Bellingham Technical College
Nursing Program Veteran Support Plan

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Building Nursing Pathways

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Introduction

Recognizing the tremendous commitment and sacrifices US Military Veterans have made to serve our country, Bellingham Technical College (BTC) has welcomed military Veterans since 1958. The objective has always been to offer Veterans quality education and training as they transition back into civilian life. BTC continues its efforts to be a Veteran-supportive campus, as the college has stepped up efforts to improve the overall college experience for this unique population.

In fall of 2013, the Nursing Program at Bellingham Technical College (BTC) received a $2.7 million Trade Adjustment Assistance Community College and Career Training grant from the U.S. Department of Labor. The goals of the grant project, called *Building Nursing Pathways* (BNP), were to enhance and expand the BTC Nursing Program to meet increasing demand in the region for Registered Nurses. As part of this project, grants funds were allocated for development of a strategic plan to recruit for and support Veteran students in the Nursing Program. There are many Veterans returning home from their service who have obtained high-quality military training in various medical professions. Given that civilian nurses are in high demand, there has been no better time for Veterans to translate their military training and real-life work experience into the civilian nursing field. Although every program at BTC has high-level training available to our Veteran students, the college strongly encourages those who have served as medical professionals in the military to enroll in the BTC Nursing Program.

The following document details a two-part strategic plan to help improve services for Veteran students. Part one will summarize how the college has improved services across campus for all Veteran students, and includes recommendations to improve effectiveness moving forward. The objective is to assure that every Veteran student receives the resources, skills, and proper training needed to be successful at BTC. Part two of this document will include a unique and specific section to help guide the Nursing Program at BTC in efforts to recruit and retain Veteran students with a special emphasis on prior learning assessment.

The following assumptions have guided the development of this plan:
- There is a sincere desire to improve Veteran student success
- There is not a one-size-fits-all approach to Veteran student success
- Veterans' participation in higher education will continue to increase
- Veteran students are an at-risk population
- Veterans exist in a complex system
- Veteran student success at BTC is, in part, tied to the availability and use of institutional and community resources

Part One

Part one of this document summarizes how the college has improved services across campus for all Veteran students, and includes recommendations to improve effectiveness moving forward.

Assess Needs to Guide Practice

Two surveys measuring Veteran student satisfaction at BTC have been conducted through the Building Nursing Pathways project, one in July of 2014, and the other in May of 2016. These surveys have been used to assess the needs of the Veteran students, in order to coordinate more effective support services for this population. Survey results provided valuable feedback on the Veteran experience on campus, and have contributed significantly to the development of this plan. A majority of respondents agreed or strongly agreed when asked if they were satisfied with the training and education at BTC. However, respondents also indicated that services for Veteran students could be improved, particularly with regard to how military transcripts are evaluated, how entrance exams place students in courses, and how services are organized. Ongoing needs assessments will allow for clarifying student needs and identifying trends, and will inform future enhancement or expansion of services. Annual surveys are recommended due to the two-year timeline for most college programs, as well as to account for student body turnover.

Track Performance to Evaluate Programming

Performance data can be used by student support staff to provide targeted interventions to support Veteran student success, as well as to analyze the effectiveness of programs and services. Currently there are a variety of tools in place at BTC which can be used to gain insight into the performance of the Veteran student population (summarized below), but the college lacks a comprehensive system for tracking the performance of Veteran students. It is recommended that the college implement such a system to better understand the needs and outcomes of this population.

> Admissions Data: Students have an option to self-report Veteran status on the BTC Admissions Application. If a student indicates Veteran status, the account for that student is coded to indicate that status. A report of these codes can be generated from the college database to determine an accurate count of Veteran students on campus. CRM software may also be useful in determining which of these Veterans are currently enrolled. Enrollment data may be used to increase targeted services to support the population.

Veteran Benefits: The college certifying official is responsible for tracking students who receive Veteran benefits, including enrollment status. This process ensures that Veteran students using benefits will receive continued support. However, not all Veteran students take advantage of Veteran benefit programs, and therefore this tracking system is not comprehensive, and does not ensure that all Veteran students are receiving the benefits they may be entitled to.

Advising Tracking: New students who attend Advising & Registration sessions to register for first quarter classes are asked to fill out a survey in order to better connect them with campus resources. The survey allows students to self-report Veteran status, in order to determine if they might be eligible for Worker Retraining benefits or other special funding. This process represents one effort in place to identify new Veteran students early on, to help connect them with resources they might need..

Reduce Barriers to Provide a Supportive Learning Environment

Reducing barriers for Veteran students is a key factor to maximizing the success of this population. Policies and practices specific to the Veteran student population at BTC are designed to minimize barriers whenever possible, and are revised on an ongoing basis to remain contemporary and relevant. The Veteran student population is unique in having completed extensive and highly stressful military training. Additionally, many of these students have served in combat environments. Therefore, it is important to be mindful and conscientious of Veterans' past experiences, yet equally as important to avoid associating stigmas or stereotypes with this group. The following are recommendations for all staff and faculty to implement in their efforts to support our Veteran population. These are national best practices for reducing barriers for Veteran students.

Gaining top-down support. Support from senior campus leaders demonstrates a high level commitment to helping service members and Veterans successfully navigate their academic careers.

Creating a task force. A group made up of representatives from the various offices throughout the campus actively involved in serving Veteran students will help create a more collaborative effort and reduce redundancy. Some of these representatives might include the school's certifying official, the financial aid office, the Veteran Services Coordinator, and/or a Veteran student representative.

Clearly communicated policies and procedures. Clearly communicated policies and procedures help set appropriate expectations, and reduce potential frustration.

Communication with instructors. Periodic check-ins with student to discuss if they are maintaining mentally, physically, and academically.

A centralized point of contact. The hiring of a central point of contact that is able to build trust, and create a good relationship with students. A dedicated full-time Veterans Coordinator not only establishes trust and good relationships, but they commonly take on the responsibilities as the VA Certifying Official, Work-Study Supervisor, Committee Representative, and develop sustainable programming to support Veteran students.

Veteran student organizations. Many service members and Veterans are interested in connecting with peers who are going through a similar experience. This peer-to-peer support has been found highly effective as they navigate their academic endeavors. BTC Veterans Club is a chapter of Veteran students of America (SVA), consists of a board of elected student executives and staff advisors, and convenes weekly for lunchtime meetings open to the general campus community. The purpose of this club is to foster peer support within the Veteran community on campus, give Veterans a place to meet one another, and act as a platform for discussing and advocating for Veteran's academic needs. This club is recognized nationally by the SVA as well as internally by the Associated Students of Bellingham Technical College.

Appropriately-sized space to meet the needs of Veteran students. Up until fall of 2014, there was no dedicated space for Veteran students to meet on campus, either socially or for SVA club meetings. With feedback provided from the Veteran satisfaction surveys, campus administrators created and allocated space dedicated for Veterans, which had sufficient space and resources that included computers for studying and completing schoolwork, and simply for casual gatherings. As building remodels are planned for future years, BTC may consider planning to relocate Veterans to a space that is more centrally located on campus (the Campus Center building for example) to ensure that they do not feel isolated or "pushed to the side" of campus.

Community Engagement Programming

Community engagement and programming through events specific to Veterans, or discussing Veteran issues on campus can help bolster the reputation of BTC as a Veteran-supportive campus. The following are suggestions for campus events or programs designed to support the Veteran population at BTC.

Annual Welcome Event: Potentially designed as an orientation in the fall quarter, an annual welcome event helps bring Veteran students into the BTC community and connects them to resources on campus. Funding staff, student life, the Veteran students of America (SVA), and other support services on campus should be in attendance to

elaborate on resources and opportunities on campus for Veteran students. Focusing on Veterans and giving students an opportunity to meet fellow Veterans as well as fellow students may help them ease the transition back into school if they are recently returning from active duty, or if they have not been enrolled in school for some time.

Veteran Specific Events: Events for Veteran students can help connect Veterans with one another, as well as educate the civilian BTC community on the Veteran experience, and provide opportunities to show gratitude for their service to the country.

Veteran Holidays: BTC currently hosts a Veteran's event in honor of Veteran's Day. Expanding these events to include other notable events (September 11, Memorial Day) can continue to educate students on campus, promote a diverse student body from rich and varied backgrounds, and show support for Veteran students on campus.

Veteran Information Panel: In December 2015 Workforce Funding and Student Support hosted a Veteran's Information Panel. The aim was to connect BTC Veteran students with community resources and agencies that could assist them in a variety of areas including disability benefits, unemployment, housing and job search assistance. This event was highly successful and educational for students in attendance, and also allowed other community agencies dedicated to supporting Veteran's an opportunity to learn more about resources in the Bellingham community. Continuing to host these events will only improve the reputation of BTC as a Veteran supportive campus and allow the campus to learn more about how best to support Veterans and the changing needs this student population faces.

Service Learning Opportunities: Service-learning opportunities have been shown to help connect students to campus and their peers, and allows them to take ownership within the campus community. Connecting Veteran students to service-learning opportunities has the potential to not only benefit the campus itself, but also gives Veteran students an opportunity to connect with other students, develop skills outside of the classroom such as leadership development and communication, and embodies a spirit of service, with which many Veteran students are already familiar. Connecting to community services like Growing Veterans can promote BTC in the local community and provide a multitude of opportunities and benefits for BTC Veteran students.

Community Partnerships: There are a variety of community organizations which the college might partner with to support Veteran students, such as:

- Bellingham Veteran Center
- Northwest Workforce Council (Work Source)
- Growing Veterans

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Part Two

Part two of this document details a Prior Learning Assessment (PLA) model for Veteran students to gain credit for work-related service, a priority enrollment policy to expand access for Veteran students, strategies for recruitment of Veteran students, and recommendations for program enhancements to better meet the needs of Veteran students.

Prior Learning Assessment

As part of the Building Nursing Pathways project, BTC has developed and implemented new policy with regard to prior learning assessment:

"Bellingham Technical College values college-level knowledge and experiences students may have gained outside of formal collegiate instruction. This knowledge may have been acquired through documented military training equivalent to any course or program offered by Bellingham Technical College (BTC). Credit will be awarded from a student's official Joint Services Transcript (JST), from the Community College of the Air Force transcript or any other college/university attended, based on recommendations from the American Council on Education (ACE) guide for prior military training that is applicable to a student's certificate or degree requirements."

The procedure for this policy is as follows:

1. The student must provide an official Joint Services Transcript (JST), from the Community College of the Air Force transcript or any other college/university attended. Bellingham Technical College enrolled students who are veterans of any branch of the United States armed services must request transfer credit for military training by submitting an Evaluation Request form to the BTC Transcript Evaluator.

2. Upon receipt of the official transcript the Credit Evaluator will evaluate the transcript for reading, English and mathematics placement and any academic (general education) credits. Credits will be posted to the student record as applicable.

3. If technical courses need to be evaluated, the transcript will be forwarded to appropriate program faculty to evaluate in 3 weeks, along with the course description and the accompanying American Council on Education (ACE) course

recommendation. The American Council on Education (ACE) standards are used as a guide. ACE translates military courses and occupations into academic credit recommendation, and provides guidelines to interpret and recommend credit for college courses.

Exception: Military transfer credit for some programs must meet outside agency criteria prior to BTC acceptance (i.e. programs with external accreditation).

4. Any military training or experience that is substantially equivalent to any course or program offered will be accepted as applicable toward the veteran' program of study.

5. ACE military course recommendations are accepted for both the amount of credit suggested, and the level of credit recommended (upper or lower division credit) under the following circumstances:
   a. The military course must match a required course listed in the student veteran's area or degree of pursuit.
   b. Twelve credits of any degrees must be earned at BTC. The balance of program course requirements can be transferred in from other sources, including military credit.
   c. Any remaining ACE credits on transcripts that do not match any courses in any degree of pursuit may be accepted as elective credits.

This policy is made available to all prospective, applicant and enrolled students through the college website, handbook, and catalog. It is worth noting that the Department of Veterans Affairs requires that any college and/or military training transcripts of Veteran students be evaluated for transfer credit. This is not an optional step – all transcripts must be evaluated prior to admission.

See Appendix B for the PLA Evaluation Request form used at BTC.

Priority Enrollment

As part of the Building Nursing Pathways project, BTC has also developed and implemented a priority admissions policy for the Nursing program for Veterans, eligible spouses, and trade-act eligible workers. This policy was designed to eliminate the barrier of lottery access to the Nursing Program to encourage enrollment of Veteran students. Note that there is legal precedent for prioritizing enrollment in order to create a diversified educational experience

which benefits all students. Given the need for a diverse Nursing workforce, the Nursing Program can honor this commitment to diversity by continuing to offer priority admission to Veteran students, as their unique experiences can add depth from which all students may benefit.

Recruitment of Veteran Students

Many Veterans make excellent Nursing students as a result of their backgrounds in military training. The Nursing Program faculty and staff at BTC understand that those who have served in the armed forces have acquired extensive training in functioning in a team/unit environment, especially under high pressure situations, and that military basic training exposes personnel to advanced first aid, causality drills, safety, and other types of survival situations. There are also Veterans who have acquired real-life nursing experience while serving in the field as military nurses and/or other similar medical field professionals. With these types of background skills, the college not only embraces this population, but makes active efforts to recruit Veterans.

Recruitment Events

The Admissions department at BTC attends many recruiting events each year, including local events at Skagit and Whatcom County Work Source Centers organized specifically for Military Veterans. Furthermore, Admissions recruiters attend annual career fair events at Joint Base Lewis-McChord, to highlight the BTC Nursing Program to service members ready to transition back into the civilian work force.

Flexible Entry Points

The Admissions department at BTC are aware that it is common for Veterans to have families to care for, and live busy lives. When it comes to education, Veterans often seek programs that with flexible scheduling. The Building Nursing Pathways project expanded the capacity of the Nursing Program, allowing for an additional entry point each year. The new entry point occurs during winter quarter, a time during which other nursing programs in the region do not enroll new students, to allow maximum flexibility for entering students.

Career Services for Veterans

In an effort to attract Veteran and other students to the BTC Nursing program, career support services are offered to prospective students prior to entry, to appeal to those who are career-minded and to give new students confidence in their education and

career plans. The Building Nursing Pathways project has provided enhanced career support services to current and prospective Nursing Program students through partnership with the Northwest Workforce Council. Furthermore, the grant has provided an additional student support role, the Nursing Student Navigator, who provides academic planning services for students whose career goals include earning Bachelor of Science in Nursing (BSN) credentials. These services support Veteran students in making the transition from military to civilian careers.

Recommended Program Enhancements

Implementation of strategic program and service enhancements will improve the recruitment and support of Veteran students in the Nursing Program at BTC. Three specific recommendations for program enhancements are to become nationally accredited through the Accreditation Commission for Education in Nursing (ACEN), to implement *Fast-Track* program models, and to hire a full-time Veterans Services Coordinator.

National Accreditation

One recommended enhancement to improve recruitment and support of Veteran students is for the Nursing Program to gain national accreditation. Currently, the program has been nominated for evaluation for national accredited, through the Accreditation Commission for Education in Nursing. A final review of the program will take place during winter quarter 2017. For Veteran students researching nursing programs, national accreditation is a critical factor, as nurses must graduate from nationally accredited programs to apply for positions with the Department of Veteran Affairs Healthcare System. It is worth noting that the VA has Veteran priority for all positions within the agency.

Fast-Track Program Models

Nursing programs across the country aim to recruit military personal as they transitioning back into the civilian workforce. Thus, Fast-Track programs are becoming popular at institutions of higher education for military veterans with relatable prior training and work experience. The following are just two examples of how nursing programs are implementing streamline models to help Veterans make this transition. It is recommended that BTC Nursing department begin to strategize towards how similar models could be implemented.

One example of a Fast-Track program is offered by San Antonio College (SAC). According to the SAC website, SAC has designed a fast-track registered nursing program titled the Military-to-RN Career Mobility Track program. The Military-to-RN Career Mobility Track program is a fast-track educational approach to prepare military service members and Veterans who are trained/served as Army Combat Medics, Navy Corpsmen, or Air Force Medics to earn an AAS degree in Nursing and meet the evolving challenges presented to RNs in the modern civilian healthcare system. Earning an AAS degree in Nursing through the Military-to-RN Career Mobility Track program can help the graduates apply their military medical knowledge and vast real-world clinical experience – often under combat conditions and assuming responsibility for multiple healthcare protocols – to begin a career as an RN, expand their job/promotion opportunities/options, and allow them to articulate to a baccalaureate degree program in nursing. (For further details, refer to the Sources page).

Another example of a Fast-Track program is offered by the University of Southern Florida (USF). According to the USF website, USF has created a fast-track program titled V-CARE. V-CARE is a Bachelor of Science in nursing sequence created for service members and Veterans who have completed training as Army or Air Force medics and Navy corpsmen. V-CARE is a student-centered program tailored to each Veteran, acknowledging and recognizing the training and experience that each student brings. V-CARE shortens the time to degree completion while maintaining the academic rigor, clinical quality, and high NCLEX pass rates. (For further details, refer to the Sources page).

Full-Time Veterans Services Coordinator

Based on recommendations from multiple sources, including the Council for the Advancement of Standards in Higher Education (CAS), along with feedback from BTC Veteran student satisfaction surveys, one specific recommendation to improve the recruitment and support of Veteran students is to hire a full-time Veterans Services Coordinator (VSC). Although a team effort from the Student Services department has sufficiently helped Veterans work through admissions, enrollment, and registration processes at BTC, there is still not a central point-of-contact for Veteran students. A full-time VSC would decrease stress for staff and students by consolidating services for Veterans into a single role. Consolidating services would reduce barriers and allow for consistent and comprehensive support of Veteran students. A VSC would also establish positive relationships with Veteran students, to build trust and a sense of community.

Conclusion

This two-part document highlights the efforts on behalf of BTC staff and faculty to establish a campus that is welcoming, accessible, affordable, and supportive to Veteran students. From the Veteran satisfaction survey results, Veteran students claim that they are generally pleased with student support. Yet, as the Veteran population increases overtime, BTC staff and faculty will need to continue efforts to demonstrate through words and actions that the campus environment is a place where Veterans can feel safe and supported. These efforts should also be made in conjunction with community organizations, such as the Bellingham Veteran Center, the Northwest Workforce Council (Work Source), and/or nonprofits like Growing Veterans – organizations which understand the needs of the population and have become vital resources for Veterans in the region.

With the implementation of the prior learning assessment and priority enrollment for Veteran students, targeted recruitment efforts, and pending national accreditation, the Nursing Program at BTC only expects its Veteran student population to increase over time. However, to continue to meet the needs of this growing population, it is recommended that the college implement fast-track models for Veteran students entering the Nursing Program and hire a full-time Veterans Services Coordinator to ensure that Veteran students have the support they need to be successful at BTC and to enter the workforce.

Sources

Council for the Advancement of Standards in Higher Education (CAS):
http://stuaff.org/veterans/vetsympresentations2011/Developing%20CAS%20Standards%20for%20Veterans%20and%20Military.pdf

BTC Prior Learning Assessment Policy:
http://www.btc.edu/CurrentStudents/StudentResources/Policy_332-1.html

BTC Evaluation Request Form:
http://www.btc.edu/General/Forms/ComprehensiveEvaluation.pdf

San Antonio College (SAC) Mobility to RN Fast-Track program:
https://www.alamo.edu/main.aspx?id=23956

University of Southern Florida (USF) V-Care Fast Track program:
http://health.usf.edu/nursing/academics/vcare/index.htm

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Appendix A: Veteran Student Satisfaction Survey

Spring 2016 Veteran Student Satisfaction Survey

As Veteran students, it is important to get your feedback on the experiences you have had here at BTC. Therefore, if you could take 3-5 minutes to fill out this quick confidential survey on Veteran student's satisfaction, it would be highly appreciated. With your input, we can continue to improve services on campus to those who dedicated time to serving their country.

The purpose of this survey is to establish a baseline to determine current BTC Veteran student's satisfaction with the services provided by BTC support staff, and will help will determine recommendations for improvements to Veteran students. Please be assured that this survey is confidential and anonymous. Data results are only reviewed for official purposes.

Please indicate the extent to which you agree (or disagree) with each of the following statements."

1. I know what kind of job I want to have after I graduate from BTC

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

2. Entry tests like the Accuplacer accurately assessed my skills and abilities when entering BTC

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

3. I am comfortable using the online technologies utilized in my classes at BTC (Canvas, myBTC portal, email)

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

4. I have reliable access to a computer and the internet

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

5. I'm aware of the financial resources available to me on campus

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

6. I'm aware of the financial resources available to me in the community

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

7. I have reliable childcare support

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree □ Not Applicable

8. I have reliable transportation to and from school

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

9. I'm comfortable with the civilian environment on campus

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

10. I'm satisfied with the evaluation of my military transcripts

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree □ Not Applicable

11. What services offered at BTC have been the most helpful or beneficial to you? Please list any that apply. (Ex. Financial Aid, tutoring)

12. What services are not offered at BTC that you believe would help you be more successful?

13. Overall, I am satisfied with the BTC student experience?

□ Strongly Disagree □ Disagree □ Neutral □ Agree □ Strongly Agree

14. Please leave any additional information you would like us to know in the space below.

Appendix B: Transcript Evaluation Form

Evaluation Request

Your social security number is confidential and, under a federal law called the Family Educational Rights & Privacy Act, the College will protect it from unauthorized use and/or disclosure in compliance with state/federal requirements. Disclosure may be authorized for the purposes of state and federal financial aid, Hope/Lifetime Learning tax credits, and academic transcripts.

Date	Student Name: Last, First, MI	Other Previous Names	SID (preferred) or Social Security Number
Birthdate	BTC Program (or individual course) Planning to Attend	Phone Number	Year/Quarter Planning to Attend

Prior College Records (Official Documents Required)	Type of Record	Status of Delivery
1: _____	☐Transcript ☐Test scores	☐Already on file at BTC ☐Record ordered
2: _____	☐Transcript ☐Test scores	☐Already on file at BTC ☐Record ordered
3: _____	☐Transcript ☐Test scores	☐Already on file at BTC ☐Record ordered

Please send my evaluation results to: (Please provide email or home address)

To my email or home address: _____

☐ **I am a Veteran**

☐ **I have read the reverse side of this document and understand my responsibilities of ordering my transcripts.**

TRANSCRIPT EVALUATOR USE ONLY BELOW THIS LINE

Test Score Waiver		Transfer Credit	
Accepted or Denied Y/N	You are approved (or denied) waiver from the following:	**Accepted or Denied Y/N**	You are approved (or denied) transfer credit for the following courses required for your program:
	Accuplacer Reading		PSYC& 100 (5CR) General Psychology **OR** CMST& 210 (5CR) Interpersonal Communications
	Accuplacer Sentence Skills		ENGL& 101 (5CR) English Composition **OR** AENGL 100 (5CR) Applied English
	Accuplacer Arithmetic		AMATH 100 (5CR) Applied Occupational Math **OR** MATH 111 (5CR) Technical Math
	Accuplacer Algebra		MATH& 107 (5CR) Math in Society **OR** MATH& 146 (5CR) Intro to Statistics **OR** MATH& 141 (5CR) Precalculus I
	BTC College Level Math		BIOL& 160 (5CR) General Biology
Evaluator Comments			BIOL& 241 (5CR) Human A & P 1 **AND** BIOL& 242 (5CR) Human A & P 2
			CHEM& 121 (5CR) Introduction to Chemistry
			CAP 101 (5CR) Introduction to Computer Applications
			PSYC& 200 (5CR) Lifespan Psychology
For your next step please call the Admissions & Student Resource Center at 360-752-8345 or 360-752-8450 to schedule an Advising and Registration Session. If you are a continuing student you can make an appointment with your Advisor.			BIOL&260 (5CR) Microbiology
Evaluated By:			Other:
			Other:
Date Rec'd:			Other:
			Other:
			Other:

O:\Transfer Credit & Prereq Approvals\Forms\Evaluation Request Form 080516.pdf

Evaluation Request Form Instructions

1. Complete the top portion of the Evaluation Request Form.

2. Submit the form in person or via fax, email or mail to:

   Bellingham Technical College
   ATTN: Admissions
   3028 Lindbergh Avenue
   Bellingham, WA 98225
   FAX: 360-752-7284
   EMAIL: admissions@btc.edu

3. Order OFFICIAL, sealed transcript(s) or testing records from the institution(s) you previously attended. You may have the college send your transcript or records directly to BTC, or you may mail or hand-deliver the official, SEALED records to the Admissions office. **NOTE: Transcripts cannot be faxed or emailed.**

   > **VETERANS:** Follow the steps below to order official military transcripts.
   > 1. Visit www.jst.dod.mil (You may encounter a certificate error although this site is safe).
   > 2. Sign in as a CAC user or register for a user account.
   > 3. Click on the Transcripts tab at the top of the page.
   > 4. Click on the Official Transcript Request tab.
   > 5. Type in "Bellingham Technical College" and click Search.
   >
   > Your record will be delivered electronically to the college within 5-7 business days.
   > Airforce Veteran? Please contact the Admissions office for more information on ordering your military transcripts at admissions@btc.ctc.edu or 360-752-8345.

4. Your request will be processed once BTC has received **ALL** your official records and Evaluation Request Form. A copy of your evaluation will be mailed to the address you indicated on the form. Processing typically takes 10-14 business days and may take longer during peak registration periods. It is recommended that students plan ahead and send records in advance of the quarter they plan to attend. *Evaluation Request Forms will be shredded after 3 months if no transcript is received.*

5. Transfer credits will be posted to your transcript when you have completed your degree/certificate program and have applied for graduation. In accordance with BTC's grading policy, applicable transfer credit granted will not be computed in the grade point average.

DEFINITIONS

Accuplacer Test Score Waiver—Indicates which portions of the Accuplacer test you are waived from or denied.

Prerequisite Approval—Specifies which classes you have met the prerequisites to enroll in.

Transfer Credit—Indicates college courses required for BTC programs that you have completed at other regionally accredited institutions. In order to graduate with an AAS degree, students are required to earn at least 90 credits. Most certificate programs require at least 45 credits for graduation.

CR—The CR column indicates the difference (deficiency) between standard course credit and your actual award. Even if you receive approval for a course listed above, if at the end of your degree program (or certificate program of over 45 credits), you earn less than the 90/45 minimum credits total, you must make up any deficient general education credits. AAS-T general education course credits must add up to 20 credits.