association](https://imgsvr.eventrebels.com/ERImg/01/96/15/MDLASpring2017Schedule022717.pdf) Spring Conference - "*The JAWS Screen Reader Experience: Digital Accessibility for All*," Maryland 2020
* [Maryland Consortium for Adjunct Faculty Professional Development (MCAPD)](https://docs.google.com/presentation/d/1Q_5M1anRW_zYCx8hE7GICzs5Gf2Mwtnwzfl47rq0OSc/edit?usp=sharing) - Digital Accessibility and Usability to Diversity, Equity, and Inclusion in eLearning, Baltimore, MD, 2019
* Harvard University Center for Applied Special Technology (CAST) Annual Universal Design for Learning (UDL) Symposium - [*"Becoming an Expert Learner using Universal Design for Learning,"*](file:///D%3A%5CNew%20Volume%5CCAST%20UDL%20Conf%5CCAST%20UDL%20and%20ADA.mp3)Harvard University Center for Health Law and Policy Innovation Cambridge, MA, 2019
* [International Conference on E-Learning in the Workplace (ICELW)](https://www.slideshare.net/DrKeyondaSmith/icelw-acceptance-127702309/DrKeyondaSmith/icelw-acceptance-127702309) *- Creating 508 Compliant and Accessible Word Documents for Your eLearning Course*, Columbia University, New York, NY 2019
* [Distance Learning Administration Conference](https://www.westga.edu/~distance/dla/) - *"How do you create, support, and encourage sustained learning?"* Fishbowl Dialogue Session, Jekyll Island, GA, 2018
* [Association of Faculties for Advancement of Community College Teaching](http://www.afacct.csmd.edu/) (AFACCT) - *Creating an Accessible Learning Environment using Universal Design Principles*Anne Arundel, MD, 2018
* [Online Education of Berlin (OEB)](https://oeb.global/conference) - *Institutional Culture and Faculty Perceptions of Online Learning in Higher Education* Berlin, Germany, 2017
* [Maryland Consortium for Adjunct Faculty Professional Development (MCAPD)](https://mcapd-archive.wikispaces.com/) - *Accessibility in Online Learning and Universal Design* Baltimore, MD, 2017
* [e-Learning and Innovative Pedagogies Research Network](http://ubi-learn.com/2018-conference) - *Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education* Manhattan, NY, 2018
* Culture of Research and Education (CORE) Webinar Series - [*Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education*](https://youtu.be/7GshmrL98pc) Cypress, CA, 2017
* [International Conference on E-Learning in the Workplace (ICELW)](https://www.slideshare.net/DrKeyondaSmith/icelw-acceptance) - *Institutional Culture and Faculty Perceptions of Online Learning in Healthcare Higher Education* Columbia University New York, New York 2017
* [Rutgers University Online Learning Conference](https://www.slideshare.net/DrKeyondaSmith/rutgers-university-74462183) - *Creating 508 Compliant Documents for Online Learning,* Reimagine Online Learning. Rutgers University Somerset, New Jersey, 2017
* [Maryland Distance Learning Association](https://imgsvr.eventrebels.com/ERImg/01/96/15/MDLASpring2017Schedule022717.pdf) (MDLA) Fall/Spring Conference - *Teaching and Learning in the Digital Age: Creating 508 Compliant Documents for Online Learning* Anne Arundel, Maryland, 2016
* [Association for the Advancement of Computing in Education E-Learning Conference](https://www.slideshare.net/DrKeyondaSmith/aace-presenter-acceptance) (AACE) - *Student Perceptions of Acupuncture Online Course Equivalency and Comparing On-Campus Performance Outcomes.* Washington, DC, 2016

**Workshop/Webinar Facilitator**

* Carroll Community College Faculty Workshop Conference - [Creating an Accessible Learning Environment with Universal Design Principles](http://docs.wixstatic.com/ugd/bb16b5_68f49ba978ab4ea38d0a42a360ca2aca.pdf) Westminster, MD, 2017
* [Writing Effective Learning Outcomes](https://www.youtube.com/watch?v=7uBsxe8g1KQ) - Curriculum Innovation Webinar Series. Trident University Cypress, CA, 2017
* [Correlating Institutional Culture and Faculty Perceptions of Online Learning in Higher Education](https://www.youtube.com/watch?v=7GshmrL98pc) - Culture of Research in Education Webinar Series Trident University Cypress, CA, 2017
* [Creating 508 Compliant and Accessible Word Documents for Your Online Course](https://s3.amazonaws.com/idresources/ADA%2BPresentation/index.html) - Maryland Distance Learning Association Spring 2017 Conference, Baltimore, MD, 2017
* [Converting PowerPoint into iSpring8 and Core FTP](https://www.youtube.com/watch?v=0kzfvMNRvX4) - Center for Teaching and Learning Faculty Training, Maryland University of Integrative Health, Laurel, MD, 2016
* [Learn Screencast-o-Matic in Less than 5 Minutes](https://www.youtube.com/watch?v=6FZhaZGY2ts) - Center for Teaching and Learning Faculty Training. Maryland University of Integrative Health, Laurel, MD, 2016

**Poster Presentation**

* [Maryland University of Integrative Health Research Symposium](https://www.slideshare.net/DrKeyondaSmith/research-symposium-poster-74460789) - *The Relationship between Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education,* Symposium Session,doi: 10.13140/RG.2.2.12278.40002 Laurel, Maryland, 2017

**Peer Reviewer**

* [Penn State Center for Online Innovation in Learning (COIL) Research Initiation Grant (RIG)](https://coil.psu.edu/rig-index/) - *Seed Funding for Research Project Development to Enhance Online Teaching and Learning,* Grant Year 2017
* [Blackboard Course Reviewer](https://blackboard.jiveon.com/community/ecp/blog/2017/07/05/thank-you-to-our-exemplary-course-program-reviewers) (2015, 2016, 2017, 2018). Blackboard Exemplary Course Program.

**Conference Peer Reviewer**

* [National Wellness Institute 42nd National Wellness Conference](http://www.nationalwellness.org/page/NWC_ReviewCommittee) - *Cultivating Cultures that Flourish,* St. Paul, MN 2016

# PAPERS AND PUBLICATIONS

Smith, K.M. (2021). Accessibility in Gamification: A Theoretical Framework. *Journal of Accessibility and Design for All.* Universitat Politècnica de Catalunya

McNeil, L., Smith K.M. (2019). CrossFit Functional Movement Techniques and Identification of Risks Relationship to Crossfit-Associated Injuries. Research in Health Sciences. Purdue University

Smith, K.M., Abrams, S. (2018). [Gamification & ADA Compliance: Considering Equity.](http://docs.wixstatic.com/ugd/bb16b5_86bf92c5d2624e83be0f24df5aac846d.pdf)*International Journal of Information and Learning Technology.* [Equity in Teaching and Learning with Digital Technologies](http://www.emeraldgrouppublishing.com/products/journals/call_for_papers.htm?id=7772) doi: pending

Smith, K.M. (2017). [Common Qualitative Research Methods](https://www.researchgate.net/publication/322012137_Common_Qualitative_Research_Methods). *Research Gate Open Source Journal*. doi: 10.13140/RG.2.2.10745.16480

Smith, K. M., Wick, A. (2016). [Student perceptions of acupuncture online course equivalency and a comparison of online and on-campus student performance outcomes.](https://www.slideshare.net/DrKeyondaSmith/student-perceptions-of-online-learning) *Maryland University of Integrative Health Research Symposium*

Smith, K. M. (2016). [*The Relationship between Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education*](http://search.proquest.com/openview/e61fd7f499c691b5cbd4ad8ae191c32e/1.pdf?pq-origsite=gscholar&cbl=18750&diss=y). Accepted to Trident University School of Education, *September 2016*

Smith, K. M. (2014). [*Women in Academic Leadership: A Mini Study*](https://www.academia.edu/25466144/African_American_Women_in_Academic_Leadership_A_Mini_Study). Trident University. doi: 10.13140/RG.2.1.4730.7123

Smith, K. M. (2014). [Women in Higher Education Leadership: A Literature Review](https://www.academia.edu/25465688/African_American_Women_in_Higher_Education_Leadership_A_Literature_Review). *Research Gate Open Access Journal.* doi: 10.13140/RG.2.1.5025.6243

Smith, K. M. (2014). [*Biodynamic Agriculture Increasing Biodiversity in Food Deserts: A Quantitative Study within a Jacksonville Community*](https://www.academia.edu/19148343/CAN_BIODYNAMIC_AGRICULTURE_OFFER_A_WAY_TO_INCREASE_BIODIVERSITY_IN_FOOD_DESERTS_A_QUANTITATIVE_STUDY_WITHIN_A_JACKSONVILLE_COMMUNITY). Submitted and Accepted into Trinity School of Natural Health Doctor of Naturopathy Graduate Department, *December 2014.* doi: 10.13140/RG.2.2.28771.14880

Smith, K. M. (2013). *An Analytical Approach to the Evolution, Quality, and Principles of Distance and Online Higher Education.* Submitted and Accepted to Trident University International Graduate Department, June 2013

Smith, K. M. (2009). [Mycobacterium Avium Paratuberculosis vs. Regional Enteritis](https://www.slideshare.net/DrKeyondaSmith/mycobacterium-avium-paratuberculosis-johnes-disease). *Animal Science Institute*, June 2009

Settles, T., Smith, K. M. (2014). *Patient satisfaction in an Arkansas hospital: A mixed-method study.* Research Proposal

**DOCTORAL/DISSERTATION MENTORSHIP**

Hansfield, Travis -Working Title *Infection rates impact the economic impact of the COVID-19 Pandemic on the Caribbean's Business Aviation Industry*, School of Business, Charisma University (Defense 2021)

Smith, Julie - Working Title *Covid-19 impact on Pastoral care in The Turks and Caicos Islands* A Thesis submitted following the requirements of Charisma University for the degree of Master of Theology (February 2021)

Joseph Chan, M.Ed. - Working Title " *The Impact of GED Exam Scores on Adult Motivation, Retention, and Critical Thinking*" Trident University School of Education (Confirmed 2019)

Ronald Ware, MBA - Working Title "*Correlations between Brand Equity and AA Millennial Buying Behaviors*"Grand Canyon University(Confirmed 2019)

Tammy Settles, MD, Ph.D. - Development "*Expectancy-Disconfirmation Theory Prediction of Socio-demographic Variables and Postoperative Cardiac Patient Satisfaction: A Correlation Study*" Northwestern University (Confirmed 2016)

Zabrina Epps, MPS - Working Title "*An Ethnographic Examination of Learner Perspective During Higher Education Institutional Change*" Fielding University (Defense 2019)

**BOARD AND ASSOCIATION MEMBERSHIPS**

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| * National Commission for Health Education Credentialing -Elected Board Member
 | * Institute for Emerging Leadership in Online Learning (IELOL) - Recruit
 |
| * International Association of Accessibility Professionals
 | * QM Instructional Designer Association - Member
 |
| * Educause Accessibility and Access - Member
 | * National Wellness Institute - Conference Peer Reviewer
 |
| * W3C ARIA Accessible Online Learning and ARIA and Assistive Technology - Member
 | * MUIH Evidence-Based Research Literacy Advocate Program
* MUIH Institutional Review Board – Member
 |
| * Educause - ID2ID - Instructional Design Lead Mentor
 | * MUIH Faculty Pedagogy Committee - Member
 |
| * W3C Web Accessibility Guidelines Working Group
 | * MUIH Faculty SME Powerful Presentation for e-Learning -
 |
| * W3C Invited Expert - Accessibility Guidelines Expert
 | * MUIH Culture Task Force - Member
 |
| * Maryland Distance Learning Association (MDLA) - Board
 | * Blackboard Exemplary Course Reviewer - Member
 |
| * United States Distance Learning Associated - Advisory
 | * National Health Careers Association - Member
 |
| * Board of Professional Continuing Education - Elected
 | * Healthcare Associates of America - Board of Directors
 |
| * The Bill Clinton Foundation - ACP - Professional Mentor
* American Public Health Association (APHA) - Conference Abstract Submission Reviewer
 | * Society for Public Health Education (SOPHE) - Conference Abstract Submission Reviewer
* National Center for Accessible Materials and CAST
 |
| * University Professional and Continuing Education Association (UPCEA) - Member
 | * Pennsylvania/Delaware/ Learning Association (PADLA)
* National Wellness Institute (NWI) - Submission Reviewer
 |
| * Digital Accessibility Working Group - Moderator/Creator
 | Society for Participatory Medicine |