

DISABILITIES SERVICES

HANDBOOK

Equal access. Individualized Support. Student success.

2026-2027

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WELCOME TO DISABILITY SERVICES

Bladen Community College Disability Services is committed to providing qualified students with disabilities with **equal access** to the College's programs, services, activities, and educational opportunities.



HAYLEY BAXLEY
Coordinator

Disability Services works collaboratively with students, faculty, staff, and College administrators to identify and implement appropriate accommodations and support access to the College's academic programs, services, facilities, and activities.

If you have a disability or believe you may need disability-related accommodations, we encourage you to contact Disability Services as early as possible. Our office will work with you individually to understand your needs, discuss barriers you may experience, and determine appropriate accommodations through an interactive process.

Disability Services

Building 2, Room 145

Phone: 910-879-5607

Email: hbaxley@bladencc.edu

Office Hours

Monday–Thursday: 8:00 a.m. 5:00 p.m.

Friday: 8:00 a.m.–12:30 p.m.

College Website & Number:
BladenCC.edu | 910.879.5500

This guide is designed to help you understand Disability Services, your rights and responsibilities, the accommodation process, and the resources available to you as a BCC student.

OUR MISSION

- Bladen Community College Disability Services is committed to ensuring qualified students with disabilities have equal access to the College's programs, services, activities, and educational opportunities.
- Disability Services shall work individually with qualified students with disabilities through an interactive process to determine and coordinate appropriate and reasonable accommodations, academic adjustments, reasonable modifications, and auxiliary aids and services based on the student's disability-related needs.
- Disability Services shall collaborate with students, administrators, faculty, staff, and other appropriate College personnel to facilitate the timely and effective implementation of approved accommodations and to promote an accessible and inclusive educational environment.
- Disability Services shall operate in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, Title II of the Americans with Disabilities Act of 1990, as amended, and other applicable federal and state laws, regulations, and College policies governing access and nondiscrimination on the basis of disability.
- Disability Services shall function as an integral part of the Student Services Division and the College community, recognizing students with disabilities as individuals with diverse needs, interests, abilities, and goals and supporting their opportunity to participate fully and equitably in the College's educational programs and activities.



THE LAW

Disability Rights & Equal Access

Bladen Community College is committed to providing students with disabilities equal access to educational programs, services, activities, and opportunities. Federal laws protect qualified students with disabilities from discrimination and require colleges to provide reasonable accommodations when appropriate.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal civil rights law that prohibits discrimination based on disability in programs and activities that receive federal financial assistance. [29 U.S.C. § 794; 34 C.F.R. Part 104]

Under Section 504, an individual may be considered a person with a disability if they:

- Have a physical or mental impairment that substantially limits one or more major life activities;
- Have a history or record of such an impairment; or
- Are regarded as having such an impairment.

A **qualified student with a disability** is entitled to participate in the College's educational programs and activities without being excluded or treated differently because of a disability.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 (ADA) is a federal civil rights law that prohibits discrimination against individuals with disabilities. The ADA applies to institutions of higher education and works alongside Section 504 to promote equal access and participation.

Together, these laws establish the expectation that qualified students with disabilities have meaningful access to college programs, services, facilities, activities, and other educational opportunities. [42 U.S.C. §§ 12131–12165; 28 C.F.R. Part 35]

THE LAW

Disabilities Covered by the Law

Disabilities protected under these laws may include, but are not limited to:

- Blindness or visual impairments
- Deafness or hearing impairments
- Cerebral palsy
- Epilepsy or seizure disorders
- Orthopedic or mobility impairments
- Specific learning disabilities
- Speech or language disorders
- Spinal cord injuries
- Tourette syndrome
- Traumatic brain injuries
- Chronic health conditions
- Cancer
- Diabetes
- Multiple sclerosis
- Muscular dystrophy
- Cardiac conditions
- HIV/AIDS
- Psychiatric or psychological disabilities

Whether a condition qualifies as a disability is determined based on the applicable legal standards and the individual's circumstances. A diagnosis alone does not automatically determine what accommodations, if any, are appropriate.

What the College Cannot Do

Federal disability laws establish important protections for qualified students. The College may not, because of a student's disability:

- Ask applicants inappropriate disability-related questions before admission;
- Restrict admission opportunities solely because an applicant has a disability;
- Exclude a qualified student from a course, program, or activity solely because of a disability;
- Provide unequal access to financial assistance or scholarships because of disability;
- Direct or discourage a student toward a particular career or educational path solely because of a disability;
- Use methods of evaluating student achievement that unlawfully discriminate against a student because of disability; or
- Create or enforce policies that unnecessarily prevent students with disabilities from participating in College programs or activities.

These protections do not eliminate academic or essential program requirements. Students with disabilities are expected to meet the same essential academic and technical standards as other students, with reasonable accommodations provided when appropriate.

Legal authority: 29 U.S.C. § 794; 34 C.F.R. §§ 104.43–104.44; 42 U.S.C. §§ 12131–12165; 28 C.F.R. Part 35.

THE LAW



The ADA, Section 504, and the ADA Amendments Act provide the legal foundation for disability access and nondiscrimination in higher education.

What This Means for You

If you have a disability that may affect your ability to access or participate in your education, **Disability Services is available to help you understand your rights and explore reasonable accommodations.**

You are encouraged to contact Disability Services as early as possible if you believe you may need accommodations. Students are responsible for identifying their need for accommodations and following the College's established process for requesting services.

Equal access does not mean lowering academic standards. It means providing qualified students with disabilities an opportunity to access their education and demonstrate their abilities without discrimination because of disability.

WHO CAN RECEIVE DISABILITY SERVICES?

Disability Services works with **qualified students with disabilities** who may require reasonable accommodations, academic adjustments, reasonable modifications, auxiliary aids, or other disability-related services to have equal access to Bladen Community College programs and activities.

Disabilities may include, but are not limited to:

- Physical disabilities
- Medical conditions
- Psychological disabilities
- Learning disabilities
- Attention-related disabilities
- Sensory disabilities, including vision and hearing
- Neurological disabilities
- Developmental disabilities
- Other conditions that meet the applicable legal definition of disability

Each student's situation is considered **individually**. Having a diagnosis does not automatically determine which accommodations a student will receive. Disability Services considers disability-related functional limitations, barriers experienced in the college environment, and available information when determining appropriate accommodations.

Not sure if you qualify?

Contact Disability Services to discuss your situation and learn about next steps.

UNDERSTANDING DISABILITY SERVICES IN COLLEGE

Disability Services is designed to provide qualified students with disabilities an equal opportunity to participate in college programs, services, and activities. College disability services are different from services students may have received in elementary, middle, or high school. In college, students take an active role in identifying their disability-related needs, requesting accommodations, and communicating with Disability Services. Accommodations are designed to provide equal access while maintaining the essential academic and technical requirements of courses and programs.

What Does Disability Services Do?

- Review accommodation requests and supporting documentation
- Meet individually with students to discuss disability-related barriers and needs
- Determine appropriate accommodations through an interactive process
- Coordinate approved accommodations with appropriate College personnel
- Provide or coordinate auxiliary aids and services when appropriate
- Assist students in understanding their rights and responsibilities
- Work with students and instructors when questions about accommodations arise
- Connect students with other College resources when appropriate

What Doesn't Disability Services Do?

- Automatically provide accommodations based solely on a diagnosis
- Provide accommodations without an approved accommodation determination
- Lower or eliminate essential academic or technical requirements
- Guarantee grades or academic outcomes
- Provide personal services such as personal care or personal attendants
- Provide accommodations retroactively

Our goal is to remove disability-related barriers to access, not remove the essential requirements of a course program.

COMING FROM HIGH SCHOOL?

Know What Changes in College

If you received support through an IEP or Section 504 Plan in high school, those services and accommodations do not automatically transfer to Bladen Community College.

In college, students are responsible for self-disclosing their disability and requesting accommodations if they need them. Disclosure is voluntary; however, Disability Services cannot determine eligibility or provide accommodations unless a student identifies themselves and requests services.

Your high school records and previous accommodations can be helpful when determining appropriate support, but Disability Services will work with you individually to determine accommodations based on your current disability-related needs.

What Can You Bring From High School?

- IEP
- Section 504 Plan
- Psychological or educational evaluations
- Medical documentation
- Other disability-related records

These records can help Disability Services understand your history, previous accommodations, and disability-related needs. Additional or updated documentation may be requested when necessary.

See: U.S. Department of Education, Students with Disabilities Preparing for Postsecondary Education; 34 C.F.R. §§ 104.43–104.44.

Remember: Your high school accommodations do not automatically become your college accommodations.

SELF-DISCLOSURE & SELF-ADVOCACY

Self-Disclosure

Students are not required to disclose a disability simply because they have one. However, if you need disability-related accommodations or services, you must **identify yourself to Disability Services and request support.**

Self-disclosure allows Disability Services to learn about your disability-related needs and work with you to determine appropriate accommodations.

You may contact Disability Services at any point during your time at BCC. You are encouraged to reach out **as early as possible**, especially before the semester begins.

What Does Self-Disclosure Mean?

Self-disclosure simply means letting Disability Services know that you have a disability and believe you may need accommodations or disability-related services.

You do not need to know exactly which accommodations you need before contacting Disability Services.

Self-Advocacy

Self-advocacy means understanding your needs, communicating those needs, and participating in decisions about your education.

- Communicating with Disability Services about your disability-related needs
- Asking questions when you do not understand the process
- Providing requested documentation or information
- Participating in meetings with Disability Services
- Understanding your approved accommodations
- Communicating appropriately with your instructors about approved accommodations
- Letting Disability Services know if your needs change
- Asking for help when you need it

You are not expected to navigate the process alone. Disability Services is here to answer questions, explain the process, and work with you to identify appropriate support.

STUDENTS RIGHTS & RESPONSIBILITIES

Receiving disability services is a collaborative process. Students have both **rights** and **responsibilities**.

As a BCC student, you have the right to:

- Equal access to College programs, services, activities, and educational opportunities
- Request reasonable accommodations and disability-related services
- Have your request considered through an individualized process
- Have disability-related information treated confidentially, consistent with applicable law and College policy
- Receive information about the accommodation process and your responsibilities
- Participate in discussions regarding your disability-related needs and accommodations
- Ask questions or raise concerns about your accommodations
- Be treated with dignity and respect

As a BCC student, you are responsible for:

- Self-disclosing your disability if requesting accommodations
- Completing the Disability Services application process
- Providing documentation or other information when requested
- Participating in the interactive process
- Communicating your disability-related needs
- Understanding your approved accommodations
- Providing instructors with accommodation information as directed
- Requesting accommodations in a timely manner
- Following College policies and academic requirements
- Maintaining essential academic and technical standards
- Communicating with Disability Services if your needs change or an accommodation is not working as expected

REQUESTING ACCOMMODATIONS

Students may request accommodations **at any time**. We encourage students to contact Disability Services as early as possible, **preferably before the semester begins**, to allow adequate time to review documentation, discuss needs, determine appropriate accommodations, and coordinate services.

You do not need to wait until you have an upcoming test or assignment to contact us.

Step 1: Contact Disability Services

Reach out to begin the conversation. You do not need to know exactly what accommodations you need.

Step 2: Complete the Student Accommodation Application

Complete and submit the Student Accommodation Application to Disability Services.

Step 3: Provide Supporting Documentation

Students may be asked to provide documentation or other information related to their disability.

Step 4: Meet With Disability Services

Discuss your disability-related needs, barriers, previous accommodations, and potential supports.

Step 5: Accommodation Determination

Disability Services reviews the information provided and works with you through an individualized process to determine appropriate accommodations.

Step 6: Receive Your Accommodation Information

Once accommodations have been determined, Disability Services will provide information about approved accommodations and next steps.

CONTACT → APPLY → DOCUMENT → MEET → DETERMINE → IMPLEMENT → FOLLOW UP

DOCUMENTATION GUIDELINES

Documentation helps Disability Services understand a student's disability-related needs and determine appropriate accommodations. Documentation requirements are considered on an **individualized basis**.

Documentation May Include

- Medical or healthcare provider documentation
- Psychological or psychoeducational evaluations
- Educational evaluations
- IEPs or Section 504 Plans
- Other records that describe a disability and its functional impact

Documentation is most useful when it provides information about the disability, relevant functional limitations, and how those limitations may affect access to the college environment.

Legal/Guidance Reference: 34 C.F.R. § 104.44; U.S. Department of Education, Students with Disabilities Preparing for Postsecondary Education.

A diagnosis alone does not automatically determine eligibility or a specific accommodation.

DETERMINING ACCOMMODATIONS

Accommodations are determined through an individualized, interactive process. Disability Services considers information provided by the student, supporting documentation when needed, disability-related functional limitations, and course or program requirements.

The goal is to identify accommodations that provide equal access while maintaining the essential academic and technical requirements of the course or program.

Accommodations May Not:

- Fundamentally alter the nature of a course, program, service, or activity
- Eliminate essential academic or technical requirements
- Lower academic standards
- Guarantee a particular grade or outcome

Legal authority: 34 C.F.R. § 104.44; 28 C.F.R. §§ 35.130, 35.160.

COMMON ACCOMMODATIONS & SERVICES

Accommodations are individualized.

Examples may include:

- Extended testing time
- Reduced-distraction testing
- Approved testing breaks
- Accessible course materials or alternative formats
- Note-taking support
- Assistive technology
- Under ADA Title II, auxiliary aids/services can include qualified interpreters, captioning, assistive listening systems, and other effective methods of making information accessible to individuals who are deaf or hard of hearing.
- Reasonable flexibility with attendance or assignment deadlines when appropriate
- Other individualized accommodations based on disability-related needs

The specific accommodations approved for a student are determined through the individualized accommodation process.

TESTING ACCOMMODATIONS

Testing accommodations are designed to provide eligible students **equal access** to assessments while maintaining essential course requirements.

- Extended testing time
- Reduced-distraction testing environment
- Approved testing breaks
- Assistive technology or other approved testing supports

Students should follow Disability Services procedures for arranging accommodated testing and provide appropriate notice when required.

TEMPORARY DISABILITIES & TEMPORARY ACCOMMODATIONS

Students may experience a temporary injury, illness, medical condition, or other short-term circumstance that affects access to the College environment.

Examples may include a broken bone, surgery, temporary mobility limitation, or other temporary medical condition.

Students experiencing a temporary condition are encouraged to contact Disability Services as soon as possible to discuss whether temporary accommodations or other access supports may be appropriate.

Temporary accommodations are individualized and may have a defined period of use based on the circumstances.

LETTERS OF ACCOMMODATION

A Letter of Accommodation communicates a student's approved accommodations to appropriate College personnel. Students should review their accommodation information and follow Disability Services procedures for using accommodations. Students are encouraged to communicate with instructors early and discuss how approved accommodations will be implemented.

If you believe an approved accommodation is not being implemented as expected, contact Disability Services promptly.

WORKING WITH YOUR INSTRUCTORS

Students should communicate respectfully and professionally about approved accommodations and follow procedures established for implementation.

- Review your accommodation information
- Communicate with instructors as directed by Disability Services
- Ask questions if you are unsure how an accommodation will work in a particular course
- Follow normal course procedures unless an approved accommodation provides otherwise
- Contact Disability Services if an accommodation is not being implemented as approved

Student Tip: You do not have to explain your entire disability to an instructor. Instructors receive information needed to implement approved accommodations.

ACCESSIBLE MATERIALS & ASSISTIVE TECHNOLOGY

Disability Services may coordinate accessible course materials, alternative formats, assistive technology, or other auxiliary aids and services when appropriate.

- Alternative formats of course materials
- Text-to-speech or speech-to-text technology
- Screen-reading or magnification tools
- Other assistive technology or accessible resources based on individual needs

Students should communicate their needs as early as possible because some materials or services may require additional time to arrange.

SERVICE ANIMALS

Service animals may be permitted in College facilities and programs in accordance with applicable law and College policy.

A service animal is generally an animal individually trained to perform work or tasks for a person with a disability. Emotional support animals and pets are treated differently and may be subject to different requirements.

LEGAL AUTHORITY: 28 C.F.R. § 35.136.

PREGNANCY & PREGNANCY-RELATED CONDITIONS

Students experiencing pregnancy, childbirth, or pregnancy-related medical conditions may have rights and protections under applicable federal law and College policy.

The Department of Education's current information states that Title IX prohibits discrimination against students based on pregnancy, childbirth, termination of pregnancy, or recovery from those conditions.

[Know your Rights By Clicking Here](#)

Contact our Title IX Coordinator:
Tiina Mundy
tmundy@bladencc.edu

CONFIDENTIALITY & STUDENT RECORDS

Disability-related information is handled confidentially in accordance with applicable law and College policy.

Documentation submitted to Disability Services is maintained as part of the student's education records and is shared only as permitted or required by applicable law and College policy.

Instructors generally receive information about approved accommodations that is necessary for implementation, rather than detailed diagnostic information.

Questions about confidentiality or how your information is handled?

Contact Disability Services Coordinator

See also: Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99.

GRIEVANCES & APPEALS

Students are encouraged to communicate directly with Disability Services when they have questions or concerns about an accommodation request, approved accommodation, implementation of an accommodation, or another disability-services matter.

Many concerns can be addressed through communication and review of the situation. Students may also have access to formal grievance or appeal procedures established by the College and applicable law.

For the most current grievance and appeal procedures, consult current Bladen Community College policies and the academic catalog or contact Disability Services for guidance on where to begin.

The following have been designated to handle inquiries regarding the non-discrimination policies as a student:

Contact our Counselor/SGA Advisor

Crystal Dowd

cdowd@bladencc.edu

TIPS FOR STUDENT SUCCESS

- Contact Disability Services as early as possible
- Know your approved accommodations and understand how to use them
- Check your BCC email regularly
- Communicate with your instructors early and professionally
- Ask questions when you are unsure
- Let Disability Services know if your needs change
- Keep copies of important disability-services documents
- Use other BCC academic and student-support resources when needed.
- Remember that accommodations provide access, they do not replace your responsibility to participate, attend, study, and complete coursework.

You are your own best advocate. Asking for support is a strength, and Disability Services is here to help you navigate the process.

QUICK REFERENCE

What Students Should Remember

- Disclose and request accommodations if you need disability-related support
- High school accommodations do not automatically transfer to college
- Contact Disability Services as early as possible
- Participate in the interactive process
- Provide supporting documentation or information when requested
- Understand and use your approved accommodations
- Communicate with instructors and Disability Services when questions arise
- Reach out if your needs change.

The Disability Services webpage provides access to current forms, applications, and other student materials.

This Student Guide is a general resource and does not replace applicable federal or state law, College policies, or official procedures. BCC may update procedures and resources as laws, regulations, and institutional policies change.

BLADEN COMMUNITY COLLEGE RESOURCES

Academic Support:

- Tutoring Services: BCC offers free tutoring in most subjects. Students can meet with tutors in the Learning Enhancement Center (Building 8) Monday through Thursday from 9:00a until 4:00p. In addition, students have no cost access to 24/7 tutoring and assignment review through UpSwing. The link to UpSwing can be found in Moodle, in the course syllabi, and on the BCC website.
- Library: The library is located in the Student Resource Center (SRC) next to the Barnes & Nobles Bookstore. The library offers extended hours on Tuesday and Thursday. Students also have access to NC LIVE to help with research needs.

Wellness & Personal Support:

- Student Outreach Services: BCC partners with McLaughlin Young to provide enrolled students, employees, and the families of students and employees access to an assistance program and life services platform. We refer to these resources as Student Outreach Services or in its abbreviated form, SOS. This is a college-sponsored benefit that offers support and resources to address personal or school-related challenges or concerns. The services are always confidential and provided at no cost to the students or employees. In addition to assessment and counseling, this program provides legal services, financial services, a savings center, and health articles. Students and employees may access services by following directions on the website or calling 800-633-3353.
- Rehabilitation Health Association (RHA): Within the Trillium Health Resources network, RHA operates mobile units that travel to different parts of the community to provide on-site stabilization, intervention, and support. Services include outpatient therapy, crisis stabilization, and other behavioral health interventions. The RHA mobile unit is on the BCC campus (parked near the SRC) every Tuesday from 9:00a until 3:00p. Anyone experiencing a crisis due to mental health issues, developmental disabilities, or substance abuse can call 866-400-4RHA at any time.

Basic Needs Support:

- The Eagle's Nest (Food Pantry): The Eagle's Nest food pantry is located in Building 10. In addition to "grab and go" options, meal kits are available for family dinners. Office hours are posted on the website. The contact person is Jennifer Hickman, 910-879-5548.

LEGAL AUTHORITIES & RESOURCES

Federal Disability Laws

- Section 504 of the Rehabilitation Act of 1973
 - 29 U.S.C. § 794
- Section 504 Regulations
 - 34 C.F.R. Part 104
- Academic Adjustments for Postsecondary Students
 - 34 C.F.R. § 104.44
- Americans with Disabilities Act — Title II
 - 42 U.S.C. §§ 12131–12165
- ADA Title II Regulations
 - 28 C.F.R. Part 35
- Effective Communication
 - 28 C.F.R. § 35.160
- Service Animals
 - 28 C.F.R. § 35.136
- ADA Amendments Act of 2008
 - Pub. L. No. 110-325
 - [View the ADA Amendments Act of 2008](#)
- **Student Privacy**
- Family Educational Rights and Privacy Act (FERPA)
 - 20 U.S.C. § 1232g
- FERPA Regulations
 - 34 C.F.R. Part 99
- Pregnancy & Title IX
 - Title IX — 20 U.S.C. § 1681 et seq.
- U.S. Department of Education — Title IX and Pregnancy or Parental Status
 - [View Title IX Pregnancy Guidance](#)
- **Postsecondary Disability Guidance**
- U.S. Department of Education — Students with Disabilities Preparing for Postsecondary Education
 - [View Postsecondary Disability Guidance](#)
- U.S. Department of Education — Transition to Postsecondary Education
 - [View Transition Guide](#)