



STATE BOARD OF COMMUNITY COLLEGES Public Comments

Proposed Amendment 1D SBCCC 400.2 – Admission to Colleges Comment Period Ending August 22, 2024

	Respondent	Public Comment	System Office Response
1.	Mariam Dari	<p>As a medical professional that has an undocumented brother who attended Nash Community College post-high school, I find that allowing undocumented students further their education can only allow the progression of your slogan, to create success. Students that went through the challenges involved with obtaining their GED have shown the motivation and determination needed to be successful in NCC's programs and it would be a disservice to the community if the opportunity was not extended to them as it is to others. I hope you consider making this change official to better our local community.</p>	<p>The North Carolina Community College System appreciates your public comment and support of this policy change. As a system we are continuously seeking ways to ensure that our mission of open access meets the needs of North Carolina residents.</p>
2.	Heba Al-kobri NC Community College Student	<p>Coming from an actual student attending a NC Community College. I feel as if everyone should be given the opportunity to be able to enroll in degree programs at NC Community Colleges whether documented or not.</p> <p>We all are looking to grow and become our best versions of ourselves and being able to get the proper education and knowledge that is needed is what drives us to become successful.</p> <p>Many people come to America to make a better living for their families and themselves. Having the proper documentation is definitely not easy and is a long process to go through. My whole family went through the process.</p>	<p>The North Carolina Community College System appreciates your public comment and support of this policy change. As a system we are continuously seeking ways to ensure that our mission of open access meets the needs of North Carolina residents.</p>

		<p>Life isn't easy and we all are trying to make it out here and live the "American Dream". We all are in this together and should all be treated equally against our rights.</p> <p>So giving this approval will give the NC Community Colleges more revenue by bringing in more students as well as giving the students an opportunity to be able to enroll in degree programs so that they can make a difference and be able to change their lives around.</p>	
3.	Joel Tapper, Student	<p>I am writing to express my strong support for the proposed amendment to 1D SBCCC 400.2 regarding the admission of undocumented students to North Carolina Community Colleges. The amendment, which extends eligibility for admission to curriculum programs to students who have earned a High School Equivalency Diploma (GED), is a necessary step that aligns with the goals of our state and the mission of our community colleges.</p> <p>North Carolina's College and Career Readiness (CCR) programs are dedicated to helping students achieve their educational goals, whether through an Adult High School Diploma or a High School Equivalency Diploma. These programs are integral to our state's effort to increase the number of adults with postsecondary credentials or degrees to 2 million by 2030. By restricting access to curriculum programs for students who have already demonstrated their dedication to education through these programs, we hinder their potential to contribute to our workforce and society.</p> <p>As of March 2023, there were 22,010 DACA holders in North Carolina, who are legally authorized to work. Additionally, in the 2022-2023 academic year, approximately 460 students who did not report a Social Security Number completed their High School Equivalency Diploma. While not all of these students are undocumented, a significant portion likely is, and many may be DACA recipients with Social Security Numbers. These individuals, who have already shown determination in</p>	<p>The North Carolina Community College System appreciates your public comment and support of this policy change. As a system we are continuously seeking ways to ensure that our mission of open access meets the needs of North Carolina residents.</p>

		<p>completing secondary education, should be given the opportunity to further their education and skills through our community college system.</p> <p>The current high school graduation rate in North Carolina stands at 87%, but it drops to 81% for Hispanic students and 84% for economically disadvantaged students. Given that Hispanic students represent the only growing population in our state, it is critical that we support their educational attainment. Currently, only 26% of Hispanic adults in North Carolina hold a high-quality credential or degree. This amendment provides an essential opportunity to increase these rates and support our state's broader educational and economic goals.</p> <p>It is important to recognize that the undocumented population is diverse, encompassing more than just Latine individuals, although they represent the largest group. Our community colleges have acknowledged the need to better serve Latine students and families, and this amendment is a step in the right direction. While the number of students directly impacted by this change may be small, the opportunity it provides is invaluable.</p> <p>In conclusion, I urge the State Board of Community Colleges to adopt this amendment. It is a necessary change that reflects the values of inclusivity and opportunity that are central to our community college system. By allowing students with a High School Equivalency Diploma to access curriculum programs, we are not only supporting their individual success but also contributing to the collective progress of our state.</p>	
4.	Alice Dolbow, Senior Advisor at LatinxEd	At LatinxEd, our mission is to advance Latine representation in education. My area of expertise specifically addresses the needs of	The North Carolina Community College System appreciates your public comment and support of this

	<p>learners who are impacted by their immigration status as they pursue higher education.</p> <p>The proposed amendment to this admissions rule will increase access to our community colleges for this population so that together we can reach our statewide goal of 2 million postsecondary degrees or high-quality credentials by 2030. North Carolina is home to 20,000 active DACA recipients and 15,600 Temporary Protected Status holders. Both DACA and TPS holders have work authorization to enter our workforce. While many of them may already have their high school diploma from our high schools, many others would be eligible for NC College and Career Readiness programs to complete their high school equivalency diploma.</p> <p>Each year our North Carolina CCR programs support our state's goals for degree attainment. In '22-'23, approximately 460 students completed their high school equivalency diploma and did not report a Social Security number. While not all of these new diploma holders were undocumented, it is reasonable to assume that most were. It is short-sighted to deny them enrollment to our Community Colleges after they have just received their high school credential through that same system.</p> <p>North Carolina is home to over 139,000 U.S. citizen children who live with at least one undocumented parent. Given that 25% of foreign-born residents of NC have less than a high school education and given that this percentage would be higher among undocumented residents, there are thousands of adults with U.S. citizen children who may be more likely to achieve their high school equivalency diploma if they knew they could access community college curriculum programs.</p> <p>With the approval of this proposed amendment, we could advise the whole family on their educational opportunities, improving the future</p>	<p>policy change. As a system we are continuously seeking ways to ensure that our mission of open access meets the needs of North Carolina residents.</p>
--	--	---

		<p>stability of the family, increasing their potential earnings and economic contributions to the state, and ultimately making our NC Community College System's "open door" open wider to more of our community members.</p>	
5.	<p>Flor Herrera-Picasso, Executive Director/Co-founder of Casa Azul de Wilson</p>	<p>Casa Azul de Wilson is an organization dedicated to empowering the Latinx community in North Carolina through education, culture, civic engagement, and community development.</p> <p>Currently, the rule that prevents undocumented students with a High School Equivalency Diploma from enrolling in curriculum programs—programs that lead to certificates, diplomas, or degrees—creates a significant barrier to their future success. These students, many of whom have lived in our communities for years, are being denied the opportunity to pursue higher education simply because of their immigration status. This is not only unjust, but it also undermines the very mission of our community colleges—to provide accessible education to all.</p> <p>In rural areas like Wilson, where community colleges are often the only higher education institutions available, these restrictions have a profound impact. Community colleges in these regions are already struggling to maintain their enrollment numbers, which are directly tied to their funding. By allowing undocumented students with High School Equivalency Diplomas to access curriculum programs, we can help boost enrollment, ensuring that these institutions can continue to serve all students. This amendment would not only provide educational opportunities to those who need them most but also help sustain our community colleges, which are vital to the economic and social fabric of our rural communities.</p> <p>Casa Azul de Wilson collaborates closely with Wilson and Nash community colleges to conduct targeted outreach to the Latinx</p>	<p>The North Carolina Community College System appreciates your public comment and support of this policy change. As a system we are continuously seeking ways to ensure that our mission of open access meets the needs of North Carolina residents.</p>

	<p>community. Thanks to our consistent programming and proven track record, our community trusts that the resources we share can genuinely enhance their lives. This trust has led to packed classrooms for small business workshops, English classes, and GED courses in Spanish. The demand for Spanish-language resources is so high that Nash Community College expanded its GED program to three classrooms dedicated solely to Spanish instruction.</p> <p>Our community is eager for opportunities, and the colleges need higher enrollment numbers. The connection is clear—why aren't we making it? Imagine the impact if curriculum classes were opened to undocumented students. The potential for growth, both for our community and our educational institutions, is immense.</p> <p>Let's also consider the broader impact on our communities. By enabling these students to pursue higher education, we are not only opening doors for them but also contributing to the overall well-being of our state. Educated individuals are more likely to secure stable employment, contribute to the economy, and engage in their communities. The ripple effects of this amendment would be felt across North Carolina, from boosting local economies to fostering a more inclusive and equitable society.</p> <p>In closing, I urge you to consider the long-term benefits of this amendment. By expanding access to curriculum programs for undocumented students with High School Equivalency Diplomas, we are not just supporting their dreams—we are investing in the future of our community colleges and, by extension, the future of our state.</p>	
--	--	--



1 **State Board of Community Colleges Code**
2 **TITLE 1. COMMUNITY COLLEGES**

3
4 **CHAPTER D. EDUCATION PROGRAMS**

5
6 **SUBCHAPTER 400. CURRICULUM**

7
8 **1D SBCCC 400.2 Admission to Colleges**

9 (a) Each college shall maintain an open-door admission policy to all applicants who are
10 legal residents of the United States and who are either high school graduates or are
11 at least 18 years of age. Community colleges shall not solicit or use information
12 regarding the accreditation of a secondary school located in North Carolina that a
13 person attended as a factor affecting admission to the college or to any program of
14 study, loans, scholarships, or other educational activity at the community college,
15 unless the accreditation was conducted by a State agency. For purposes of this
16 Section, the term "accreditation" shall include certification or any other similar approval
17 process. Officials of each college shall perform student admission processing and
18 placement determinations. Admission requirements for an emancipated minor shall
19 be the same as for an applicant 18 years old or older. Provisions with respect to
20 admission of minors are set forth in 1D SBCCC 200.95 and 1D SBCCC 300.4.

21 (b) For the purposes of this Section, "undocumented immigrant" means any immigrant
22 who is not lawfully present in the United States. Community colleges shall admit
23 undocumented immigrants under the following conditions:

24 (1) Community colleges shall admit an undocumented immigrant only if he or she
25 earned a High School Equivalency Diploma, or attended and graduated from a
26 United States public high school, Adult High School, private high school, or home
27 school that operates in compliance with State or local law;

28 (2) When determining who is an undocumented immigrant, community colleges shall
29 use federal immigration classifications;

- 1 (3) Undocumented immigrants admitted under Subparagraph (b)(1) of this Rule shall
2 comply with all federal and state laws concerning financial aid;
- 3 (4) An undocumented immigrant admitted under Subparagraph (b)(1) of this Rule shall
4 not be considered a North Carolina resident for tuition purposes. Colleges shall
5 charge all undocumented immigrants admitted under Subparagraph (b)(1) of this
6 Rule out-of-state tuition whether or not the undocumented immigrant resides in
7 North Carolina.
- 8 (5) When considering whether to admit an undocumented immigrant into a specific
9 program of study, community colleges shall take into account that federal law
10 prohibits states from granting professional licenses to undocumented immigrants;
11 and
- 12 (6) Students lawfully present in the United States shall have priority over any
13 undocumented immigrant in any class or program of study when capacity
14 limitations exist.
- 15 (c) Boards of trustees may adopt policies regulating admission and graduation of students
16 enrolled in courses mandated under G.S. 17C, North Carolina Criminal Justice
17 Education and Training Standards Commission, or G.S. 17E, North Carolina Sheriffs'
18 Education and Training Standards Commission. These policies may limit enrollment
19 to law enforcement officers or persons sponsored by law enforcement agencies and
20 may require a student to maintain sponsorship by a law enforcement agency until
21 completion of the program. Policies adopted pursuant to this Paragraph shall be
22 published and made available to students and prospective students.
- 23 (d) Any college suspending or expelling a student for non-academic disciplinary purposes
24 shall record the suspension or expulsion in the student's educational record. Upon
25 receipt of a written request signed by the student and subject to all applicable privacy
26 laws, each college shall, in accordance with the student's request, inform other
27 colleges and universities of the term and circumstances of the student's non-academic
28 disciplinary suspension or expulsion, if any. Boards of trustees may adopt policies

- 1 refusing admission to any applicant during any period of time that the student is
2 suspended or expelled from any other educational entity.
- 3 (e) Boards of trustees may adopt policies refusing admission to any applicant if it is
4 necessary to protect the safety of the applicant or other individuals. When making a
5 safety determination, colleges may refuse admission to an applicant when there is an
6 articulable, imminent, and significant threat to the applicant or other individuals.
7 Colleges refusing admission on the basis of a safety threat shall document the
8 following:
- 9 (1) Detailed facts supporting the rationale for denying admission;
10 (2) The time period within which the refusal to admit shall be applicable and the
11 supporting rationale for the designated time period; and
12 (3) The conditions upon which the applicant that is refused would be eligible to be
13 admitted.
- 14 (f) Boards of trustees shall implement an appeals process for applicants denied
15 admission pursuant to either Subsection (e) or denied enrollment pursuant to
16 Subsection (h) of this Section.
- 17 (g) Boards of trustees may adopt policies refusing admission to any applicant who is not
18 a resident of North Carolina who seeks enrollment in any distance education course
19 only if that applicant resides in a State where the college is not authorized to provide
20 distance education in that State.
- 21 (h) Except for courses governed by subsection (c) above, if a community college has a
22 program or develops a program that requires students to possess a firearm, that board
23 of trustees shall adopt local policies requiring proof of eligibility to possess firearms to
24 be enrolled in such program. For the purposes of this Section, "firearms" shall have
25 the same definition as G.S. 14-409.39(2). For the purposes of this Section, proof of
26 eligibility shall include:
- 27 (1) Any current, valid State-issued permit to purchase a firearm;
28 (2) A current, valid State-issued concealed carry permit from North Carolina;

- 1 (3) A current, valid State-issued concealed carry permit from a state with a reciprocal
2 concealed carry agreement with North Carolina;
3 (4) Proof of an exemption from permit requirements pursuant to G.S. 14-415.25; or
4 (5) A background check that is determined by the college. The sole purpose of the
5 background check shall be to determine whether an applicant can lawfully possess
6 a firearm in North Carolina pursuant to G.S. 14-269.8, G.S. 14-404(c), G.S. 14-
7 415.1, G.S. 14-415.3, and G.S. 14-415.25.

8 (i) Boards of trustees may adopt policies refusing admission to any applicant who refuses
9 to provide a social security number during admission and enrollment processing
10 except for the following applicants:

- 11 (1) Students taking courses for which no academic credit is offered;
12 (2) Nonresident alien students;
13 (3) Students whose qualified tuition and related expenses are entirely waived or paid
14 entirely with scholarships; and
15 (4) Students for whom the community college does not maintain a separate financial
16 account and whose qualified tuition and related expenses are covered by a formal
17 billing arrangement between the community college and the student's employer or
18 a governmental entity.

19
20 *History Note: Authority G.S. 115D-1; 115D-5; 115D-20;*

21 *Eff. February 1, 1976;*

22 *Amended Eff. _____, [December 1, 2019](#); [November 1, 2017](#); [March 1, 2016](#);*

23 *[November 1, 2014](#); July 10, 2010; January 1, 2006; January 1, 1996; September 1,*

24 *1993; January 1, 1987; May 1, 1982.*