

## Speaker Biographies

**Shelby Acteson, M.Ed.**, is the Associate Director of Harvard University Disability Resources (UDR), a central office that provides leadership and expertise to the Harvard community in support of university-wide accessibility; disability as part of diversity, equity, inclusion and belonging; and, practices, procedures and resources for university and community partners. Shelby's work focuses primarily on the experience of students with disabilities through the provision of guidance, resources and training to the disability coordinators, faculty and administrators at Harvard's undergraduate College and each of the University's professional schools. Prior to Harvard, Shelby was the Director of Disability Services at Oregon Health & Science University. Her more than ten years in higher education also includes instructional design, curriculum development, and student learning support, supplemented by a broad background in organizational development, communications and marketing, and non-profit management.

**Jamie Axelrod, M.S.**, earned a B.A. in Psychology from New York University and an M.S. in Counseling at the University of Wisconsin-Madison. After graduating with his M.S., Jamie worked for the University of Wisconsin-Madison athletic department in the Student Affairs office. He then worked as a mental health therapist in Valparaiso, Indiana and Lander, Wyoming. After thirteen years at community mental health centers Jamie went to work for Protection and Advocacy Systems, Inc., a disability rights advocacy law firm. At Protection and Advocacy Systems, Jamie served as an advocate assisting individuals with disabilities with claims that their civil rights had been violated.

Jamie joined the Disability Resources team at Northern Arizona University (N.A.U.) in August of 2007 as a Program Coordinator and became the Director of the Disability Resources program in October of 2009. He served as co-chair of N.A.U.'s Commission on Disability Access and Design from 2011-2015. Jamie has served on the Board of Directors for the Association on Higher Education and Disability since 2010 and served as President from 2016-2018. He presents regularly on topics related to disability access and higher education, having expertise in disability law and policy, communication and information technology access, and the reasonable accommodation process.

**Alicia M. Drelick, Ed.D., A.T.P.** is a Lecturer for the Department of Interdisciplinary and Inclusive Education (IIE) and Coordinator of the B.A. in Inclusive Education. Dr. Drelick is passionate about improving the lives of students with disabilities by increasing access to high quality instruction. Her work and research are largely focused on assistive technology, Universal Design for Learning, assessment, and supporting learners with Autism. Dr. Drelick presents her work at local and national conferences and trainings.

**Brian Freedman, Ph.D.**, is the Associate Director of the University of Delaware Center for Disabilities Studies (CDS), Delaware's federally-designated University Center of Excellence in Developmental Disabilities. As Associate Director, Brian oversees all postsecondary transition programs and research at the center. These include Spectrum Scholars, an initiative that supports undergraduate autistic students, and the Career & Life Studies Certificate, a 2-year inclusive college program for students with intellectual disabilities. Brian also oversees a federally-funded pre-professional training program, Leadership Education in Neurodevelopmental Disabilities, and teaches in the university's disability studies minor. Brian is a licensed psychologist and an assistant professor in the university's School of Education.

**Justin Freedman, Ph.D.**, is an Assistant Professor of Special Education in the Department of Interdisciplinary and Inclusive Education at Rowan University. He earned his Ph.D. in Special Education with a focus in Disability Studies at Syracuse University. His research focuses on supporting the transition of students with disabilities in post-secondary education, and the use of Universal Design to remove educational barriers for secondary and post-secondary students. He has conducted several presentations about methods of developing inclusive and accessible environments in post-secondary education. His research has been published in refereed journals including the *International Journal of Inclusive Education*, *Disability & Society*, and *Teachers College Record*.

**Wes Garton, M.S.**, is the Assistant Program Manager for Spectrum Scholars, a comprehensive college-to-career program for University of Delaware undergraduates on the autism spectrum. Wes oversees coaching processes and works with students in weekly coaching sessions to establish goals, identify and connect to campus resources, and build executive functioning skills in all facets of college life. In addition, Wes coordinates Edge Extension, an inclusive summer pre-college program for high school students with learning disabilities preparing for postsecondary education. Wes is also an academic advisor for the university's Disability Studies minor. Wes graduated from West Chester University of Pennsylvania in 2016 with an M.S. in Higher Education Counseling & Student Affairs.

**Jane E. Jarrow, Ph.D.** has established a reputation for being knowledgeable and articulate in understanding and presenting the issues of importance related to disability in the higher education arena. She is a prolific author and an acknowledged leader in the field. Her professional involvement in this field spans more than 35 years and includes her long tenure as the Executive Director of the Association on Higher Education and Disability (AHEAD). Those who have turned to her for technical assistance or who have heard her speak have remarked on Jane's comfortable presentation style, her down-to-earth approach to the subject, her ready availability and willingness to assist, and her ability to relate general legal principles to the specific situations encountered in the postsecondary setting.

Dr. Jarrow is the founder and President of Disability Access Information and Support (DAIS). Through her consulting company, Jane provides technical assistance and professional development activities to various segments of the higher education community surrounding issues of accommodation and support for students with disabilities. She has authored or co-authored numerous articles and books focusing on the legal and practical issues surrounding federal mandates for nondiscrimination on the basis of disability and provided professional development training for hundreds of postsecondary personnel through her online courses.

Most recently, Dr. Jarrow has become a primary resource for service providers in sorting out issues of service animals and emotional support animals on campus.

Jane received her academic training in Speech Pathology at Purdue University (BS, MS) and Wichita State University (Ph.D.), and taught at Ohio State University before beginning her 14-year tenure as the Executive Director of the Association on Higher Education and Disability (AHEAD). In 1996 she became a private consultant, providing support and training to colleges and personnel in their efforts to support students with disabilities. The parent of a daughter with a significant disability, Jane knows these issues from both personal and professional perspectives.

**Michelle Koch, Ed.S.**, is currently the Associate Director of Disability Services at Lehigh University. Michelle's areas of focus and research include academic coaching and creating inclusive environments for students with disabilities to create access for their academic, social, and emotional development. Michelle has her Ed.S. and LPC, both from Lehigh University. Michelle strives in environments that promote collaboration between students, staff, and faculty.

**Jessica Monahan, Ph.D.**, is the research manager for Spectrum Scholars, a comprehensive college-to-career program for University of Delaware undergraduates on the autism spectrum. She coordinates research studies with members of the Spectrum Scholars team and collaborators around the university and community. Jessica has a PhD in Educational Psychology with a focus on special education and transition services from the University of Connecticut. Her research seeks to refine our understanding of the supports necessary for those students to succeed in adult life through incorporating the voice of students with disabilities. Jessica previously taught as a special educator in a public high school in Connecticut and worked as a project coordinator with the Postsecondary Education for All Collaborative, a federally-funded, inclusive college program for students with intellectual disability at Louisiana State University Health Sciences Center in New Orleans.

**Katie O'Brien, M.S.**, is the Student Success and Retention Specialist at Ursinus College. Katie's areas of focus and research include providing support to students on academic probation that promote independence and self-determination to increase their academic success in college. Katie has experience from Drexel University where she served as an academic advisor in the College of Nursing and Health Professions for 3 years. Katie has her M.S. in clinical mental health counseling from Villanova University. In addition to her focus on best practices to support students on academic probation, Katie creates retention programs for both freshman and sophomores to enhance their college academic experience.

**Kerry Pini** is a graduate student studying school psychology at the University of Delaware. Currently, she is working as a school psychology intern for the Cape Henlopen School District in Lewes, Delaware. Prior to her internship, she worked as a graduate assistant for Spectrum Scholars, a comprehensive college-to-career initiative for University of Delaware students on the autism spectrum. She is interested in using student-centered data to inform transition supports for students with disabilities. Once Kerry is finished with her degree, she hopes to work as a full-time school psychologist in the public school system.

**Alexandra Schmied, M.S.**, works at the University of Delaware as the Academic Program Coordinator for Spectrum Scholars, a comprehensive college-to-career program for undergraduates on the autism spectrum. She supports students in obtaining their personal and academic success by providing holistic coaching sessions focused on executive functioning, academics, self-care, self-advocacy, social engagement, career exploration and interdependent living skills. Before working at UD, she served as the graduate intern for the Institute for Student Success at Ursinus College. Alex holds a bachelor's degree in Public Health from Temple University and a master's degree in Higher Education Policy and Student Affairs from West Chester University.

**Dolly Singley, Ph.D.**, is currently the Director of Disability Services and 504 Coordinator at Ursinus College. Dolly's areas of focus and research include Academic Coaching and Universal Design Strategies in Higher Education. Dolly has her M.Ed. in Counseling and Human Services and her Ph.D. in Special Education, both from Lehigh University. Dolly has worked in disability related Services at Lehigh University, Cedar Crest College, Moravian College, and Chestnut Hill College for the past 12 years. In addition to focusing on strategies and supports that create access for college students with diverse learning, physical, emotional, and social needs, Dolly enjoys collaborating with staff and faculty to promote inclusive and empowering learning environments.

**Casey Woodfield, Ph.D.**, is an Assistant Professor of Special Education in the Department of Interdisciplinary and Inclusive Education at Rowan University. She earned her Ph.D. in Inclusive Special Education at Syracuse University. Using a disability studies framework her research explores the nuances of augmentative and alternative communication (AAC), inclusive education P-12 and postsecondary settings, experiences of college students with disabilities, and inclusive qualitative methods. Dr. Woodfield has presented on neurodiversity, transition to college, accessible pedagogy in higher education and college students' perspectives on accommodations. She is currently a member of Rowan University's Autism Spectrum Advisory Board.

**John Woodruff, M.S.**, is Director of the Academic Success Center and Disability Resources at Rowan University, Glassboro, New Jersey. He coordinates campus services for students with disabilities and manages transitions for students entering college. John holds an MS in Health Education from St. Joseph's University and a BS in Business Administration from St. Francis University (Loretto, Pennsylvania). John is the co-author of a book with Dr. Michelle Kowalsky entitled, *Creating Inclusive Library Environments*.