



Center for Accessible Resources

Postsecondary Education: A Guide for Parents and Advocates of Students with Disabilities

To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu

**Lane
Community
College
2019**

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Introduction

This guide is designed for parents/advocates and others that work with high school students with disabilities that plan to transfer to Lane Community College. There are many factors to take into consideration when a student enters postsecondary education. This becomes more layered when students require the added support of accommodations during their studies.

For many students, entering college will be their first time making their own life decisions, and potentially living away from home. Although this is an exciting time, parents/advocates may experience concerns about their student. In addition, questions may arise about students' progress, accommodations and academic life in general. This guide serves as a resource to assist parents and advocates in understanding some of the differences between high school and college and the expectations the college has for them as a support person. At any time, please contact us with questions or concerns and we will be happy to assist.

Center for Accessible Resources (CAR), Lane Community College

Section 1: Applicable Laws and Processes

It is important for parents/advocates to understand that the laws that apply to post-secondary institutions are very different from those that apply in the K-12 setting. This section will dive deeper into these laws to assist students in adapting to these changes.

Section 504 and the ADA

The two primary pieces of legislation that place obligations on colleges and universities include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These laws outline what colleges and universities are required to do to support students with disabilities in the post-secondary setting. Here are some of the highlights of these laws:

- The ADA is a federal law designed to give civil rights protection to individuals with disabilities to stop discrimination.
- It applies to employers, state and government agencies, places of public accommodation, transportation facilities, telephone companies and the U.S. Congress.
- Title II of the ADA states that public colleges and universities are required to provide auxiliary aids and services to qualified students with disabilities.
- Providing these services does not mean these students get special treatment but rather ensures equal opportunity to participate in classes and activities offered by the college.
- The college does not have an obligation to identify students with disabilities but rather to inform all students of the availability of accommodations for qualified students.
- Students in the college setting must self-identify and provide documentation of their disability that requires accommodations. The type of documentation required may differ from the K-12 setting.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of a student's educational records. The law applies to all schools that receive funds under an applicable program of the U.S Department of Education. Here is what FERPA means for parents/advocates:

- All student information will be given directly to the student and not to parents/advocates.
- College representatives are prohibited from discussing information about a student's academic records with parents/advocates.

A college student can sign a release (FERPA) giving staff permission to share information with parents/advocates. Even if a student signs a release, staff will generally only communicate with parents/advocates in the presence of the student. Students are required to handle any matters related to the CAR office, including requesting accommodations and reporting issues. We do not work with the parent in place of the student.

FERPA in college can be a big adjustment for students and families. College students are working toward increased independence and responsibility and allowing them to determine who receives their academic information is a part of that growing independence. As with many aspects of the college experience, increased communication between the parent and the student often yields a smoother experience.

Rules governing disability services

Confidentiality laws prohibit CAR staff from discussing students' information with anyone—including parents—without the student present. CAR recognizes the constructive role parents and advocates play in encouraging their student to apply for necessary accommodations and allowing the student to take on that responsibility themselves. Choosing whether or not to obtain disability accommodations is one of the valuable experiences students will gain in college.

Rules governing disability services are different in college than in K-12. Here at Lane Community College, the entire accommodation process must be student-initiated. The student is responsible for their own accommodation requests and disability-related decisions. CAR cannot honor requests from parents or advocates.

CAR encourages students to have an open dialogue with their parents/advocates. CAR suggests parents/advocates meet with their student beforehand to:

1. Assist the student in becoming a competent self-advocate.
2. Ensure the student knows their diagnosis and can communicate needs, strengths, interests, and challenges.
3. Allow the student to practice stating their needs.

Section 2: Differences between K-12 and College

There are many differences between K-12 education and post-secondary education. It is important for parents/advocates to be familiar with these changes in order to assist their student, and to be as informed as possible. Below is an outline regarding some of these differences.

Required documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan) and/or 504 Plan	Documentation guidelines specify information needed for each category of disability
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether students are eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations

Self-advocacy

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by parents and teachers	Student must self-identify to CAR
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's consent
Parent advocates for the student	Student advocates for self

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Instructors are not required to modify curriculum design or alter assignment deadlines
Students are expected to read short assignments that are then discussed, and often re-taught in class	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students seldom need to read anything more than once, and sometimes listening in class is enough	Students need to review class notes and text material regularly

Grades and tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations referring to how tests are given, (extended time, test proctors) are available when supported by disability documentation
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers often take time to remind students of assignments and due dates	Instructors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected, when it is due, and how it will be graded

Section 3: Getting Involved

Here at the Center for Accessible Resources (CAR) we know that the transition to college can take some time for many students. Parents/advocates are often needed in order to assist with this transition. This section goes over ways to be involved in your student's college experience while still fostering independence and self-advocacy.

Help your Student Plan for College – Self Advocacy

In the college setting, students will be responsible for understanding their strengths, areas of improvement, needs and preferences. Students must be prepared for communicating with their instructors and CAR, and will be responsible for seeking out services and support that they feel are necessary, including accommodations. Start practicing with your student to ensure they are able to answer the following questions:

- How does my disability impact my learning?
- What strategies and resources have been helpful in the past?
- What are my academic goals?
- How will I interact with my instructors or CAR when questions arise?

Good communication skills become crucial in college. Students being able to discuss topics such as the ones in the questions above will leave them better equipped to succeed.

Help your Student Plan for College – Every Day Items

Prior to the term in which your student will be starting, here are some things to help them consider regarding disability related needs on campus and in the community.

Self-Care/Life Skills:

- **Self-Determination/Independence:**
 - How will they talk about their disability, its impacts, and/or accommodations that they need?
 - How will they remember homework assignments, due dates, test dates, etc.?
 - How will they wake up in the morning/ensure they are getting to class on time?
 - How will they talk to faculty?
 - How will they take notes and organize information for studying?
 - How will they work with groups in class?
 - Do they have a quiet place to study?
- **Self-Regulation:** All students are responsible for monitoring and maintaining their behavior in the academic environment at LCC.
 - What strategies will they use to maintain appropriate behavior in class/lab?
 - What strategies will they use to maintain appropriate behavior when interacting with other students and staff on campus?

- **Personal Care Attendants – PCAs (in-home assistance with activities of daily living)**
 - Students are responsible for finding and paying for a PCA.
 - What are the resources? <https://adrcoforegon.org/consite/index.php>
- **Medical and durable equipment (i.e. wheelchairs, scooters, etc.)**
 - How will they get my medical equipment repaired if needed?

Communication/Learning Technologies:

- My student uses a communication device and/or application (i.e. communication boards, iPads, tables, smart phones, etc.) to communicate with people who are not familiar with their speech.
 - How will they make sure they are ready to use those tools in a class/lab?
- My student uses tools such as Speech-to-Text to assist them with their homework.
 - How can they make sure they are proficient with these tools before they get to school?

Health Care:

- What health care providers accept my insurance if my student needs to use health services?
- Mental Health:
 - Do they need to set up a transition plan with my mental health provider prior to coming to campus?
 - If they need mental health services beyond what is available on campus, how will they set that up?
 - Do they have a plan in place if they experience a mental health emergency or flare-up during the term?

Transportation:

- Is there accessible transportation to campus?
 - Lane Transit District: <https://www.ltd.org/>
 - Ride Sources: <https://www.ltd.org/ridesource/>
- Parking:
 - Where does my student get an ADA parking placard? <https://www.dmv.org/or-oregon/disabled-drivers.php>
 - Are there options for accessible parking if they do not have an ADA parking placard? <https://www.lanec.edu/disability/campus-accessibility>

Other Resources:

- Medical and Mobility Equipment:
 - All-Med, Eugene: <http://allmedoregon.com/>
 - NuMotion, Springfield/Salem: <https://www.numotion.com/>
 - Norco, Eugene/Salem: <https://www.norco-inc.com/>
- Other:
 - Titan Court Housing: <https://titancourt.com/>

- Vocational Rehabilitation Office:
<https://www.oregon.gov/DHS/Offices/Pages/Vocational-Rehabilitation.aspx>
- Oregon Commission for the Blind (OCB):
<https://www.oregon.gov/blind/Pages/index.aspx>

What Do I Do if my Student Is Struggling?

In the interest of assisting the student in becoming more independent, below are some good questions to ask your student when they come to you with problems regarding classes and/or accommodations.

- Have you logged into your online account and requested your accommodations each term?
- Are you using your accommodations?
- Have you checked to see and read any emails from CAR?
- Are you regularly checking your Lane Community College (LCC) email
- Do you need to schedule your exams with CAR?
- Are you using your note taking system?
- Are you using tutoring or other resources?
- Are you attending follow up appointments with your CAR Accommodation Specialist?
- Did you ask your CAR Accommodation Specialist for an appointment with the CAR Counselor to talk about academic strategies? Did you attend this appointment?
- Have you communicated with your instructor?

Parents/Advocates, Students, and CAR

Students receive support for their unique needs when they work directly with their CAR Accommodation Specialist. These initial interactions between the student and trained professionals allow their CAR Accommodation Specialist to gain an understanding of the student's strengths and challenges, and assess CAR's ability to support them in facilitating a successful college experience.

Initial Appointments with CAR

CAR encourages that parents and advocates do not sit in on the first half of the initial meeting between the student and their CAR Accommodation Specialist. This allows the Accommodation Specialist to get a feel for how knowledgeable and confident the student is in sharing information about past services and what accommodations the student hopes to have at the college level. Reviewing the questions above with your student will assist them in being prepared for this meeting. After the first half of the initial meeting, the Accommodation Specialist will ask the student if they would like their parent/advocate to come back. At this time the parent/advocate will receive a summary of what was talked about, and have a chance to ask any questions.

Regular Check-Ins with CAR

Again, CAR encourages that students attend regular check ins with CAR on their own. This allows their Accommodation Specialist to understand directly from the student how they are doing in the classes, and how their accommodations are working for them. CAR encourages parents/advocates to assist the student in preparing for these meetings by going over the questions they may have and talking about how their term is going in regards to their classes and accommodations. If the student wishes, parents/advocates are welcome to sit in on these meetings; however, all questions and information will be directed to the student and oral FERPA permission by the student will need to be given.

Section 4: Documentation and CAR Process

CAR works with students to set up academic accommodations for classes, brainstorm learning strategies, and provide disability related advising. There are a variety of academic accommodations that students might use.

CAR collaborates with each student to tailor the process of receiving accommodations and identify which accommodations will be most useful in response to their individual needs. Reasonable and appropriate accommodations are provided for all areas of the learning environment including (but not limited to) credit and noncredit classes, Cooperative Education placements, and clinicals.

It is a student's right not to disclose if he or she has a disability or uses accommodations. Accommodations will not be given retroactively.

All students are encouraged to take steps to ensure accommodations are in place for future assignments or activities by completing the following process to become eligible for academic accommodations.

Applying for CAR Services

1. Submit CAR Application

- a. Navigate to the CAR webpage at: www.lanecc.edu/disability
- b. Click, "Prospective Student", "Application Process", then "CAR Application"
- c. Fill out each field to the best of your ability and click "Submit Application"

2. Submit Disability Verification

What is disability verification?

Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and it must clearly show the need for each of the requested accommodations. All documentation should be recent enough to reflect the student's current level of functioning.

Disability verification may come in any of these forms:

- Copies of Medical Records
- Evaluations or diagnostic reports
- [PDF: Disability Verification Information form](#)
 - Click on the PDF link above for copies of the form or pick up a printed copy at CAR.
 - Please have the appropriate, qualified medical professional complete the form.

- The student's medical provider can fax this form back to CAR or you can mail or bring it into the office (see fax number on page one).

Disability verification should include the following:

- A specific diagnostic statement identifying the disability, including severity and date of current diagnostic evaluation.
- Specific findings which support this diagnosis including relevant history, tests administered, test results, and interpretation of those test results.
- Length of condition(s) and expected duration.
- Information concerning the impact of the disability on the educational setting including a description of the physical and/or cognitive functional limitations due to the disability.
- Medication(s) being used and their side effects.
- Any other helpful information for working with this student.

Can my Student Use their Individualized Educational Plan?

Individualized Educational Plans (IEPs) and 504s are helpful when discussing accommodations, but are usually not sufficient documentation unless included as part of a more comprehensive evaluative report.

How does my Student Get Tested?

CAR has put together a list of possible providers for testing/assessments. These are only a few of many options and these are not the only providers we will accept documentation from.

[PDF: Testing/Assessment Resource Information](#)

If students have questions on what documents are needed, they should make an appointment to meet with a CAR Accommodation Specialist.

Occasionally, CAR will need more information from the student or the student's medical provider to determine student eligibility. In this case, CAR will contact the student to set up a 30-minute consultation appointment to talk about further information needed. To ensure CAR can process disability verification as quickly as possible, students should respond promptly.

3. Complete a New Student Orientation

Once CAR has reviewed the student's application and disability verification and all are considered complete (meaning they contain the necessary information), CAR will contact the student and set up an appointment to complete the New Student Orientation. This orientation takes place in our CAR Technology Lab. It goes over items to expect, as well as various CAR processes and procedures. This must be completed in order for students to request accommodations.

4. Attend a Student Interview

After the New Student Orientation is completed, CAR will contact the student to schedule an intake appointment (they can also schedule this when they schedule the orientation). Appointments can normally be made within one week and last about one hour.

During the student interview the student and their CAR Accommodation Specialist will identify what academic accommodations the student is eligible for, and the CAR Accommodation Specialist will provide information on how to use accommodations. The student will also learn about CAR procedures, and have an opportunity to ask questions.

5. What's Next?

Using accommodations in the college setting will differ from an IEP in the K-12 setting. In K-12, accommodations follow students throughout their entire time in school. However, in college each term students will need to request the accommodations they would like to use for each of the courses they are enrolled in. Please see the CAR Student Handbook on the CAR web site for more information regarding how to request these accommodations.

Section 5: Common College Accommodations

In the college setting, students are expected to complete all work/activities in their courses that all other students are expected to complete. Accommodations are designed to help provide access to course material so students can achieve this. Below are some common accommodations given to eligible students. Please see the CAR Student Handbook for more information on all accommodations.

Audio Recording Lectures

In the college setting, in the interest of assisting the student in becoming more independent when using accommodations, they can be eligible for the accommodation of audio recording lectures. CAR has two options for audio recording lectures:



1. Smartpen

Smartpens are ballpoint pens with an embedded computer and digital audio recorder. If used with the paper in the Smartpen notebook, the Smartpen will record what it writes and later upload it to a computer. The Smartpen will sync a student's writing with their audio recording. Smartpens are checked out through CAR.

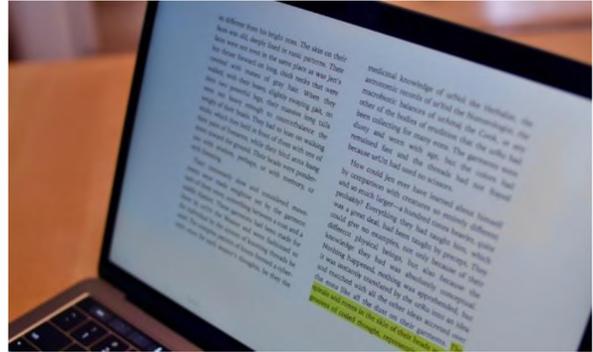
2. Audio Recorder

Audio recorders simply audio record the course lecture. Students can then listen to their audio recording or upload the recording to a system called IBM Watson. IBM Watson will convert a student's audio recording to written text. Audio recorders can be checked out through CAR.



Alternate Format

In the college setting, reading assistance is usually done through the use of technology. CAR can provide textbooks, class materials, and tests in various alternate formats including digital text, enlargements, Braille, and audio that can be played on a computer to eligible students.



Students are still required to purchase a copy of their textbook and then request that CAR complete the necessary conversion. The most common conversion is from print to digital text. Students receive their books through their email and are able to download them to their computer. They are equipped with a read-out-loud function that students are able to listen to.

Testing Accommodations

Students in the college setting will still be expected to participate in assessments of knowledge as all other students in the course do. There are a few accommodations eligible students may be given to help provide access during these assessments.

1. Reduced Distraction Testing Environments

Students may have the option to test in a reduced distraction environment rather than in the classroom. CAR has a testing facility (pictured here) that students can test in. There are also a variety of other reduced distraction testing environments on campus. Students are expected to talk with their instructors regarding where they will have their test proctored.



2. Extended Test Time

Eligible students may receive extended testing time. The standard accommodation is 1.5x of what the other students in the course receive. For example, if all students receive 60 minutes to take the exam, a student with this accommodation will receive 90. This can be a change for students in that typically when given an exam, the student will have the whole time the class normally meets to finish (for example 2 hours), whereas in K-12 they may have only had a portion of the class period. Again, students are expected to talk with their instructors regarding how tests will be proctored with extended time.

Furniture

Sometimes students with mobility limitations may require the use of accessible furniture in their classes. In these cases, CAR can place some different furniture depending on student need.



1. Alternate Chairs

Alternate chairs are equipped with better lumbar support for students that may need this. Chairs are placed in classrooms upon student request.

2. Adjustable Tables

Adjustable tables are able to be easily moved up and down based on student need. These are ideal for students that may need to stand rather than sit, or students in wheelchairs.



Section 6: Common Acronyms and Definitions

Laws:

504: Section 504 of the Rehabilitation Act of 1973

ADA: Americans with Disabilities Act

ADAAA: ADA Amendments Act of 2008

FERPA: Family Education Rights and Privacy Act

IDEA: Individuals with Disabilities Education Act, specifically for K-12 education

CAR specific language:

AIM: Accessible Information Management, CAR's online database for requesting accommodations

Alt Format: Alternative format

ARD: Accommodation Request Desk

ASL: American Sign Language

AT: Assistive Technology

DNS: Dragon Naturally Speaking

ESA: Emotional Support Animal

IEP: Individualized Education Plan

SLOA: Student List of Accommodations

PCA/PSW: Personal Care Attendant/Personal Support Worker

RDR: Reduced Distraction Room

UD: Universal Design

LCC/College Specific Language:

AAOT: Associate of Arts Oregon Transfer

ABSE: Adult basic and secondary education

ASLCC: Associated Students of Lane Community College

APS: Academic Progress Standards

BRC: Business Resource Center

CML: Center for Meeting and Learning, 1st floor of building 19

CO-OP ED: Cooperative Education

COPPS: College Online Policy and Procedure System

GEC: Gender Equity Center

CR: Credit

CRN: Course Reference Number – Number you use to register for classes

FAFSA: Free Application for Federal Student Aid

FYE: First-year Experience

FWS: Federal Work Study

GED: General Education Development

I: Incomplete, grades

L#: Lane number, student ID

MSDC: Mary Spilde Downtown Center

Moodle: LCC's online learning management system

MRC: Math Resource Center

myLane: LCC's online database

NP: No Pass, grades

P: Pass, grades

SAP: Satisfactory Academic Progress, separate from APS, is used by Financial Aid

SBDC: Small Business Development Center

SRC: Science Resource Center

TRiO: Federally funded programs available to students with disabilities, 1st generation college students, and low-income college students

TRiO STEM: A sub-section of TRiO focused on science, technology, engineering, and mathematics

Other Agencies and Organizations:

AHEAD: Association on Higher Education Disability

LTD: Lane Transit District

NAD: National Association of the Deaf

NDC: National Deaf Center

OCB: Oregon Commission for the Blind

OCR: Office of Civil Rights (sub-agency of the U.S. Department of Education)

ORAHEAD: Oregon Association of Higher Education and Disability

Voc Rehab: Vocational Rehabilitation

Disabilities:

ADD: Attention deficit disorder

ADHD: Attention deficit hyperactivity disorder

ASD: Autism Spectrum Disorder

DID: Dissociative identity disorder

GAD: Generalized anxiety disorder

MDD: Major depressive disorder

OCD: Obsessive compulsive disorder

ODD: Oppositional defiance disorder

PTSD: Post traumatic stress disorder

SLD: Specific learning disability

TBI: Traumatic brain injury

Section 7: Other Resources

The Center for Accessible Resources (CAR) and Lane Community College (LCC) offer a variety of other resources to students. It is important that students know how to access these resources as they can be essential in helping the student be successful.

CAR Specific Resources

1. CAR Technology Lab

Any time a student is set up with a technology-based accommodation, they will have a required training on how to use this accommodation. They will be trained by CAR's technology staff regarding how to use their accessible technology.



In addition, this lab is open certain times during the week for students to utilize. The lab is equipped with accessible technology such as Speech-to-Text, screen readers, accessible mice and keyboards and much more. Students are able to use this space for classwork and studying.

2. CAR Counselor

CAR students are able to meet individually with a counselor. These services assist students with developing skills to increase their academic success. The counselor assists students with testing anxiety, procrastination, adjusting to the transition from K-12 to college, and much more.

3. CAR Student Workshops

CAR offers student workshops led by our CAR Counselor. These workshops include topics such as organization, time management, communication, and self-care. These are offered each term for CAR students.

4. Student Handbook

CAR created a Student Handbook that walks students through the ins and outs of receiving and utilizing accommodations. This handbook is a great resource and covers a variety of topics: <https://www.lanecc.edu/disability/student-handbook-index>

Tutoring

In college, all students are able to access free tutoring services on the LCC campus. There are many different services to choose from:

1. TRiO/TRiO STEM

TRiO/TRiO STEM is a federally funded program with the goal of helping students stay in school and successfully graduate from Lane and/or transfer to a four-year institution. The services are provided free to eligible students. They provide tutoring, study groups, special workshops and classes, and much more. Visit their web page to find out more about eligibility requirements: <https://www.lanecc.edu/trio>

2. Math Resource Center; Building 16, Room 169

The Math Resource Center (MRC) provides support for students taking mathematics courses at Lane. It offers free tutoring, study areas, and study aids in the form of online resources, DVDs, CDs, and video tapes on selected math topics.

3. Science Resource Center; Building 16, Room 193

The Science Resource Center (SRC) provides support to students taking science courses at Lane. It offers free tutoring, computers and printers, study rooms, and specialized software.

4. Business Resource Center; Building 19, Room 249

The Business Resource Center (BRC) provides support to students taking business courses at Lane. It offers free tutoring, study spaces, printing, and specialized software.

5. The Writing Center; Center Building, Room 211

The Writing Center is a free service where professional and peer Writing Coaches act as a practice audience and support students in reading, speaking, and writing development.

6. Tutor Central; Center Building, Room 215

Tutor Central offers help from peer tutors in a variety of subjects such as CIS 101, Math 10 and 20, and writing.

Other Resources Regarding the Role of a Parent/Advocate

- Office of Civil Rights Dear Parent Letter:
<https://www2.ed.gov/about/offices/list/ocr/letters/parent-20070316.html>
- Parents' Guide to the Family Educational Rights and Privacy Act:
<https://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html>
- A Guide to Preparing your Child with a Disability for Life Beyond High School:
https://www.lanecc.edu/sites/default/files/disability/life_beyond_high_schoolocr.pdf
- Transition Planning for High School Students with Disabilities:
<https://www.lanecc.edu/disability/transition-planning-high-school-students-with-disabilities>

To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu

It is a policy of the state Board of Education and a priority of the Oregon Department of Education that there will be no discrimination and harassment on the grounds of race, color, sex, sexual orientation, marital status, religion, national origin, age, or disability in any educational programs, activities or employment. Inquiries may be directed to the Chief Human Resource Officer, (541) 463-5115.