2025 Academic Credit for Prior Learning (ACPL) Report Update

ACPL: Advancing Success for Washington Adult Learners

In 2023, 43.1 million people between 18 and 64 years old across the nation had some college education but no degree.[1] Furthermore, in 2024, approximately 56.4 million people in the same age range had earned a high school diploma, but no college credit.[2] To close this gap, many states and colleges are creating strategies to improve credential completion. One strategy is Academic Credit for Prior Learning (ACPL), which lets students earn college credit for knowledge and skills gained outside of the classroom. This can include military training, work experience, formal non-college learning, volunteer work, and other life experiences.

In 2020, national research showed that students who received ACPL are more likely to finish their degrees than those who do not receive ACPL. This trend is true for students across different backgrounds, making ACPL an important tool for reducing equity gaps by race, ethnicity, income, and more.[3]

ACPL saves students both time and money by reducing the number of courses they need to take. This accelerates their path to graduation.[4] It also helps colleges recruit and re-engage adult learners, especially those who started but did not finish a degree. This is especially important now, as colleges face an enrollment cliff.[5]

Supporting adult learners to complete their certificates and degrees is key to meeting Washington's education and workforce goals. Washington aims for at least 70 percent of adults (ages 25-44) to attain a degree beyond high school. ACPL also supports the employment needs of students and employers.[6]

Students come to college with skills and knowledge acquired through work, the military, and other experiences. Colleges award ACPL when a student's prior learning is assessed and found to be akin to course outcomes.[7] Awarding academic credit for prior learning:

- Honors students' knowledge and skills.
- Recognizes the connections between work and college.

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[1] National Student Clearinghouse Research Center. (2025, June) *Some College, No Credential: A 2025 Snapshot for the Nation and the States.* https://nscresearchcenter.org/wp-content/uploads/SCNCReport2025.pdf

[2] U.S. Census Bureau. (2024) *Table 1. Educational Attainment of the Population 18 Years and Over, by Age, Sex, Race, and Hispanic Origin: 2024.* Accessed September 28, 2026. https://www2.census.gov/programs-surveys/demo/tables/educational-attainment/2024/cps-detailed-tables/attain01_2024_1.xlsx

[3] Western Interstate Commission for Higher Education. (2020, October) *The PLA Boost*. https://www.wiche.edu/resources/pla-boost-report-updated-12-2020/

[4] Higher Learning Advocates. (2023, February) *How Credit for Prior Learning (CPL) Can Benefit Today's Students*. https://todaysstudents.org/wp-content/uploads/credit-for-prior-learning-backgrounder-2023.pdf

[5] Basko, A. (2024, February 23) *Will the 'Enrollment Cliff' Help or Hurt Your Career?* The Chronicle of Higher Education. https://www.chronicle.com/article/will-the-enrollment-cliff-help-or-hurt-your-career

[6] Washington Student Achievement Council (2016) 2017 Strategic Action Plan, https://wsac.wa.gov/strategic-action-plan.

[7] The Washington State Legislature defines prior learning in RCW 28B.77.230, as "…knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions, including foreign institutions." This is consistent with the definition in the Intercollege Relations Commission Handbook, p. 14 (2020, December) https://www.wa-council.org/wp-content/uploads/2020/12/2020-Final-Revised-ICRC-Handbook-12.20.pdf.

- Speeds up students' progress toward career pathways.[8]

Since 2011, Washington has built strong support for ACPL policy and practice. Legislation was passed to expand the number of students who can receive ACPL and what kinds of credit can be awarded. The law also ensures that credit is only given to students for college course-level skills. In 2022, lawmakers passed legislation to explore how apprenticeships could count towards college credentials, including reviewing how credits transfer and looking at national best practices.[9]

These legislative changes and efforts have driven progress on several fronts: a statewide workgroup has been established, policies and best practices are being shared, and this annual legislative report now tracks data trends and workgroup actions.

While Washington colleges are still recovering from the economic crisis caused by the pandemic, the crisis sparked innovation. Leaders have used ACPL to help adult and working students finish their degrees more quickly.[10] The workgroup is continuing to strengthen ACPL by building knowledge and improving college systems that support it and working more closely with partners to increase ACPL opportunities for students.

A Review of ACPL Research and Policy

A forthcoming 2026 report from WSAC offers a review of ACPL literature, policy, and data trends from both a national and statewide lens. The report synthesizes recent research on ACPL, highlighting both benefits and barriers to ACPL implementation. It also summarizes ACPL policies both nationally and with a focus on Washington and provides recommendations on how to strengthen those policies. Below are some of the key findings and recommendations from the report.[11]

- Research links ACPL with higher credential earnings and reduced costs and time to degree completion for learners. While more research is needed, emerging evidence suggests ACPL may support institutional enrollment and financial sustainability and strengthen pathways to meet evolving workforce demands.
- Challenges with ACPL implementation include upfront financial burdens on learners and institutions, institutional resistance, inconsistent policies and lack of communication, and inequitable attainment.
- Across all 50 states, ACPL policies focus on awarding credit for military training, how to assess credits for ACPL, and requiring states/systems to establish an ACPL policy; however, many of these policies lack mention of how to collect and track data, what the costs of ACPL are, and how to evaluate ACPL policies.
- In Washington, four policies aim at improving statewide alignment and transparency around ACPL, while six policies set requirements for institutional ACPL implementation.

[8] The PLA Boost (2020) https://www.wiche.edu/wp-content/uploads/2020/10/PLA-Boost-Report-CAEL-WICHERevised-Dec-2020.pdfv.
[9] 67th Washington State Legislature. (2022, March 7) *Engrossed Second Substitute Senate Bill 5764*. https://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/Session%20Laws/Senate/5764-S2.SL.pdf?q=20250225142439
[10] Kwakye, I. and Kibort-Crocker, E. (2020, August) *Lessons on Recovery: The Value and Potential of Higher Education in Response to the COVID-19 Crisis*. https://wsac.wa.gov/sites/default/files/2020.08.20.Lessons.on_.Recovery.Report.pdf.
[11] Roach, A., McConnell, E., Deane, K., & Olive, I. (In preparation). Making Experience Count: Credit for Prior Learning in Washington. Washington Student Achievement Council (Report).

- To continue to increase the types of ACPL credits awarded and the number of learners utilizing ACPL, Washington could consider policy standardization, formal ACPL expectations between institutions and industry, improved data collection, and increased flexibility of financial aid.

2024-25 ACPL Findings

For this report year, all 34 community and technical colleges (CTCs), six public baccalaureate institutions, and ten member institutions of Independent Colleges of Washington submitted data. This is the sixth year that the State Board for Community and Technical Colleges (SBCTC) has provided data reporting for CTCs rather than each individual community college.[12]

Prior Learning Credits and Students Receiving ACPL

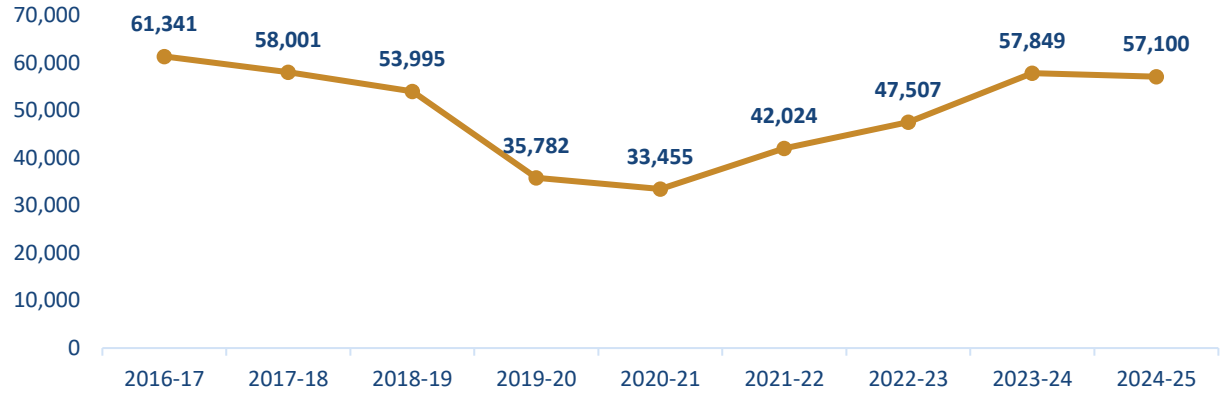
During the 2024-25 academic year, Washington public and independent four-year institutions and CTCs awarded 57,100 ACPL credits toward certificates or degrees. Approximately 2,700 students earned ACPL.[13]

Changes in Total ACPL Credits Awarded Over Time

The overall number of ACPL credits decreased by approximately 1 percent in 2024-25 compared to the previous year (Figure 1). Examining ACPL credits by sector shows the following changes from 2023-24 to the 2024-25 academic year (Figure 2):

- CTCs: -12%.
- Independent baccalaureates: +18%
- Public baccalaureates: 0%

Figure 1. Comparison of ACPL Credits in all institutions since 2016-17



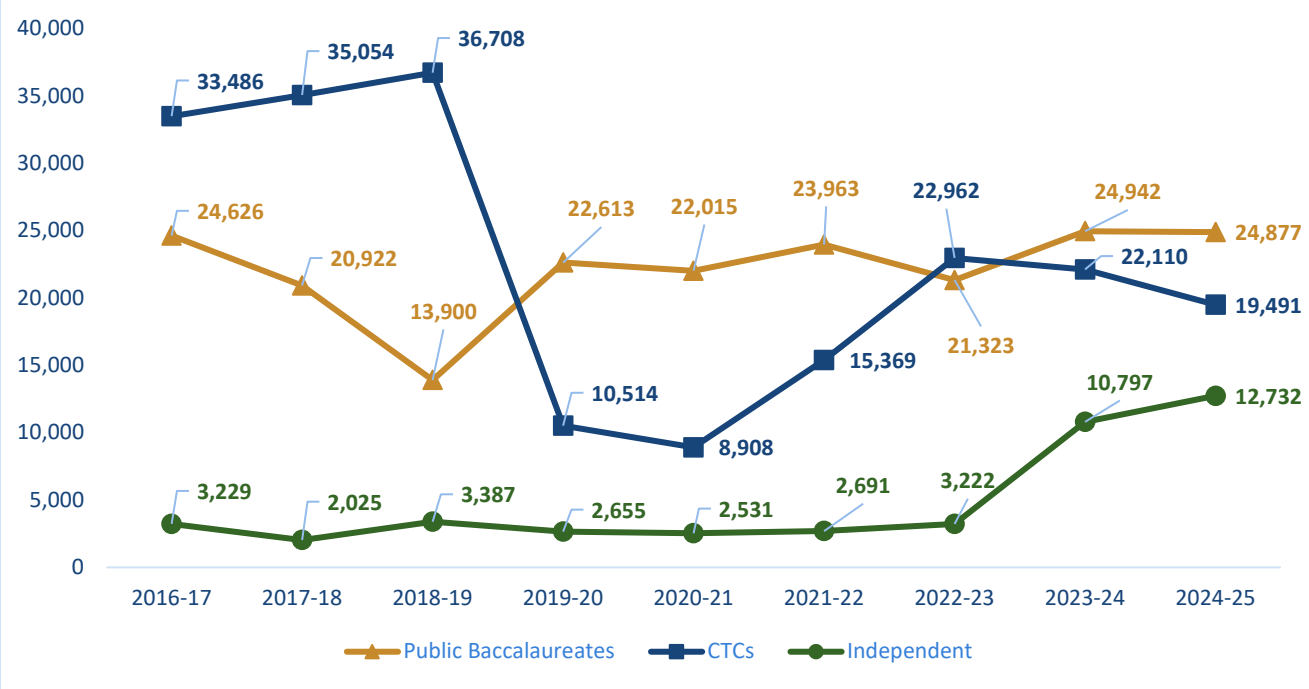
Source: WSAC staff analysis of ACPL data collected from institutions (fall in 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, and 2025).

Note: Revision to total ACPL Credits in 2020-21 and 2021-22 to add CTC data for the Joint Services Transcript not captured in previous reports.

[12] The year that SBCTC began reporting ACPL for CTCs coincides with a significant drop in ACPL reported credits. The reason for the change is unknown by SBCTC but might be related to coding changes or reporting differences rather than an actual change of ACPL credits.

[13] Students receiving ACPL are unduplicated totals as reported by the institutions.

Figure 2. ACPL Credits by Educational Sector since 2016-17



Source: WSAC staff analysis of ACPL data collected from institutions (fall in 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, and 2025).

Note: Revision to total ACPL Credits in 2020-21 and 2021-22 to add CTC data for the Joint Services Transcript not captured in previous reports.

Comparison by Categories of Prior Learning Assessment

A detailed look at the categories of prior learning assessment over a five-year period provides a more nuanced comparison of both the number of students receiving ACPL and the number of credits received per category of prior learning (Figure 3).

- **The 2024-25 number of students awarded ACPL had a slight increase.** This trend was largely driven by a notable increase in students who received Credit by Exam, to which an additional 265 students received credit equating to a 52% increase in this category from the previous year.

- **The 2024-25 total number of ACPL credits awarded decreased by 1%.** This trend was driven by decreases in DANTES subject standardized tests, Portfolio reviews, American Council of Education (ACE; military training and education credit), and Joint Service Transcripts. ACPL categories that noted increases in awarding were:

    - Credit by Exam +2,149 credits, or 51%
    - Occupational Crosswalks +256 credits, or 10%
    - CLEP +95 credits, or 7%
    - Individual Industry Certs +1,167 credits, or 7%

- **The 2024-25 Independent baccalaureates were the only sector to see an overall increase of ACPL credits awarded since the previous year, reflecting an increase of 1,935 credits, or 18%.**

Summary of 2024-25 ACPL Data Findings

- Overall, Washington has seen a slight increase in the number of students receiving ACPL and a slight decrease in the total number of credits awarded compared to 2023-24. However, when compared to 2020-21 data, the 2024-25 data reflects a 71 percent increase in the total number of credits awarded, and a 63 percent increase in the number of students awarded ACPL. This progress may be a biproduct of reduced barriers to accessing ACPL for students and greater efforts to support institutional capacity for awarding ACPL.

- Independent baccalaureates saw an increase in ACPL credits in 2024-25 compared to the previous year. Public baccalaureates saw close to no change in ACPL credits in 2024-25 and CTCs saw a decrease of 12 percent in 2024-25 when compared to the previous year.

- Nearly half the categories of ACPL types show increases compared to last year in both number of students and number of credits.

These increases signal the ongoing recovery efforts from the pandemic and the commitment by Washington's leaders and policy makers to serve working and adult learners. The CTC sector, which has the largest overall enrollment in this report, saw a headcount increase (16,860 additional students or 6 percent; Appendix A) and ACPL credits decreased by 12 percent. In the baccalaureate sectors, which represent a smaller enrollment proportion of all institutions included in this report, the 2023-24 annual credits continue to increase for the private baccalaureate sector and held relatively steady for public baccalaureates.

Initial ACPL findings for this year have been shared with the ACPL Workgroup. Individual institutions are invited to examine their multi-year ACPL data to explore trends and consider factors. Further exploration by the workgroup of changes in policy and practice at the institutional level will also continue to shed light on these trends.

Table 1. ACPL Credits by Categories, 2020-21 to 2024-25

		Total Students					Quarter Credits				
Category	Assessment Examples	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
Credit by Testing	DANTES Subject Standardized Tests (DSST)	3	4	7	7	5	27	24	96	50	45
	College Level Exam Program (CLEP)	111	146	167	167	171	1,460	1,336	1,366	1,428	1,523
Prior Experiential Learning	Portfolio Review (college-level credits)	117	178	168	349	326	920	2,363	1,429	2,599	2,318
Extra-Institutional Learning	American Council of Education (ACE) (military training and education)	477	473	444	549	467	9,956	10,834	11,158	17,776	16,154
	Occupational Crosswalks	131	132	123	103	99	2,669	3,309	3,266	2,522	2,778
	Joint Services Transcript*	21	254	632	527	481	187	5,598	12,831	12,467	9,958
	Individual Industry Cert (e.g. NCLEX-RN)	472	483	437	523	525	14,363	14,767	12,838	16,781	17,948
Course Challenges	Credit by Exam	463	485	529	508	773	3,873	3,793	4,523	4,227	6,376
Totals: (unduplicated students, credits)		1,670	2,059	2,391	2,642	2,717	33,454	42,023	47,507	57,849	57,100

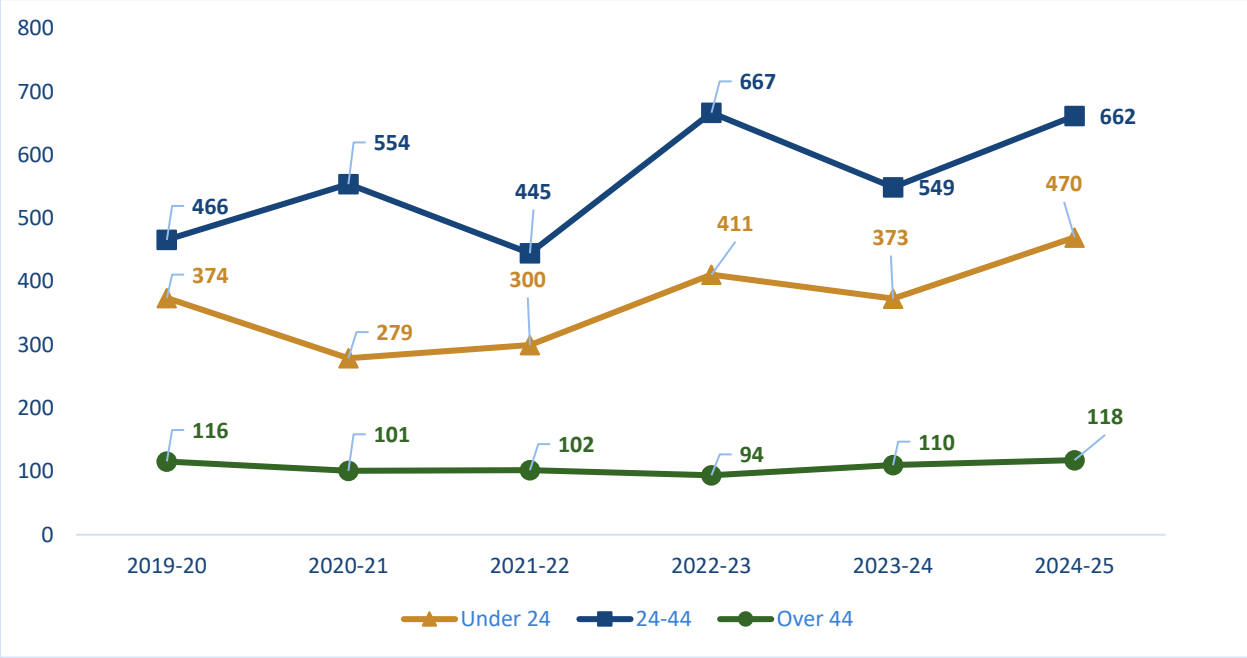
Source: WSAC staff analysis of ACPL data collected from institutions.

*Note: Revision to total ACPL Credits in 2020-21 through 2023-24 to add CTC data for the Joint Services Transcript not captured in previous reports.

CTC Demographic Reporting

Beginning in the 2019-20 academic year, SBCTC included demographic data in its annual reporting. Demographics included age, gender, Veteran status, student enrollment level, and race and ethnicity. Beginning in the 2024 reporting period, annual reporting on CTC student demographics will be included in the ACPL report (see the following Figures numbered 3 through 7). For additional information on total FTE and headcount, view SBCTC's Data Enrollment Dashboard.

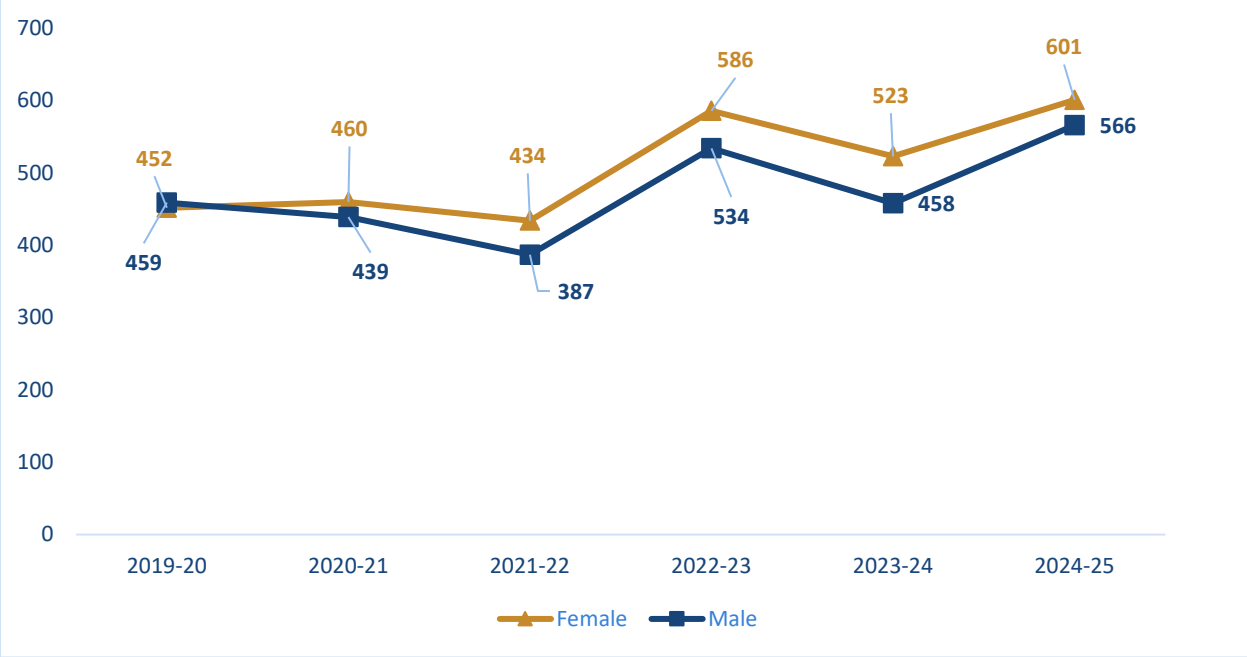
Figure 3. CTC Student Ages Receiving ACPL Credits between 2019-20 and 2023-24



Source: WSAC staff analysis of ACPL data submitted by SBCTC.

Note: Age ranges were not reported for a small number of students (<10) who received ACPL each year; these data are not included in Figure 3.

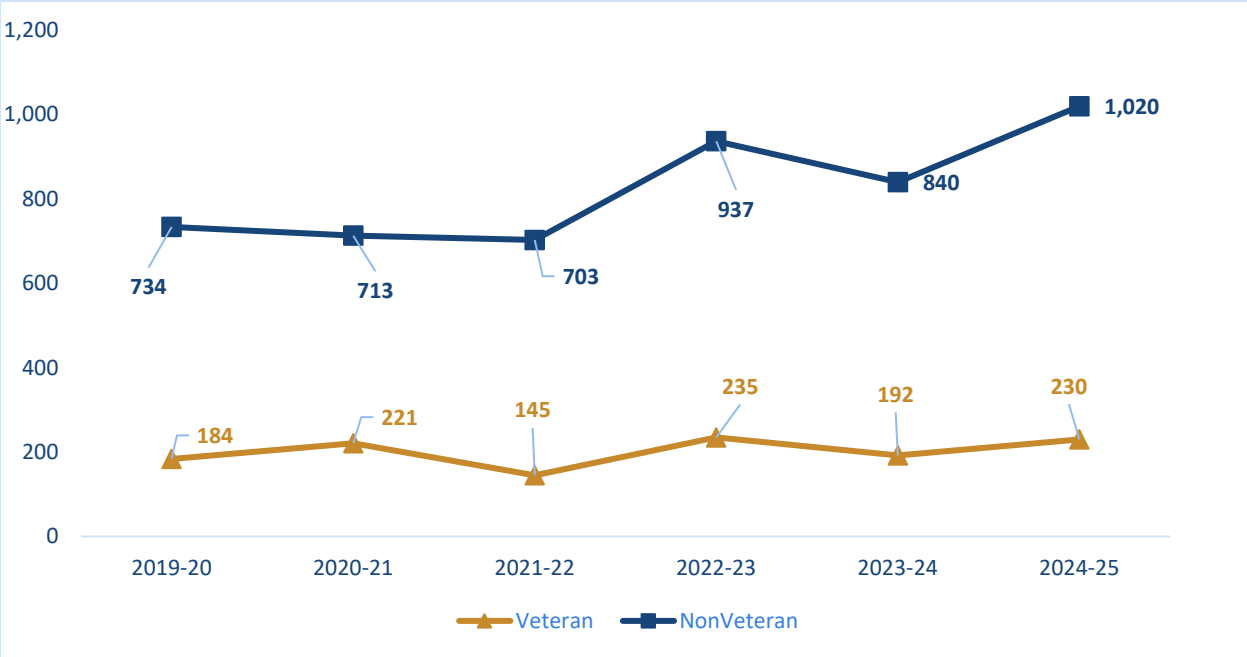
Figure 4. CTC Student Genders Receiving ACPL Credits since 2019-20



Source: WSAC staff analysis of ACPL data submitted by SBCTC.

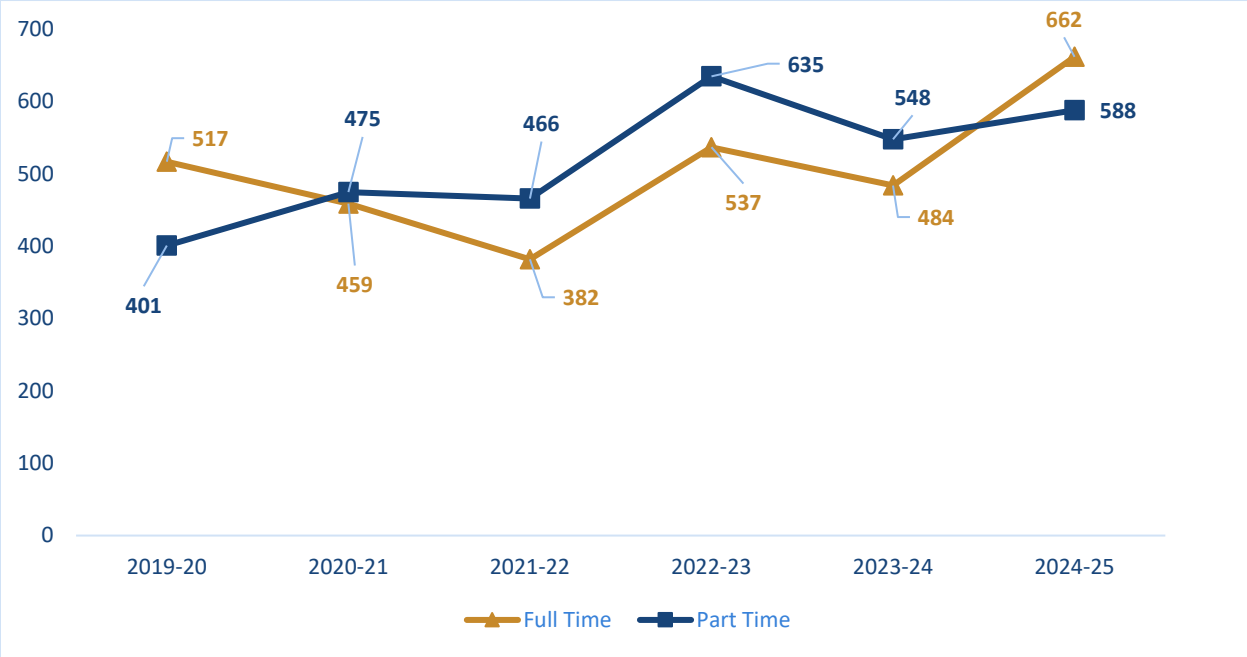
Note: Gender classifications were not reported for some students who received ACPL each year; these data are not included in Figure 4.

Figure 5. CTC Student Veteran Status Receiving ACPL Credits since 2019-20



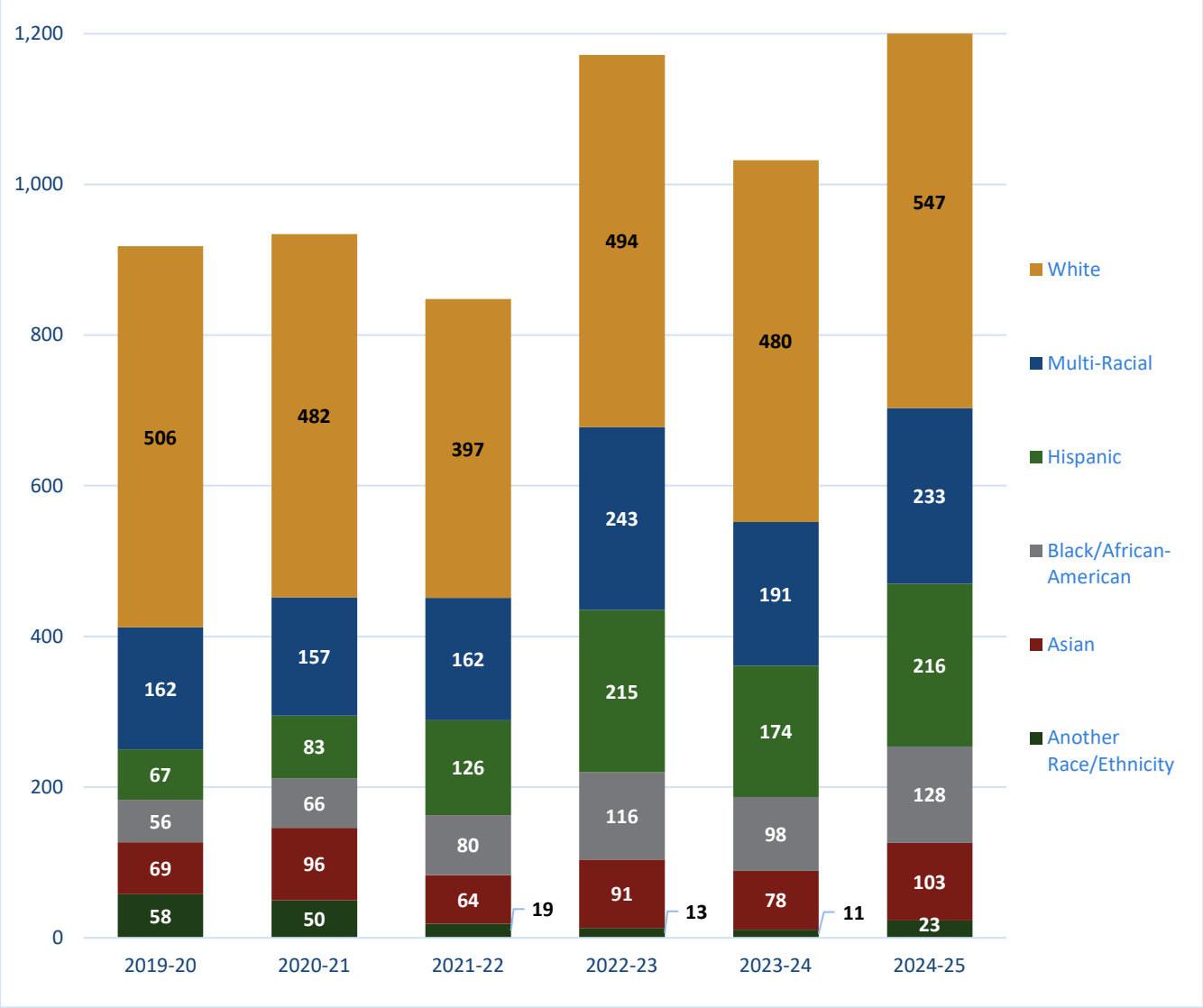
Source: WSAC staff analysis of ACPL data submitted by SBCTC.

Figure 6. CTC Student Enrollment Status Receiving ACPL Credits since 2019-20



Source: WSAC staff analysis of ACPL data submitted by SBCTC.

Figure 7. CTC Student Race/Ethnicity Receiving ACPL Credits since 2019-20



Source: WSAC staff analysis of ACPL data submitted by SBCTC.

Note: The category "Another Race/Ethnicity" includes students who identify as American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or another race/ethnicity not listed in Figure 7; this aggregation is intended to protect the anonymity of the small number of students (<10) in this dataset who identify as American Indian/Alaska Native, Native Hawaiian/Pacific or another race/ethnicity not listed.

ACPL Updates

Effective practices, policies, and updated information on ACPL have been shared via online meetings, the updated ACPL toolkit, and workgroup meetings.

ACPL Workgroup

The ACPL Workgroup has consistently emphasized the importance of cross-campus and sector learning. This included strategies to support institutional buy-in, understanding the available ACPL data, learning

from other states, and tools to support the assessment of credits for prior learning. These priority areas lead to the following learning opportunities:

- Student-Ready Strategies and SHEEO Initiative: Constellation of Support – A Capacity Building Approach to Institutional Change
    - WSAC has been convening a state cohort of eight institutions since October 2025 to support capacity for scaling ACPL. Through expert coaching, targeted workshops, and the Student-Ready Strategies' Constellation platform, participating institutions have been receiving comprehensive support to implement a specific student success strategy at scale. As of April 2026, institutions have made significant progress that includes goals to increase the percentage of students receiving ACPL averaging 25 percent to 50 percent and determining the ACPL types their institution would like to prioritize in awarding. Participating institutions include Central Washington University, Clover Park Technical College, Eastern Washington University, Edmonds College, Everett Community College, Pierce College District, Seattle Colleges, and the Spokane Colleges.
- Paraeducator Pilot
    - Pipeline for Paraeducator Conditional Scholarship – Expansion of COA to include CPL fees: In the 2026-27 academic year, WSAC is piloting the expansion of the cost of attendance (COA) to include fees associated with evaluation and awarding of ACPL for paraeducators who are receiving the paraeducator conditional scholarship.
    - Paraeducator Credentials to Academic Credit – Beginning in winter 2027, WSAC in partnership with the Professional Educator Standards Board (PESB), is convening a cohort of higher education institutions with teacher preparation pathways. This initiative aims to articulate PESB-issued paraeducator certifications into meaningful academic credit and enhance credit mobility across participating institutions. The cohort features broad sector representation, including community colleges as well as public and private four-year institutions.
- ACPL Enrollment Pilot
    - WSAC partnered with CollegeAPP, a provider of intent-based recruitment solutions leveraging a database of 264.8M+ U.S. consumer profiles, to connect prospective students with higher education and workforce programs. WSAC enabled Central Washington University and Clover Park Technical College to use CollegeAPP's predictive data to identify adult learners without a degree or college experience within their service areas. Launched in Fall 2026, this pilot uses targeted messaging around academic credit for prior work experience to generate student leads, with initial insights expected in Summer 2027.

ACPL Resources

- The ACPL webpage on WSAC's website houses ACPL's institutional toolkit, workgroup meeting materials, workshop information, annual legislative reports, legislative links, and institutional policy links for ACPL and military credit.

- Updated policy links: Appendix D includes policy links for ACPL and military credit from higher education institutions.

Next Steps

WSAC has shared findings from 2025 ACPL data with the workgroup and sector leaders. The workgroup will further consider annual data collection as part of its 2026 agenda. WSAC will offer individual institutions their multi-year ACPL data to consider as they evaluate policy and practice in the coming year.

In 2026, the workgroup will promote better awareness of ACPL and will seek opportunities to share knowledge across sectors and campuses. It will continue its efforts to better understand who receives ACPL, where there may be racial, ethnic, or other equity gaps in ACPL, and how ACPL correlates with higher student attainment levels. Finally, the workgroup will plan for an expansion of remote learning opportunities and resources that can support institutions' development of ACPL policy and practice. WSAC will continue to serve as a resource to institutions, sectors, and the ACPL workgroup in collaboration for student success.

Appendix A

Headcount and Enrolled Veterans and Active Military Members at Public Institutions

Community and Technical Colleges

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Head count of all students	379,480	373,437	369,709	362,862	337,618	278,663	261,874	273,051	290,140	307,000
Veterans and Active Military Students	14,062	13,652	13,258	12,490	11,133	8,219	6,543	5,765	6,037	6,152
Percent of full head count	3.7%	3.6%	3.6%	3.4%	3.3%	2.9%	2.5%	2.1%	2.1%	2.0%

Source: State Board for Community and Technical Colleges Data Dashboard accessed September 2026.

Public Baccalaureate Institutions

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Head count of all students	137,450	139,111	140,557	142,440	142,361	140,039	137,647	132,333	130,508	129,206
Veterans and Active Military Students	3,545	4,194	4,706	4,077	4,017	3,915	3,762	3,400	3,529	3,559
Percent of full head count	2.6%	3.0%	3.3%	2.9%	2.8%	2.8%	2.7%	2.6%	2.7%	2.8%

Sources: ERDC State Public Four-Year Dashboard provided by Council of Presidents accessed October 2026.

Note: Headcount includes all graduate and undergraduate students.

For SBCTC data, the following categories are included in the Veterans and Active Military Students category: Chapter 30 MGIB (Montgomery GI Bill), Chapter 31 VR&E (Vocational Rehabilitation & Employment Program), Chapter 32 VEAP (Veterans Educational Assistance Program), Chapter 33 Post 9/11 Veterans, Chapter 1606 MGIB Selected Reserve, Chapter 1607 REAP (Reserve Educational Assistance Program), All other veterans receiving benefits not listed above, Active Duty (including national guard/reserves) currently using military tuition assistance, Active duty military students using military benefits, All other veterans not receiving benefits, including those who decline using their benefits.

For public baccalaureate institutional data, the following categories are included for academic years 2015-16 through 2016-17 veteran before Global War on Terrorism, veteran global war on terrorism, and veteran period of service unknown. For academic years 2017-18 to present, the following categories are included active-duty military and veteran defined as a person who served in the active military, naval or air service and who was discharged or released under conditions other than dishonorable.[14]

[14] In prior ACPL reports data was reported by each public, baccalaureate institution to the Council of Presidents. The categories reported included Veterans and Active Military Students category: Chapter 30 MGIB (Montgomery GI Bill), Chapter 31 VR&E (Vocational Rehabilitation & Employment Program), Chapter 32 VEAP (Veterans Educational Assistance Program), Chapter 33 Post 9/11 Veterans, Chapter 1606 MGIB Selected Reserve, Chapter 1607 REAP (Reserve Educational Assistance Program), All other veterans receiving benefits not listed above, Active Duty (including national guard/reserves) currently using military tuition assistance, Active duty military students using military benefits, All other veterans not receiving benefits, including those who decline using their benefits.

Appendix B

Summary of Progress on ACPL Workgroup Goals

	Summary	Progress
Goal 1	Increase the number of students who receive academic credit for prior learning.	Ongoing.
Goal 2	Increase the number and type of credits awarded.	Ongoing.
Goal 3	Develop transparent policies and practices.	Sample policies are included in the ACPL handbook. All institutions submit links to ACPL and military credit policies annually.
Goal 4	Improve prior learning assessment practices.	Training and sharing practices through ACPL workgroup meetings and workshops.
Goal 5	Create tools to develop faculty and staff expertise and to share exemplary policies and practices.	ACPL handbook updates, listserv, spring 2020 training, and online resources are available on the WSAC webpage.
Goal 6	Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways.	Select crosswalks available in the handbook.
Goal 7	Develop outcome measures to track progress on the goals outlined in this section.	Progress on Goals 1-6 will continue to be monitored through annual ACPL report updates. In 2017, the ACPL Workgroup determined that there were too many variables to create statewide numeric outcome goals.*

*For example, institutions with a higher percentage of student veterans might be expected to award higher levels of ACPL. Also, as economic changes occur, institutions may enroll more or fewer older students with previous on-the-job training and experience, which might equate to ACPL credit awarded through assessments of portfolios.

Appendix C

2024 Prior Learning and Military Policy Links Submitted by Institutions

Community and Technical Colleges

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Bates Technical College	https://batestech.edu/transferring-to-bates/	https://www.batestech.edu/student-resources/veterans-center/
Bellevue College	https://www.bellevuecollege.edu/admissions-aid/process/transfer/	https://www.bellevuecollege.edu/admissions-aid/process/transfer/military-credits/
Bellingham Technical College	https://www.btc.edu/FutureStudents/AcademicCreditforPriorLearning.html	https://www.btc.edu/FutureStudents/Veterans.html#Assess
Big Bend Community College	https://www.bigbend.edu/student-center/prior-learning/	https://www.bigbend.edu/i-am/veteran/
Cascadia College	http://www.cascadia.edu/programs/pla.aspx	http://www.cascadia.edu/enrollment/transfercredit.aspx
Centralia College	https://www.centralia.edu/about/policies/student.aspx	https://www.centralia.edu/about/policies/student.aspx
Clark College	http://www.clark.edu/enroll/advising-services/credential-evaluation/nontraditional_programs.php	http://www.clark.edu/enroll/advising-services/credential-evaluation/military.php
Clover Park Technical College	http://www.cptc.edu/policies/credit-for-non-traditional-learning	http://www.cptc.edu/policies/veterans-transfer-credit
Columbia Basin College	http://www.columbiabasin.edu/ACPL	https://www.columbiabasin.edu/index.aspx?page=1475
Edmonds Community College	https://www.edmonds.edu/credentials/additional-ways-to-earn-credit.html	https://www.edcc.edu/credentials/additional-ways-to-earn-credit.html
Everett Community College	https://www.everettcc.edu/enrollment/transfer/transfer-credit	https://www.everettcc.edu/enrollment/transfer/transfer-credit#Military_credit

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Grays Harbor College	https://www.ghc.edu/admissions/credit-prior-learning	https://www.ghc.edu/admissions/credit-prior-learning
Green River College	https://www.greenriver.edu/students/academics/alternative-options-for-earning-credit/	https://www.greenriver.edu/media/content-assets/documents/student-affairs/JST-transcript-evaluation-procedures.pdf
Highline College	https://www.highline.edu/academic-support/prior-learning-assessment/	http://catalog.highline.edu/content.php?catoid=21&navoid=1490&hl=veterans&returnto=search#veterans-credit
Lake Washington Institute of Technology	https://www.lwtech.edu/admissions/prior-learning/	https://www.lwtech.edu/admissions/veterans-services/military-training/
Lower Columbia College	https://lowercolumbia.edu/publications/catalog-19-20/academic-policies-and-records/index.php	https://lowercolumbia.edu/publications/catalog-19-20/academic-policies-and-records/index.php
North Seattle College	https://northseattle.edu/credentials/credit-prior-learning	https://northseattle.edu/credentials/military-credit
Olympic College	https://www.olympic.edu/programs-classes/transfer-oc/transfer-credits-and-award-credit	https://www.olympic.edu/services/military-and-veteran-programs
Peninsula College	http://pencol.edu/academic-resources/prior-learning-assessment	http://pencol.edu/academic-resources/prior-learning-assessment
Pierce College (Ft Steila & Puyallup)	https://www.pierce.ctc.edu/acpl	https://www.pierce.ctc.edu/acpl
Renton Technical College	https://www.centralia.edu/about/policies/student.aspx	https://www.rtc.edu/veteran-services
Seattle Central College	https://seattlecentral.edu/credit-for-prior-learning	https://seattlecentral.edu/credit-for-prior-learning
Shoreline Community College	https://www.shoreline.edu/about-shoreline/policies-procedures/documents/5164PriorLearningAssessPolicy.pdf	https://www.shoreline.edu/about-shoreline/policies-procedures/documents/5164PriorLearningAssessPolicy.pdf
Skagit Valley College	https://catalog.skagit.edu/content.php?catoid=22&navoid=1621	https://www.skagit.edu/veterans-outreach/

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
South Puget Sound Community College	https://spscc.edu/start/transfer	https://spscc.edu/start/transfer
South Seattle College	https://southseattle.edu/programs/professional-technical-career-training/credit-prior-learning	https://southseattle.edu/programs/professional-technical-career-training/credit-prior-learning
Spokane Community College	https://scc.spokane.edu/Become-a-Student/Prior-Learning-Assessment	https://scc.spokane.edu/Become-a-Student/Prior-Learning-Assessment
Spokane Falls Community College	http://catalog.spokane.edu/PriorLearning.aspx?page=PV1	http://catalog.spokane.edu/PriorLearning.aspx?page=PV5
Tacoma Community College	https://www.tacomacc.edu/about/policies/prior-learning-assessment	https://www.tacomacc.edu/about/policies/prior-learning-assessment
Walla Walla Community College	www.wwcc.edu/acpl	https://www.wwcc.edu/wp-content/uploads/2015/10/academic-credit-military-training-policy.pdf
Wenatchee Valley College	https://www.wvc.edu/students/access/registration/prior-learning-assessment/	https://www.wvc.edu/students/access/registration/prior-learning-assessment/military-education-experience.html
Whatcom Community College	http://whatcom.edu/academics/learning-options/credit-for-prior-learning	https://www.whatcom.edu/home/showdocument?id=3915
Yakima Valley College	https://www.yvcc.edu/admissions/get-credit-for-what-you-know/	https://yvcc.instructure.com/courses/1142101

Private Baccalaureates

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Gonzaga University	https://www.gonzaga.edu/undergraduate-admission/apply/how-to-apply/transfer-students/transfer-credit-policies	https://www.gonzaga.edu/catalogs/current/undergraduate/degree-requirements/academic-policies
Heritage University	https://heritage.edu/admissions/freshmen-admissions/	https://www.heritage.edu/admissions/veterans-admissions/military
Pacific Lutheran University	https://www.plu.edu/catalog-2022-2023/undergraduate-program/	https://www.plu.edu/catalog-2022-2023/undergraduate-program/
Saint Martin's University	https://www.stmartin.edu/admissions-financial-aid/undergraduate/applying-saint-martins/transfer-students-undergrad	https://www.stmartin.edu/admissions-financial-aid/undergraduate/
Seattle Pacific University	https://spu.edu/catalog/undergraduate/20223/academic-policies-procedures/limitations-on-credit	https://spu.atlassian.net/wiki/spaces/OTR/pages/34506791/Certification+and+Credit+for+Military+Training
Seattle University	https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/CLEP---DANTES-75-17.pdf	https://www.seattleu.edu/media/redhawk-service-center/registrar/
University of Puget Sound	https://www.pugetsound.edu/sites/default/files/2022-08/AD22BULLETIN_SPLIT_POLICY.pdf	https://www.pugetsound.edu/sites/default/files/2022-08/AD22BULLE
Walla Walla University	https://wallawalla.smartcatalogiq.com/2022-2023/2022-2023-Undergraduate-Bulletin/Academic-Information-and-Policies	https://www.wallawalla.edu/academics/student-academic-services/academic-records/veteran-benefit-info
Whitman College	https://www.whitman.edu/registrar/services-for-students-and-alumni/transfer-credit	https://www.whitman.edu/registrar/services-for-students-and-alumni/transfer-credit
Whitworth University	https://www.whitworth.edu/cms/academics/school-of-continuing-studies/transfer-information/credit-for-prior-learning/	https://www.whitworth.edu/cms/academics/school-of-continuing-studies/

Public Baccalaureates

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Central Washington University	https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Prior%20LEarning%20Assessment	https://catalog.acalog.cwu.edu/content.php?catoid=64&navoid=4112
Eastern Washington University	https://catalog.ewu.edu/transfer-students/	https://catalog.ewu.edu/transfer-students/
The Evergreen State College	https://www.evergreen.edu/admissions/prior-learning-assessment-credit-exam	https://www.evergreen.edu/admissions/prior-learning-assessment-credit-exam
University of Washington	https://admit.washington.edu/apply/transfer/policies/#prior-learning-assessment	https://admit.washington.edu/apply/transfer/policies/#military-c
Washington State University	https://transfercredit.wsu.edu/types-of-credit/credit-by-exam/	https://transfercredit.wsu.edu/types-of-credit/military-credit/
Western Washington University	https://admissions.wwu.edu/transfer/transfer-credit-policies	https://admissions.wwu.edu/transfer/transfer-credit-policies

About the Washington Student Achievement Council

The Washington Student Achievement Council is committed to increasing educational opportunities and attainment in Washington. The Council has three main functions:

- Lead statewide strategic planning to increase educational attainment.
- Administer programs that help people access and pay for college.
- Advocate for the economic, social, and civic benefits of higher education.

The Council has nine members. Four members each represent one of Washington's major education sectors: four-year public baccalaureates, four-year private colleges, public community and technical colleges, and K-12 public schools. Five are citizen members, including one current student.