Chapter 8
AISAP Professional Pathways Innovations:
Micro-Credentials and Credentialing Exam

Peter Witham
CRED, USA

Patrick Schuermann
CRED, USA

Janice Crampton
Association of Independent School Admission Professionals, USA

ABSTRACT

Over the past 5 years (2016-2021) the Association of Independent School Admission Professionals (AISAP) has engaged in a process of expanding their professional learning and credentialing opportunities for membership. Beginning in 2016, AISAP decided to leverage recent innovations in learning sciences, digital badging, and credentialing to greatly increase the professional learning and assessment experience of its membership. Thus, AISAP embarked upon a process of developing a robust micro-credentialing program and an online credentialing exam which are authentic, accurate, accessible, and add value to participants. This case study provides an overview of the institutional context and purpose of these solutions and then details the process of designing, implementing, and continuously improving these solutions. The case also includes a number of lessons learned and accompanying resources which may be relevant to other organizations considering, or in the midst of, developing similar solutions.

INTRODUCTION

The Association of Independent School Admission Professionals (AISAP) is the primary resource and leading advocate for the community of PK-12 independent school admission and enrollment management professionals. To best meet its mission of supporting and advancing those involved in admission

and enrollment management, AISAP continuously strives to offer robust and transformative professional learning experiences that educate, elevate and empower admission professionals throughout their professional pathway. Since 2016, AISAP has been working to integrate three new offerings into its suite of learning opportunities: certificates, micro-credentials, and an online credentialing exam. The proposed case study will focus on two of these solutions, **micro-credentials and the online credentialing exam**, and address the following:

- The importance of institutional context and purpose of solutions
- Key features of micro-credentials and credentialing exam
- Design and implementation of micro-credentials and credentialing exam
- Lessons learned in design, development, and implementation

Addressing these topics will demonstrate how AISAP has leveraged recent advancements in learning sciences, digital badging, and credentialing to develop robust and transformative professional learning and assessment solutions for its membership. The section highlighting lessons learned will provide organizations considering the development of similar solutions with key considerations for achieving the most effective and highest impact professional learning experiences.

INSTITUTIONAL CONTEXT AND PURPOSE OF SOLUTIONS

The purpose of AISAP's **micro-credentials and the online credentialing exam** is to support admission and enrollment management professionals through AISAPs professional learning and development progression. These resources provide pathways for professionals to demonstrate and validate mastery of the Admission and Enrollment Management standards represented in the Learning & Development Professional Framework© as well as the Ethical Behavior and Best Practices Standards identified for the field. Additionally, these solutions provide value through recognition from AISAP that the individual has mastered the standards most important to the profession.

Beginning in 2016, AISAP decided to leverage innovations in learning science and digital badging for the development of micro-credentials focused on specific content areas identified by professionals as particularly complex and challenging to demonstrate mastery. Initially called "Master Classes," these micro-credentials serve a distinct purpose within AISAP's learning and development progression: To develop deep and targeted expertise in specific content areas that is verifiable through an assessment of learning and displayed through a transferable digital badge.

In 2018, AISAP began developing a complimentary credentialing exam that provides an opportunity for Admission and Enrollment Management Professionals to verify mastery of all professional standards within the field and obtain a credential. The exam was developed with and for practitioners, and it utilized research-based processes and subject matter experts (current admission and enrollment management professionals) to design and validate multiple-choice items. The credentialing exam serves a distinct purpose within the learning and development progression, by assessing all professional standards, indicating the level of mastery of each, and ultimately verifying mastery through an AISAP credential. Additionally, the exam identifies specific areas for professional growth and equips the professional with the information needed for improvement.

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/aisap-professional-pathways-innovations/288574

Related Content

Nurturing Collaborative Networks of Mobile Learning Researchers and Practitioners
Thomas Cochraneand Vickel Narayan (2021). *Research Anthology on Facilitating New Educational Practices Through Communities of Learning (pp. 325-346).*
www.irma-international.org/chapter/nurturing-collaborative-networks-of-mobile-learning-researchers-and-practitioners/269255

Conceptualizing LEAD: Service Learning Leadership Experience for Student Success
Geri Salinitri, Dana L. Pizzoand Kathleen Furlong (2020). *Handbook of Research on Leadership Experience for Academic Direction (LEAD) Programs for Student Success (pp. 1-23).*
www.irma-international.org/chapter/conceptualizing-lead/250778

Barriers and Challenges Facing Pre-Service Teachers' Use of Mobile Technologies for Teaching and Learning
Kevin Burdenand Paul Hopkins (2019). *Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications (pp. 1607-1628).*
www.irma-international.org/chapter/barriers-and-challenges-facing-pre-service-teachers-use-of-mobile-technologies-for-teaching-and-learning/215632

Moving from Professional Development to Real-Time Use: How are we Changing Students?
Meghan Morris Deyoe, Dianna L. Newmanand Kristie Asaro-Saddler (2014). *Literacy Enrichment and Technology Integration in Pre-Service Teacher Education (pp. 160-182).*
www.irma-international.org/chapter/moving-from-professional-development-to-real-time-use/91906

Building a Tech-Savvy Workforce: Re-Skilling Strategies for Success
S. C. Vetriveland T. Mohanasundaram (2024). *Reskilling the Workforce for Technological Advancement (pp. 18-40).*
www.irma-international.org/chapter/building-a-tech-savvy-workforce/339717