ARTS INTEGRATION SPECIALIST
LEVEL I
CERTIFICATION
EST. 2017
INSTITUTE FOR ARTS INTEGRATION AND STEAM

ARTS INTEGRATION
CERTIFICATION
PROGRAM HANDBOOK

The Institute for Arts Integration and STEAM
6 East Green Street
Westminster, MD 21157

443.821.1089
artsintegration.com/certification

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Hi there! I'm Susan Riley, the founder of The Institute for Arts Integration and STEAM (IAS).

You are about to embark upon an amazing journey. Over the course of the next year you will gain the skills and tools you need to lead a successful school or district initiative for arts integration and STEAM. We've already helped hundreds of educators and we are honored to work with you too.

Leading arts integration efforts requires clarity, vision, and the ability to share the approach with everyone from community members to seasoned educators. Whether you want to become a national leader in Arts Integration or the go-to person in your school/ district for STEAM and Arts Integration, this certification program will help you to:

- Learn proven strategies in and through the arts
- Confidently make connections across the curriculum
- Create models of success for arts integration and STEAM
- Build buy-in and maximize your impact
- Collaborate with teachers, administrators, and community members
- Design inspiring and innovative learning opportunities for all students
- Assess maker-centered approaches and use data to make meaningful change

Although our program is offered entirely online, you are never alone. We've built this program on the bedrock of the arts integration approach: authenticity and integrity. You'll move through a purposeful sequence of coursework that both stretches and fulfills you. And, you'll be able to apply everything immediately in your current role.

I am so excited that you are joining us on this journey and I can't wait to get started!

Welcome aboard,

Susan Riley
Founder, The Institute for Arts Integration and STEAM

PROGRAM DEVELOPERS

Susan Riley
Founder & CEO
M.S. McDaniel College

Typhani Harris
Chief Academic Officer
Ph.D. Capella University

INSTRUCTIONAL COACHES

Shawna Longo
Master of Public Administration
Seton Hall University

Holly Valentine
Master of Education
Nazareth College of Rochester

Evelyn Mariano
Master of Special Education
St. Thomas Aquinas College

Linda Johnson
Bachelor of Science
University of Texas at Austin

Mary Alonso
Bachelor of Music
Cal State University

Dee Christie
Master of Education
Johnson State College

Katy Lee
Master of Educational Leadership
University of Texas at Tyler

Donna Swift
Master of Education
Fitchburg State University

SUPPORT STAFF

Stacey Quillen
Director of Client Support
Registrar

Hours of Operation

9:00am - 3:00pm ET Monday - Friday
IAS coaches are available via email for your convenience.

Calendar

IAS observes the following holidays and on these days, offices are closed:

New Year's Eve	Independence Day	Black Friday
New Year's Day	Labor Day	Christmas Eve
Good Friday	Thanksgiving Eve	Christmas Day
Easter Monday	Thanksgiving Day	December 26-30
Memorial Day		

Contact Information

The Vision Board, LLC / The Institute for Arts Integration and STEAM
6 East Green Street
Westminster, MD 21157
443-821-1089
service@artsintegration.com

Certification Dates

The Arts Integration Certification Program is broken into 4 carefully designed 8- week sprints. Each sprint contains a core focus of study, a strategy elective, a virtual meeting with your team and a culminating project. Each project is part of your certification portfolio which is presented to the mentor panel at the end of the program.

In between each sprint is a rest period of 4-5 weeks to reflect on your learning and prepare for the next sprint.

Sprint 1: July 1 - August 24

Sprint 2: September 24-November 16

Sprint 3: January 2 - February 13

Sprint 4: March 28 - May 16

Mission and Vision

The Institute for Arts Integration and STEAM (IAS) is a provider of world-class online professional development for Arts Integration and STEAM (Science, Technology, Engineering, the Arts and Mathematics) approaches to education.

The organization offers quality products and services that enable educators to achieve their personal goals and objectives. IAS is poised to assess the world's educators by helping break down barriers that exist in creating a culture for Arts Integration and supporting all teachers and leaders in leveraging the arts for promoting improved student outcomes.

Our Core Values

These are the guiding principles for our entire organization. From how we communicate, to the products and services we provide, these are central to all that we are.

1. CREATIVITY IS KEY.

The world is a big place. Creativity is the fingerprint of the human spirit, which gives us all a unique and personal way of relating to this world of ours. This should be embraced and cultivated, both in and out of the school house.

2. WE ARE BETTER TOGETHER

Collaboration, sharing and connecting help us all, and in the end, help our students. We don't believe in going through life with a closed fist. As Maya Angelou so famously stated, "You can't use up creativity" and as we often remind ourselves, "there's more where that came from". We are passionate about honoring intellectual property, as well as in sharing for the better good whenever we can. And we wholeheartedly believe that these two things can co- exist.

3. UPWARD SPIRALS ONLY.

There's enough negativity in the world – there's no need to feed into it. We are positive people who work tirelessly to solve problems and raise up what is good. This means that we are professional, kind, humble and look for ways up and over the challenges that face us.

4. INTEGRITY MATTERS.

There is nothing as powerful as your word. We value the trust and collaboration of our community and it is important to us that we live up to our core principles. That means that we will go above and beyond to ensure what we produce is of the highest value and best quality. It also means that we respect and value all teachers, no matter their backgrounds, content areas, or perspectives.

5. SERVE FIRST.

We approach our work with a servant's heart. We are here to support K-12 teachers in successfully integrating the arts in a way that maintains the authenticity of all content areas, while showcasing the intrinsic value of the arts themselves. We work hard to provide materials and resources that will help save you time and lead you to greater joy and success in the classroom. It is our pleasure to help you!

OVERVIEW

The IAS Arts Integration Certification Program is an intensive, one-year online program of study for educators who want to become Arts Integration Specialists. Upon completion of the program, learners will be an IAS Certified Arts Integration Specialist. This means they will have the skills and tools our organization has found to be essential to leading others in implementing Arts Integration efforts.

PROGRAM GOALS

The following are the goals for learners who complete the IAS Arts Integration Certification Program:

1. Providing deep knowledge and understanding of arts integration and STEAM methodology

2. Developing learner capacity to build and sustain focus on developing an arts integration portfolio of work that is reflective of their teaching philosophy and personal teaching practice.

3. Cultivating learner ability to analyze and review data as a means of developing arts integration and STEAM interventions for students.

4. Encouraging reflection of the learner's own teaching and leading practices, as well as how to collaborate and lead others through arts integrated methods.

5. Creating arts integration and STEAM lessons and assessments which tie into current national standards and various assessment types.

6. Presenting their body of work to a larger audience through a short public presentation and final portfolio.

The Institute
FOR ARTS INTEGRATION AND STEAM

STANDARDS FOR ARTS INTEGRATION PRACTICE

There are 8 core standards which guide expert arts integration specialists in their work. Below, you'll find each of the standards, along with their indicators for success.

STANDARD 1 — Knowledge of Arts Processes

1.1 Working knowledge of processes in visual art, music, theater, dance, and media arts

1.2 Seeks out and demonstrates effective use of arts strategies naturally within integrated lessons

1.3 Seeks out opportunities to integrate processes across content areas

1.4 Effectively aligns content and arts standards authentically

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STANDARD 2 — Knowledge of Curriculum Standards

2.1 Knows where to find curriculum standards for any content area

2.2 Can read and understand content standards for various content areas

2.3 Knows how curriculum standards are organized

2.4 Understands the relationship between standards and content.

STANDARD 3 — Providing Equitable Learning Opportunities for Students

3.1 Creates arts integrated lesson plans which are responsive to all students' learning preferences

3.2 Arts integrated lessons clearly showcase alignment to standards and equitable assessments.

3.3 Lessons are differentiated and present multiple learning opportunities in and through the arts

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STANDARD 4 — Implementing Assessment Practices Across Content Areas

4.1 Designs assessments that are intentionally aligned with the connected standards in both the arts and content areas

4.2 Intentionally utilizes diagnostic, formative and summative assessments

4.3 Outlines the assessments at the outset of the lesson or unit design

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STANDARD 5 — Leading Educators

5.1 Actively leads teachers in all content areas in:

5.1a strategies
5.1b lesson delivery
5.1c standards alignment
5.1d assessment
5.1e extending partnerships

STANDARD 6 — Conducting Professional Development

6.1 Expert ability to develop valuable learning experiences through PD opportunities in all content areas

6.2 Helps support educators in all content areas to design, implement and assess student learning through arts integration

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STANDARD 7 — Implementing Arts Integration Philosophy

7.1 Expert ability to develop an evolving philosophy that addresses goals of arts integration

7.2 Identifies how their goals will effect change, including identifying concrete behaviors that emerge in arts integrated schools.

STANDARD 8 — Creating a Practice of Intentional Reflection and Revision

8.1 Intentionally reflects on their teaching and learning process, as well as their facilitation of arts integration efforts

8.2 Specialists use their reflections to guide revisions to their practice as necessary

STANDARDS OF CERTIFICATION

Successful arts integration specialist certification candidates will meet the following standards within their final portfolio:

STANDARD 1: KNOWLEDGE OF ARTS PROCESSES
Accomplished Arts Integration Specialists have a working knowledge of processes in visual art, music, theater, dance and media arts and actively seek out opportunities to integrate these processes across content areas.

STANDARD 2: KNOWLEDGE OF CURRICULUM STANDARDS
Accomplished Arts Integration Specialists know where to find curriculum standards for any content area, as well as how they are organized, how to read and understand standards for various content areas, and the relationship between curriculum standards across content areas.

STANDARD 3: PROVIDING EQUITABLE LEARNING OPPORTUNITIES
Accomplished Arts Integration Specialists understand that all students are unique in their learning preferences and develop multiple learning opportunities in and through the arts which are differentiated to meet the needs of each student.

STANDARD 4: IMPLEMENTING ASSESSMENT PRACTICES ACROSS CONTENT AREAS
Accomplished Arts Integration Specialists design assessments that are intentionally aligned with the standards in both the arts and content areas outlined at the outset of the lesson or unit.

STANDARD 5: LEADING EDUCATORS
Accomplished Arts Integration Specialists actively lead teachers in all content areas in strategies, standards alignment, lesson delivery, assessment, and extending partnerships in arts integration.

STANDARD 6: CONDUCTING PROFESSIONAL DEVELOPMENT

Accomplished Arts Integration Specialists develop valuable learning experiences through professional development opportunities for teachers in all content areas in order to design, implement, and assess student learning through arts integration.

STANDARD 7: IMPLEMENTING AN ARTS INTEGRATION PHILOSOPHY

Accomplished Arts Integration Specialists develop an evolving philosophy that addresses goals of arts integration and how those goals will effect change, including identifying concrete behaviors that emerge in arts integrated schools.

STANDARD 8: CREATING A PRACTICE OF INTENTIONAL REFLECTION AND REVISION

Accomplished Arts Integration Specialists intentionally reflect on their teaching and learning process, as well as their facilitation of arts integration efforts, and use these reflections to guide revisions to their practice as necessary.

ASSESSMENT METHODS AND MEASUREMENT

There are the 4 sprint projects that act as the essential learning activity and culminating assessment for each Sprint.

Sprint 1: Standards Alignment Guide (8-10 arts/content standards alignments)

Sprint 2: Lessons and Assessments Creation (2 fully developed lesson plans with 3 assessments each)

Sprint 3: STEAM or Arts Integration presentation at the online Arts Integration and STEAM summit (15 minute presentation on a resource, strategy, or approach to STEAM)

Sprint 4: Final portfolio (contents include previous projects, plus an arts integration philosophy statement, resume, and final presentation components)

Each sprint project is designed to build upon the previous sprints' work, as well as to extend and apply the learning from the individual sprint focus. Each sprint project must earn an 80% or above to continue.

LEARNING ENVIRONMENT AND STRUCTURE

This program is delivered totally online in a private website created just for our online programs. Each sprint lesson contains a video lesson, transcript, audio download, and a PDF resource. Final project overviews also contain a scoring rubric that learners can reference as they complete their project and may contain samples of projects for reference purposes.

The entire learning opportunity is house in a password-protected website which also contains additional bonuses (online courses and downloadable materials), an answer vault that houses common questions and answers, and an online community feature.

INDEPENDENT OR INTERACTIVE PARTICIPATION

There are two tracks learners may participate in for certification.

The independent study track provides immediate access to the certification program based upon their payment schedule. When paid in full, learners receive access to all 4 sprints upon enrollment. When selecting the 4-pay plan, learners receive access to all 4 sprints upon enrollment, however, access will be restricted if a payment is missed. Learners may move through each sprint at their own pace. Learners are expected to submit each project for one-time feedback to ensure they are on the right track as they move through the program. Independent track learners do not have access to a coach or cohort, but have the flexibility of autonomous learning. However, independent learners will have the ability to connect once per quarter with a member of our Academic team to ask questions and receive clarification. Final portfolios will go through a revision process, however a successful portfolio (80% or above) must be submitted within 3 iterations.

The interactive track provides learners with a dedicated coach and an assigned team of up to 20 people. The coach will meet via video chat throughout each sprint with their cohort to provide feedback, adjustments, and recommendations. Learners in this track will move through each sprint following the calendar dates and will complete the program within 1 year.

Learners in the interactive track will submit each sprint project for grading, along with their final portfolio for review. This enables learners to confidently submit their final portfolio since it is a culmination of their previously submitted sprint projects. Learners will submit their projects to their coach by the due date in each sprint. The coach will use the rubric for the project to score the learner's project and provide directed feedback.

Interactive track participants may submit a draft at anytime, or as many times as they need prior to the final project submission in order to get feedback from their coach and make any needed adjustments.

The live video workshop for each sprint also provides interactive track participants with an opportunity to work through any challenges with their coach and to receive feedback on their work.

TECHNOLOGY REQUIREMENTS

Devices

Desktop: Windows running XP/Vista/7/8/10 or Apple running MacOS 10.6 or above, capable of producing sound via speakers or headphones.

Mobile: The most recent versions of iOS and Android Operating Systems are recommended.

Desktop devices preferred.

Connectivity

High-speed Internet connection: Cable, DSL, etc.

Internet Web Browser (Firefox 3+, Internet Edge, Safari 3.1+, Google Chrome).

Personal E-mail Account.

Creation

Word Processor (MS Word, Apple Pages, Google Docs).

PDF Reader (Adobe Acrobat Reader or Apple Preview).

Browser Requirements

Javascript

Flash 9+

INSIDE A Sprint Project

01 SPRINT RELEASED

Sprint is released. Access to 5-6 video lesson (15-20 minutes each), workbook and project is available.

02 WEEKLY MEMOS

Coaches send weekly memos with important details, tips and updates.

03 VIEWING LESSONS

Viewing all lessons and downloading/reviewing resources is completed.

04 PROJECT DEVELOPMENT

Begin to develop the sprint project. Will be the focus for the remainder of the sprint.

05 TEAM WORKSHOP

Attend the online video team workshop with your coach and team. Candidates bring a rough draft of a project component for feedback and discussion.

06 OFFICE HOURS

Video-streamed office hours are available for further questions and clarification throughout the sprint.

07 SUBMIT PROJECT

Submit final sprint project by the due date set forth at the beginning of the sprint. Upload your project using the Assignments Upload area in the platform.

08 REFLECT & REST

Reflect on your learning from the sprint and rest before the next sprint begins.

PROGRAM REQUIREMENTS

We provide many resources for learners in this program and it can feel overwhelming to know what is required and what is optional. Please read this section carefully!

We want this to be a valuable experience for you. However, only YOU know how you learn best and what you need for success. So while we will provide you with a variety of resources, tools and supplemental materials, please remember that many of these are optional. Here is what you are required to submit and achieve in order for you to receive a certificate at the end of the program:

1. You must view all video lessons within the sprint during the sprint window. You can watch these at your own pace within that time period. For example if the sprint window is from July 1 - August 24, you could watch all the lessons on July 1 or spread them out within the sprint window.

2. You must turn in the sprint project by the end date of that sprint window. For example, if the sprint window is from July 1 - August 24, your sprint project is due no later than August 24. There is no penalty for turning in a sprint project early.

3. Each project is required to be completed at an 80% or better in order for you to receive your certificate. The sprint project is due on the last day of the sprint and will be turned in via a link to your team coach provided on the sprint project page. Your coach will review your work and provide you with feedback and a scored rubric within 2 weeks. The rubric and a model project will be provided on the sprint project page.

Everything else found in the sprint, including the workbooks and supplementary reading are optional. We highly recommend doing them as they are designed to maximize your experience. However, nothing is required to be turned in other than your sprint project.

SUPPORT

We are committed to seeing learners thrive in this program! So we've created multiple ways to ensure you are completely supported. We will invite you to join our private community group that is linked on the homepage in the platform. This is a space for all participants to share, ask questions and learn from each other. You'll also see our program leaders and Susan popping into that area to provide some bonus information and answer questions. If you are an independent learner, you will have a separate dedicated community that will enable you to connect with other learners, ask questions and will host the quarterly video call.

Interactive track learners are also assigned to a team of up to 20 people and a coach for the duration of the program. Your coach will be your direct contact for questions and to learn as much as possible.

Each coach will host a video workshop time during each sprint. These will be recorded for learner convenience and the link will be sent after the session. We encourage learners to work with their coach to select a time that is most convenient for the group and to participate if possible. These live chats are so valuable to the certification experience! Interactive participants also receive access to our Mini Lessons and Office Hours sessions throughout the sprint to ask quick, clarifying questions.

And if you have any other questions regarding things like platform access, tech questions or billing questions, please reach out to our incredible support team at service@artsintegration.com they are eager to help in any way possible.

FINANCIAL RESPONSIBILITIES

Please note that no refunds are possible in this program. Acceptance means that someone else is turned away and we take that very seriously. Learners do have 14 days from the start of the program to request either a deferral to another year or to be released from the program, if the program is not the right fit by contacting the Chief Academic Officer and requesting an internal review. Additionally, if learners select the tuition payment plan, that is a legal contract for those payments which runs until all 6-12 installments have been completed. Should your credit card number change or a

payment fail for any reason, please contact us to update it as soon as possible to ensure you have a seamless experience and maintain access.

SPRINT 1: JULY 1 - AUGUST 24
Foundations of Arts Integration

- Overview of Arts Integration
- AI Strategies
- Connecting through Standards
- Standard Alignment
- Cognitive Demand

Sprint project: Create a set of standard alignments with 8-10 total connections.

SPRINT 2: SEPTEMBER 24- NOVEMBER 16
Arts Integration Lessons and Assessments

- Components of an Arts Integration Lesson
- Strategies, Lessons, & Projects
- Assessment in Arts Integration
- Planning Your Lessons
- Creating Integrated Assessments
- Pulling Together Lessons & Assessments

Sprint Project: Create 2 AI Lessons with Assessments (must include diagnostic, formative and summative examples).

SPRINT 3: JANUARY 2 - FEBRUARY 13

Connecting with Other Initiatives

- Connecting STEAM and Arts Integration
- The Design Implementation Cycle
- Developing Professional Development that Matters
- Creating a PD Session
- Editing and Uploading your Video PD Session

Sprint Project: Create a recorded 15 minute professional development video featuring a lesson, technique, resource or strategy in one of these arts integration areas: strategies, standards alignment, lesson delivery, assessment or extension. This video PD will be shared in an arts integration online summit with thousands of educators around the world.

SPRINT 4: MARCH 28 - MAY 16

Leading Change Efforts

- Collaborative Lesson Planning
- Integrating Data Analysis
- Building Buy-In
- Embracing Leadership
- Addressing Challenges
- Working with Administrators

Final Sprint Project: Create a final portfolio of your work from the program and present it for evaluation.

APPLICATION PROCESS

The application process varies depending on the track for which the learner ultimately applies. To begin, a potential candidate clicks on the "apply" button on the certification page.

After submitting the application and fee, Interactive candidates are sent to schedule a 15-minute interview with members of the IAS admissions team. Independent candidates do not require an interview, but their applications are reviewed by a panel from the IAS admissions team and scored using the rubric in this guide.

Based on the applicant's interview (for interactive candidates) and application, candidates are either accepted or denied acceptance. If accepted, candidates will be provided with a link to an enrollment page which allows you to complete the enrollment form and immediately submit your initial tuition payment to secure your space.

If you are applying as an Interactive candidate, the interview provides a way to ensure this program is the right fit for your goals. All interviews will be held Monday-Thursday each week that enrollment is open. Acceptance is based on a rolling admissions policy throughout the enrollment season. Each week of enrollment, decision letters are sent each Friday for that week's interviewed applicants.

The IAS certification and professional development is designed for practicing educators. Individuals with background knowledge in education and arts integration will have the most success in the certification program and professional development opportunities with IAS.

The principal aim of the Admissions Policy of IAS is to offer admission to students of the highest potential as arts integration specialists, irrespective of social, racial, religious, and financial considerations.

Selection is based on a comprehensive review of all information presented in the application, including the applicant's background in education, arts integration and a live video-chat interview. All applications are reviewed twice, in their entirety, by professionally trained arts integration specialists from the IAS organization.

After independently reviewing and analyzing an application, the reviewer determines a comprehensive score that is the basis upon which the student is ultimately admitted or denied.

Scores are based on the following:

There are a total of 100 spaces available for the live online certification program. There are an additional 300 spaces available for the independent version of the certification program. Both versions require an application. In addition, the Chief Academic Officer conducts multiple checks for consistency and completeness throughout the review process.

While this evaluation process is based on human judgments rather than a system that quantifies factors and incorporates them into a Component Available Points numerical formula, the extensive reviewer training, comprehensive reading of files, as well as other monitoring procedures, ensure that the process is highly reliable.

All Interactive Candidates are scored based on the following:

Educator provides evidence of teaching merits and experience.	25 points
Application highlights the applicant's goals for the program and future plans.	25 points
The interview provides evidence of learner capability to commit to the program.	25 points
Educator provides a sample of unpacking a standard considering cognitive demand and potential assessment methods.	25 points

All Independent Candidates are scored based on the following:

Educator provides evidence of teaching merits and experience	25 points
Application highlights the applicant's goals for the program and future plans	25 points
Application indicated understanding of arts integration methodology	25 points
Application indicates the learner would be successful at a self-paced, autonomous model of learning	25 points

ADMISSION REVIEW

The admission review reflects the readers' thoughtful consideration of the full spectrum of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's academic and personal circumstances and the overall strength of the IAS applicant pool.

Using a broad concept of merit, readers employ the following criteria which carry no pre-assigned weights:

• The applicant's full record of achievement in undergraduate, graduate or doctoral work as indicated on the resume.

• Personal qualities of the applicant, including leadership ability, character, motivation, tenacity, initiative, originality, creativity, intellectual independence, responsibility, insight, maturity, and demonstrated interest in arts integration and STEAM. These qualities may not be reflected in traditional measures of academic achievement. They may be found elsewhere in the application and judged by the reader as positive indicators of the student's ability to succeed at IAS and beyond.

• Likely contributions to the intellectual and cultural vitality of the program. In addition to a broad range of intellectual interests and achievements, consideration will be

given to evidence of an applicant's ability and desire to contribute to a certification program that values cultural, socioeconomic, and intellectual diversity. This includes the likelihood that the student would make meaningful and unique contributions to intellectual and social interchanges with faculty and fellow students, both during and after the certification program.

- Other evidence of achievement. This criterion will recognize exemplary, sustained achievement in any field of intellectual or creative endeavor; accomplishments in the performing arts and athletics; employment; leadership in school or community organizations or activities; and community service.

  Once students are admitted, we ensure that they're given the academic, personal and, where appropriate, financial support necessary for successful completion of their professional development program at IAS.

  Once students have applied then the considerations detailed above takes absolute precedence. We won't introduce targets or quotas for people from specific backgrounds as we feel very strongly that applicants should be admitted on academic merit and potential to succeed in their chosen course.

Arts Integration Certification Program Application Process for Interactive Candidates

STEP 01

SUBMIT APPLICATION

Submit your application online, along with your $50 application fee.

STEP 02

SCHEDULE INTERVIEW

Schedule a 15 minute interview to complete your application process.

DECISION LETTERS AND ACCEPTANCE

Once you complete your interview, you will be notified of the decision of acceptance on the Friday immediately following your interview. Interviews are conducted Monday - Thursday during open enrollment. The panel reviews all interviewed applicants' submissions and determines the status of acceptance by 5PM ET each Thursday. Decision letters are then emailed the following day at 9AM ET.

Initial tuition is due within 15 days of acceptance. If not received, your application will be closed and your space will be released to another candidate on the waitlist.

STEP 03

ENROLL

Complete your Enrollment Forma and submit your Tuition option within 15 days of Acceptance.

TUITION AND FEES

Tuition for the program is dependent upon the track learners choose. Tuition for either track is all-inclusive. No other materials are needed to be successful in the program. Installment payments are available for each track to help make the program as budget-friendly as possible.

There is a $50 application fee to ensure serious applicants only. If not accepted, this fee may be used for any course, membership or other program on the IAS site.

Independent Study Track Tuition

· Paid in full: $1997
· Installments: (4) equal payments of $525

Interactive Track Tuition

· Paid in full: $2995
· Installments: (6) equal payments of $525 or (12) equal payments of $299

Initial Tuition Payments are due within 15 days upon acceptance into the program in order to secure your space. If not received, your application will be canceled so that your space may be released to another candidate.

We are able to accept credit card, checks, or school purchase orders. Please note: if using a school purchase order, you will not be provided with access to the program until the payment for the PO is received.

For more personalized support regarding tuition requirements and school P.O. collections please contact IAS at 443-821-1089 or by email at service@artsintegration.com

*Each school/organization processes Purchase Orders (P.O.s) differently. The Vision Board, LLC and The Institute for Arts Integration and STEAM (IAS) is not responsible for any student

unable to secure reimbursement from their organization, nor is IAS responsible for any school/ organization unable to secure reimbursement for their student.

We are not able to offer scholarships for the program at this time. However, you are able to use programs such as Donors Choose and Adopt a Classroom to crowdsource tuition as this considered a professional development program.

Please also ask your administration if you may use the federally-provided ESSA funds for this program:

ESSA includes at least 12 different funding opportunities that state educational agencies, local educational agencies, and schools can use to implement arts integration interventions for students in all grades, from prekindergarten to Grade 12. These funding opportunities can be used to support activities such as teacher professional development, school improvement efforts, supports for English learners, arts integration courses, instructional materials, extended learning time programs. They can also be used to support arts-focused charter or magnet schools.

In particular, these are the funds that may be leveraged for the Certification Program:

Title I, Sec. 1003: School Improvement
Eligible activities under this particular title include professional development to help teachers use arts integration strategies to improve instruction

Title II, Part A: Supporting Effective Instruction
Eligible activities under this particular title include teacher professional development activities (including activities for arts educators) to support their use of arts integration strategies

Title IV, Part A: Student Support and Academic Enrichment Grants
Eligible activities under this particular title include courses or instructional programs that incorporate arts and academic subject instruction to provide students with a well-rounded education

Title IV, Part F: National Activities Subpart 4—Awards for Academic Enrichment
Eligible activities under this particular title include "Arts in education" courses and professional learning programs for art educators

Online Learning Expectations

The entire certification program is delivered online. For interactive learners, virtual workshops and video office hour sessions are meant to enhance the interaction between participants, the coach, the Chief Academic Officer, and the founder/CEO. All information can be retrieved from the platform and all projects are turned in within the platform.

- Each sprint is meant to build upon the previous sprint so it is expected that projects are completed prior to the start of the next sprint.
- Participation in the sprint workshop and at least one office hour session is required for interactive learners. Optional mini Lessons will also be available for learners who would like a little more support.
- There are a total of four (4) Q & A sessions for Independent learners over the course of each year. Learners may submit questions to be addressed.
- Independent learners are also expected to maintain a current checklist of milestones (provided upon acceptance) that must be submitted with the final portfolio.
- Interactive learners, will receive weekly memos from coaches with information, tips, and suggestions along with answers to questions that come up during the sprint. You are encouraged to save or star these emails for quick reference as most questions will be answered within them.
- Pacing is important in the interactive strand. Each sprint is up to eight (8) weeks long with a four (4) week break between Sprints 1 and 2 and up to seven (7) week break between each of the remaining sprints. You are encouraged to schedule your time to view all lessons (5-6 per sprint) and work through the workbook. Although you do not have to turn in the workbook, it is good practice to use the workbook suggestions as a way to keep on track and build your sprint project.
- Interactive learners are expected to submit project drafts and follow the provided pacing guide for each sprint.
- All projects will be evaluated using the project rubric which is available on each Sprint Project Page. You will also complete and submit a self-assessment using the rubric with your project. This will help ensure you have included all required components.
- All projects will **must** be uploaded as **one** combined PDF saved with your name and sprint number (LastName_FirstInitial_SprintNumber for example: Harris_T_Sprint1)

Graduate Credits

Our partners at California State University San Marcos are able to offer 6 graduate credits for this program. The fee for those credits is $594 total + a $12 transcript fee. Those are their fees, not ours - we do not mark them up or make a profit in any way. We just want you to be able to get grad credits if you need them. If you want to register for those credits, please send us an email at service@artsintegration.com and we can send you the proper link. Graduate credits are not available for the Independent track.

Continuing Education Units

As an accredited program through The International Association for Continuing Education and Training, you can receive up to 23 for Interactive and 20 for Independent Continuing Education Units (CEUs). Successful completion is defined as:

· Viewing of every lesson

· Completion of workbook for each lesson

· Participation in all virtual workshops (Interactive)

· Participation in all coaching sessions (Interactive)

· Completion of all supplemental readings

· Completion of the Sprint project with a score of 80% or above.

CEUs are calculated via the hours of instructional delivery and your accumulation of CEUs will be tracked and awarded by the Chief Academic Officer. There are no partial CEUs awarded. In order to receive CEUs the participant must earn their full certification, at which point they will be awarded CEUs through the International Association for Continuing Education.

Professional Development Hours
You will also receive 720 (Interactive)/520 (Independent) hours of professional development and will receive a certificate awarding those hours at the completion of your certification.

Certification Validity Period

<u>Level 1 Specialist Certification</u>

Level 1 certification as an arts integration specialist is valid for 5 years upon issue date. To renew your certificate, you may do one of the following before your expiration date:

1. Submit an updated portfolio with current lessons, assessments, achievements, and projects.

2. Participate and complete Level 2 Certification or

3. Participate in 100 PD hours with IAS or an approved arts integration training program and present a conference session at one of our online conference events.

<u>Level 2 Leadership Certification</u>

Level 2 certification as an arts integration leader is valid for 5 years upon issue date. To renew your certificate, you may do one of the following before your expiration date:

1. Coached a Level 1 team for a full year.

2. Be actively enrolled or completed Level 3 Certification or

3. Created an online course for IAS on a topic related to arts integration or STEAM.

Refund Policy

Except when required by law, we do not provide refunds of any kind for any reason. These are digital products and as you have immediate access to all of the materials upon purchase, we cannot provide any refunds for these programs. You are free to cease to participate in our programs, however this will not warrant a refund of any kind. Please be sure to view the free samples of our products (videos, lesson examples, etc) prior to purchase to ensure this is the right product for you. Please review the full refund policy at https://artsintegration.com/terms-and-conditions/

WITHDRAWS: If withdrawing from the program, no refund will be issued and your payments will continue until the remaining balance has been satisfied. However, you will able to retain access to the program in the independent portal for as long as you wish.

CHARGEBACK POLICY: Be advised that the Vision Board, LLC has a zero-tolerance policy for chargebacks. Any customer who disputes a credit card payment that is found to be valid will be permanently blacklisted and barred from use of the Service. Any past due fees and costs will be sent to collections. If our collection efforts fail, unpaid debts will be reported to all available credit reporting agencies. If The Vision Board, LLC terminates your account because of a violation of our terms of service, The Vision Board, LLC will not refund any portion of your license fees.

Academic Integrity Policy

IAS believes that the reputation for all its professional development and continuing education programs is built on the academic integrity of its students, faculty and staff.

This policy applies to all IAS instructors, staff, and students admitted into IAS and The Vision Board, LLC in any department or program, including conditional or probationary admittance. This policy provides a due process resolution for alleged violations by students. Resolutions of alleged violations of academic integrity by faculty or staff are not under the purview of this policy.

Faculty and Students' Responsibilities

1. Faculty and Staff

Faculty and staff are responsible for being aware of the IAS Academic Integrity Policy and contributing to student development by promoting academic integrity, addressing dishonesty, and assisting in the development of ethical reasoning. Such behavior includes:

- Providing a clear and complete syllabus which describes course expectations,
- Guidelines, and standards of performance, as well as those of the university that concern academic integrity.
- Holding students responsible for knowing these expectations and guidelines.
- Fostering an environment where academic integrity is expected and respected.
- Detecting and properly handling breaches of academic integrity.
- Fostering a learning environment in which all students are treated with courtesy and respect.
- Creating assessments that are effective evaluations of student mastery of course content.
- Evaluating student work based on its academic merit.
- Giving students timely and honest feedback.
- Being available to discuss appropriate academic matters.

2. Students

Students are responsible for being aware of the IAS Academic Integrity Policy and demonstrating behavior that is honest and ethical in their academic work. Such behavior includes:

- Following the IAS Academic Integrity Policy.
- Following the instructor's rules and processes related to academic integrity as directed in the course syllabus and related course documents.
- Asking the instructor for clarification if the standards of academic performance are not clear.

- Asking the instructor for clarification if the syllabus, assignments, or grading policies seem unclear.
- Helping to foster a learning environment where academic integrity is expected and respected.
- Treating each other with courtesy and respect and helping to foster a learning environment in which all students are treated with courtesy and respect.

Definitions of Violations

These definitions do not represent a complete list of possible violations of academic integrity; rather, they are intended to provide a general range of conduct which constitutes violations.

1. Plagiarism

Submitted work should be one's own work and it should properly acknowledge ideas, facts, the progression of thought or reasoning, and words from others. Plagiarism is intellectual theft in which the plagiarist presents work done by others—in writing or orally—as his or her own work.

Plagiarism is the failure to properly and appropriately reference and acknowledge the ideas and words of others. This includes website material used in written, oral, or multi-media presentations.

Examples of plagiarism include:

- Using direct quotations without quotation marks or proper citation.
- Paraphrasing without proper citation.
- Making only minor changes to an author's words or style.
- Insufficiently acknowledging sources.
- Using the pattern, structure, or organization of an author's argument or ideas without proper citation.
- Failing to cite sources for uncommon facts or knowledge.
- Working with another student on a project but failing to put both names on the final product.
- Having someone else re-write or heavily edit a paper.

- Presenting work done by others as one's own.
- Fabricating text, sources, or citations.

2. Misrepresentation of Academic Experiences, Ability, or Effort

IAS expects you to accurately and fairly present your experiences, ability, or effort so that others may accurately assess those accomplishments. Providing false or misleading information concerning academic background or academic work is a violation of academic integrity.

Examples of misrepresentation include:

- Falsifying, altering, or presenting misleading information about the substance of an internship; the content of prior coursework; a graduation contract; reasons for non-attendance, late work, or inability to meet course requirements; the level of effort on a group or solo assignment; submission or use of "invented" data, such as lab experiments or interviews.
- Submitting essentially the same work in two or more courses without explicit permission from all instructors. Instructors have the right to assume that any work submitted for their classes has not earned or will not earn credit in another class. Presenting all or partial work done for one course in another course requires permission of all the instructors involved.

Some connected or paired courses may require submission of the same work in the two associated courses; this will be explicitly stated for this type of assignment. In all other circumstances, failure to gain permission from all instructors in submitting the same work.

Failing to disclose a criminal conviction in appropriate circumstances when a conviction is relevant to the disciplinary area of study and/or professional credentialing. This includes convictions imposed after being admitted. For example, a conviction for child abuse would be relevant to the areas of elementary and secondary teaching and school counseling.

<u>Procedures for Handling Alleged Breaches of Academic Integrity</u>

IAS and The Vision Board, LLC follows the procedure for handling alleged breaches of academic integrity to determine probation and dismissal of students in courses:

1. The course instructor bringing the allegation forward is responsible for assembling evidence and making an initial determination of appropriate action to be taken, up to and including failing the student in the course using the following markers:

   - On the student's first offense, the instructor will have the option to allow resubmission of the assignment for half credit.
   - The second violation will result in zero credit for the assignment, without the option of resubmission.
   - Any additional violations will lead to a failing grade and dismissal from the course(s) enrolled. The student will not be eligible for a refund.

2. The instructor will notify the student in writing (email is acceptable) as to the rationale for all actions taken pertaining to the breach of student academic integrity within three calendar weeks of the alleged incident. After this time, an allegation may not proceed. Copies of the written notification, either paper or electronic, will be provided to the Chief Academic Officer.

Any work that violates the Academic Integrity Policy will result in grade deductions, academic probation, and/or dismissal. Violations are cumulative for the duration of the student's tenure at IAS and The Vision Board, LLC.

Students should consult their instructor and/or the Chief Academic Officer with questions regarding the policy.

Anti-Discrimination Policy

The Vision Board, LLC and IAS endorses the intent of all federal and state laws created to prohibit discrimination. The Vision Board, LLC and IAS does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972,
20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, The Vision Board, LLC and IAS does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non- discrimination in education programs and activities extends to employment and admissions and to any and all academic programs. The Vision Board, LLC and IAS is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.

The Vision Board, LLC and IAS does not tolerate any form of gender discrimination, sexual misconduct, harassment, or inappropriate behavior by students, faculty, or staff. Anyone who believes he or she is the recipient of such behavior must immediately contact the Chief Academic Officer with a written account and details of the incident(s), so an appropriate investigation can be made. All communications will be held in the strictest confidence, and the constitutional rights of the individuals involved will be protected. The investigation will begin within five business days of the inquiry and will be completed within one month of the initial grievance.

Inquiries concerning the application of these provisions may be referred to the Chief Academic Officer/ The Vision Board, LLC and IAS, 6 East Green Street, Westminster, MD 21157 Telephone: (443) 821-1089; Email: typhani@artsintegration.com.

Americans with Disabilities Act of 1990

The Vision Board, LLC and IAS is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA) of 1990. The Vision Board, LLC and IAS does not discriminate against any qualified applicant because of such individual's disability or perceived disability. In keeping with the ADA, the regulations in 29 CFR Part 1630 (1992), and the Rehabilitation Act of 1973 (Section 504), The Vision Board, LLC and IAS will provide reasonable academic accommodations for students who provide formal documentation
outlining their disabilities and their reasonable and appropriate requests. It is the student's responsibility to seek available assistance and to make his or her individual learning needs known to IAS Chief Academic Officer at the time of enrollment or as the need arises. Documentation to support their disability must be provided at the time of the request. Information regarding a student's disability will remain confidential.

Qualifying for Services

To receive disability services at The Vision Board, LLC and IAS, all students must submit an Accommodation Application Form for review. The Chief Academic Officer will review all applications as detailed below.

Services Provided

The responsibility for determining a student's eligibility for services rests with the Chief Academic Officer, Dr. Typhani Harris. After the submitted Accommodation Application is evaluated, the Chief Academic Officer will contact the applicant to discuss any accommodations that may be necessary. The Chief Academic Officer will make the final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual based on the information received.

Accommodations may include, but are not limited to:

- Closed-captioning
- Transcriptions of all video/audio materials
- Assignment extensions

- All accommodations and services are provided at no expense to the student and are based upon the individual student's needs.

Students' Rights

A student with a disability has the right to appropriate academic adjustments under Section 504 of the Vocational Rehabilitation Act of 1973 and under the Americans with Disabilities Act. The Chief Academic Officer makes decisions regarding the nature of the adjustments. Provisions protecting the student from discrimination on the basis of a disability are guaranteed. The student has the right to file a grievance concerning any allegation of failure to comply with the laws, regulations, and procedures set forth for people with disabilities. Grievances will be processed through The Vision Board, LLC and IAS existing grievance policy and procedures.

Students' Responsibilities

Students with disabilities must demonstrate that they have acquired the same amount of content knowledge as the other students enrolled in the class from which they are requesting modifications. Students with disabilities are obligated to use the modification responsibly.

Modifications must be requested in advance, allowing sufficient time for instructors to arrange for the modifications requested. It is the student's responsibility to utilize the services and keep in close contact with the program instructor and the Chief Academic Officer.

Faculty Members' Rights and Responsibilities

When a request for a modification for a specific course is received, faculty members may require verification of the disability from the Chief Academic Officer in the form of a letter. The modification requested must not compromise the content of the course or the requirements for satisfactory course completion.

Confidentiality

Confidentiality of records is required by law and maintained within The Vision Board, LLC and IAS Privacy Policies. The Vision Board, LLC and IAS may only disclose the specific nature of a student's disability upon written release from that student.

Documentation

The Vision Board, LLC and IAS will keep disability-related documentation on file for five years after program completion and/or the last day of enrollment. After five years without enrollment or academic activity, disability documentation will be destroyed.

To receive a copy of individual disability documentation, please contact the Director of Client Services at 443-821-1089 or email service@artsintegration.com.

Accommodations Form

The Vision Board, LLC and The Institute for Arts Integration and STEAM ("IAS") recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act ("ADA"), as amended, which are designed to eliminate discrimination against qualified individuals with disabilities. IAS is committed to making reasonable accommodations for qualified students with disabilities as required by law. We would like to take this opportunity to welcome you to the IAS community and to ask that you inform us of any disabilities for which you seek accommodation.

IAS will endeavor to make reasonable accommodations as required by applicable laws. The process and services ordinarily available at IAS are described in more detail in IAS's ADA Policy, which is available from the Chief Academic Officer or on the web. Qualifying disabilities can include, for example, visual impairments, hearing or mobility impairments, psychological and medical conditions, and learning disabilities which substantially limit one or more of a person's major life activities and may necessitate modifications to the programs or services of the organization.

The information that you provide regarding any needs will be shared only with those individuals involved in the coordination and facilitation of services and accommodations required to make our programs accessible to you. IAS reserves the right to request current documentation of physical and/or mental disabilities prior to the determination and facilitation of appropriate accommodations; documentation requirements are discussed in more detail in the ADA Policy. Both the full ADA Policy and this form are available from the Chief Academic Officer in a variety of accessible formats.

Note: Your request for accommodation MUST be supported by current and adequate documentation. IAS's documentation requirements are discussed in more detail in the organization's ADA Policy, which is available from The Chief Academic Officer. Generally, such documentation must: (1) be prepared by an objective professional qualified in the diagnosis of such conditions; (2) include information regarding the testing procedures followed, the instruments used to assess the disability, the test results, and a written interpretation of these results as they pertain to an educational environment and/or participation in the organization's programs; (3) reflect your present level of functioning in the area related to the particular accommodations being sought; (4) be appropriately recent. Please note that if you are seeking accommodation for a specific learning disability, there are additional documentation requirements described in the ADA Policy, which is available from the Chief Academic Officer.

Click [HERE] for an editable form.

Name:
Full Mailing Address (Street, Town, Zip Code):
Email Address:
Phone:
Please name and describe your disability in terms of the limitations it might place on your ability to participate in IAS's programs
Please list the accommodations you wish to request in order to participate in IAS's programs. Please be as specific as possible regarding the functions or activities that are limited by your disability

Whenever possible, this form should be filled out by the student making the accommodation request.

If you would like to submit documentation, you may do so by attaching it to this form.

Payment Policy

Full payment or an active payment plan is required from individual students before they can officially enroll in the certification program or any professional development offering from The Vision Board, LLC and IAS.

Payment plans are available upon sign up. By signing up for The Arts Integration Specialist Certification Program on a payment plan, students are contractually agreeing to pay each monthly payment in time for a period of 4-12 months only depending on their track (interactive or independent). By selecting this option, students are responsible for full payment of their tuition and may not cancel. The Vision Board, LLC and IAS have the right to seek the collection of any unpaid fees. Student membership, or access to all content and all areas of the program, will be suspended or cancelled if we do not receive the fees for the payment plan within 5 days of the payment due date.

Prospective students may pay via credit card online. Other payment options include
- Pay with a school/organization issued credit card
- Pay with a school/organization Purchase Order (P.O.)*

For more personalized support regarding tuition requirements and school P.O. collections pleas contact IAS at 442-821-1089 or by email at <u>service@artsintegration.com</u>

* Each school/organization processes Purchase Orders (P.O.s) differently. At the time of checkout, you will be asked to enter your assigned Purchase Order number, If your school/organization does not proceed a P.O. number until an actual purchase has been made, Kindly reach out to IAS at 443-821-1089 for instructions on how to complete your purchase.

The Vision Board, LLC and IAS is not responsible for any student unable to secure reimbursement from their organization, nor is IAS responsible for any school/organization unable to secure reimbursement for their student.

Privacy and Confidentiality Policy

Student Confidentiality

The Vision Board, LLC and IAS complies with The Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading information through informal and formal hearings.

Academic Records

Except for in circumstances permitted by law, The Vision Board, LLC and IAS will not disclose a student's education record without obtaining the student's prior written consent. Students may inspect and review their own records pertaining to admissions and academic standing.

The Vision Board, LLC and IAS depends on the accuracy of the records submitted by its students. False information on an application or an act to intentionally mislead or misinform a faculty member or administrator will be grounds for disciplinary action, including dismissal.

Students seeking access or amendment to educational records should contact the Chief Academic Officer at typhani@artsintegration.com

Course Progress Policy

Attendance

Learners can work through each sprint at their own pace. There are not required log in times, however the interactive track does require that learners attend a team workshop and at least one office hours session each sprint.

Scoring & Evaluation

The only portion that is evaluated is the Sprint Project and you will need to receive at least 80% in order for it to be deemed successful. If you receive less than 80%, your coach will offer you valuable feedback for revisions. It is expected that revisions will be resubmitted prior the the start of the next sprint. Since each project builds on the previous one, you will actually use some of the previous project to start the next one. A learner may not begin a Sprint without having successfully completed the prior Sprint.

Late Work & Extensions

All projects are due on the designated dates above. Please contact your coach immediately should an unforeseeable circumstance prevent you from completing the project by the designated date. Coaches will try to work through an appropriate timeline.

Content Review Policy

All possible efforts need to be taken to keep the content on the Website, our certification program and our Learning Management System current and up-to- date. This Content Review Policy defines the roles and responsibilities throughout this process and the manner in which it needs to be carried out.

The Review Policy is an internal process which occurs annually between the directors team and the CEO. Throughout the year, team members document content revisions that need to be made based on updated information and research, accuracy, and the needs and feedback of our clients. At the annual content review, the directors team and the CEO review the suggested revisions and update the website, LMS and curriculum program content accordingly. Content is updated within two weeks of the annual content review.

Intellectual Property Policy

CONTENT

Our Service allows you to post, link, store, share and otherwise make available certain information, text, graphics, videos, or other material ("Content"). You are responsible for the Content that you post on or through the Service, including its legality, reliability, and appropriateness.

By posting Content on or through the Service, You represent and warrant that: (i) the Content is yours (you own it) and/or you have the right to use it and the right to grant us the rights and license as provided in these Terms, and (ii) that the posting of your Content on or through the Service does not violate the privacy rights, publicity rights, copyrights, contract rights or any other rights of any person or entity. We reserve the right to terminate the account of anyone found to be infringing on a copyright.

You retain any and all of your rights to any Content you submit, post or display on or through the Service and you are responsible for protecting those rights. We take no responsibility and assume no liability for Content you or any third party posts on or through the Service. However, by posting Content using the Service you grant us the

right and license to use, modify, publicly perform, publicly display, reproduce, and distribute such Content on and through the Service. You agree that this license includes the right for us to make your Content available to other users of the Service, who may also use your Content subject to these Terms.

The Vision Board, LLC has the right but not the obligation to monitor and edit all Content provided by users.

In addition, Content found on or through this Service are the property of The Vision Board, LLC or used with permission. You may not distribute, modify, transmit, reuse, download, repost, copy, or use said Content, whether in whole or in part, for commercial purposes or for personal gain, without express advance written permission from us.

USE LICENSE

Permission is granted to temporarily download one copy of the materials (information or software) on The Vision Board, LLC's website for personal, non- commercial transitory viewing only. This is the grant of a license, not a transfer of title, and under this license you may not: modify or copy the materials;

- use the materials for any commercial purpose, or for any public display (commercial or non- commercial);
- attempt to decompile or reverse engineer any software contained on The Vision Board, LLC's website;
- remove any copyright or other proprietary notations from the materials; or
- transfer the materials to another person or "mirror" the materials on any other server.

This license shall automatically terminate if you violate any of these restrictions and may be terminated by The Vision Board, LLC at any time. Upon terminating your viewing of these materials or upon the termination of this license, you must destroy any downloaded materials in your possession whether in electronic or printed format.

ACCOUNTS

When you create an account with us, you guarantee that you are above the age of 18, and that the information you provide us is accurate, complete, and current at all times.

Inaccurate, incomplete, or obsolete information may result in the immediate termination of your account on the Service.

You are responsible for maintaining the confidentiality of your account and password, including but not limited to the restriction of access to your computer and/or account. You agree to accept responsibility for any and all activities or actions that occur under your account and/or password, whether your password is with our Service or a third-party service. You must notify us immediately upon becoming aware of any breach of security or unauthorized use of your account.

You may not use as a username the name of another person or entity or that is not lawfully available for use, a name or trademark that is subject to any rights of another person or entity other than you, without appropriate authorization. You may not use as a username any name that is offensive, vulgar or obscene.

We reserve the right to refuse service, terminate accounts, remove or edit content, or cancel orders in our sole discretion.

ACCURACY OF MATERIALS

The materials appearing on The Vision Board, LLC website could include technical, typographical, or photographic errors. The Vision Board, LLC does not warrant that any of the materials on its website are accurate, complete or current. The Vision Board, LLC may make changes to the materials contained on its website at any time without notice. However The Vision Board, LLC does not make any commitment to update the materials.

INTELLECTUAL PROPERTY

The Service and its original content (excluding Content provided by users), features and functionality are and will remain the exclusive property of The Vision Board, LLC and its licensors. The Service is protected by copyright, trademark, and other laws of both the United States and foreign countries. Our trademarks and trade dress may not be used in connection with any product or service without the prior written consent of The Vision Board, LLC.

LINKS TO OTHER WEB SITES

Our Service may contain links to third party web sites or services that are not owned or controlled by The Vision Board, LLC

The Vision Board, LLC has no control over, and assumes no responsibility for the content, privacy policies, or practices of any third party web sites or services. We do not warrant the offerings of any of these entities/individuals or their websites.

You acknowledge and agree that The Vision Board, LLC shall not be responsible or liable, directly or indirectly, for any damage or loss caused or alleged to be caused by or in connection with use of or reliance on any such content, goods or services available on or through any such third party web sites or services.

We strongly advise you to read the terms and conditions and privacy policies of any third party web sites or services that you visit.

CHANGES

We reserve the right, at our sole discretion, to modify or replace these Terms at any time. If a revision is material we will provide at least 30 days notice prior to any new terms taking effect. What constitutes a material change will be determined at our sole discretion.

By continuing to access or use our Service after any revisions become effective, you agree to be bound by the revised terms. If you do not agree to the new terms, you are no longer authorized to use the Service.

CONTACT US

If you have any questions about these Terms, please contact us at service@artsintegration.com or by mail at The Vision Board, LLC, 6 East Green Street, Westminster, MD 21157