Project Archaeology Guidelines

1
The Designation and Organization of Project Archaeology

1.1 *The Official Name.* The official name of the National Program is Project Archaeology. All sponsors, partners, and entities participating in Project Archaeology are required to operate under the Project Archaeology name.

1.2 *The National Program.* Project Archaeology is a national archaeology education program headquartered at Southern Utah University (SUU); supported by the Institute for Heritage Education (IHE) and the Bureau of Land Management (BLM); and guided by a Leadership Team (LT) representing a national network of archaeology educators.

1.3 *The Principal Location.* Southern Utah University in Cedar City, Utah is the National Headquarters of Project Archaeology.

1.4 *Vision and Goal.* We envision a world in which all people understand and appreciate their own culture and history and the culture and history of others. The goal of Project Archaeology is to protect cultural resources through education, while providing educators with engaging ways to teach science, social studies, literacy, and citizenship.

1.5 *Mission.* Project Archaeology uses archaeological inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and enhance citizenship education to help preserve our archaeological legacy.

1.6 *Program Overview*. Project Archaeology is a comprehensive archaeology education program for everyone interested in learning or teaching about our nation's rich archaeological legacy and protecting it for future generations to learn from and enjoy. Project Archaeology offers curriculum guides, publications, professional development and networking opportunities. Using an innovative hands-on approach to learning about the past, Project Archaeology teaches scientific and historical inquiry, content literacy, interdisciplinary learning, citizenship, personal ethics and character, and cultural understanding.

1.7 *Enduring Understandings.* Project Archaeology teaches four enduring understandings:

- Understanding the human past is essential for understanding the present and shaping the future.

- Learning about cultures, past and present, is essential for living in a pluralistic society and world.
- Archaeology is a systematic way to learn about past cultures.
- Stewardship of archaeological resources is everyone's responsibility.

1.8 *Audience.* Project Archaeology is for anyone interested in learning and teaching about archaeology, culture, heritage, and historic preservation. Examples of interested parties may include K-12 teachers and their students, higher education practitioners, museum professionals, librarians, youth group leaders, heritage site interpreters, environmental educators, parents, and citizens. While the Program is designed with a primary focus on 3rd-8th grade classroom teachers and their students, the materials and resources can be adapted to meet the needs of a wide range of audiences.

1.9 *The Organization of Project Archaeology.* The National Network is comprised of State Coordinators, Master Teachers, Facilitators, teachers, educators, and other professionals who distribute, support, and implement Project Archaeology professional development and curricula within their state and/or profession. Implementation of activities occurs through State Programs (see Section 3) that provide professional development, support educators, and distribute Project Archaeology curricula throughout their state. The National Program Co-Directors and Staff provide ongoing support to the Network by offering clear direction, fostering accountability, supplying necessary resources, maintaining standards, and facilitating networking. This organizational structure ensures cohesive national leadership while empowering State Programs to respond to their state's specific educational needs and standards.

Definitions:

Copyright – the exclusive legal right to reproduce, publish, and sell an authored work.

Facilitator – person who successfully completed official Project Archaeology facilitator training and is authorized to conduct teacher workshops and other Project Archaeology events.

Facilitator Workshop – professional development offered by authorized Project Archaeology Facilitators and/or Master Teachers in which participants complete a regular teacher workshop as well as additional facilitator training.

Headquarters – College of Humanities and Social Sciences, Southern Utah University, Cedar City, Utah.

Instructor – person who is authorized by the National Program to assist State Programs and to train facilitators.

Leadership Team – advisory board composed of Network members and ex-officio members.

Lesson – segment of a copyrighted Project Archaeology curriculum.

Master Teacher – graduate of the Project Archaeology Leadership Academy; qualified to conduct Project Archaeology workshops, institutes, and/or peer mentoring.

National Network (sometimes called "Network") – the collection of State Programs, State Coordinators, Sponsors, Master Teachers, Facilitators, and other qualified individuals who are authorized to deliver Project Archaeology programming and professional development. The Network also includes educators who teach Project Archaeology curriculum and individual supporters of the National Program.

National Program (sometimes called "Program") – managed by a partnership between the Institute for Heritage Education, Southern Utah University, and the Leadership Team.

Online Course Instructor – instructor who is qualified to teach Project Archaeology courses online through Canvas or another virtual platform.

Partner – an organization or individual who works with Project Archaeology on a mutually beneficial project.

Project Archaeology – a national archaeology education program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation's rich cultural heritage. We are a national network of archaeologists, educators, and concerned citizens working to make archaeology education available to students and teachers nationwide through high quality educational materials and professional development.

Service mark – a mark or device used to identify a service offered to customers, e.g., a logo.

Sponsor – organization that provides a physical and/or financial home for a State Program. In this document, the sponsor may be referred to as "sponsor," "sponsoring institution," or "sponsoring organization."

State Coordinator – person designated to be responsible for the day-to-day operations of a Project Archaeology State Program.

State Program – a state-level program affiliated with the Project Archaeology National Program. A State Program is a component of the overall Project Archaeology National Network. State Programs support national needs, goals, and initiatives - including ongoing professional development for educators and curriculum development – while also identifying and pursuing their own needs, goals, and initiatives. Ideally, a State Program will serve an entire state (or comparable jurisdiction such as the District of Columbia or US territory), or a specific locality such as a county or city. Each State Program is overseen by a designated State Coordinator and may have a Sponsor.

Trademark – a device pointing distinctly to the origin or ownership of merchandise to which it is applied and legally reserved to the exclusive use of the owner as maker or seller.

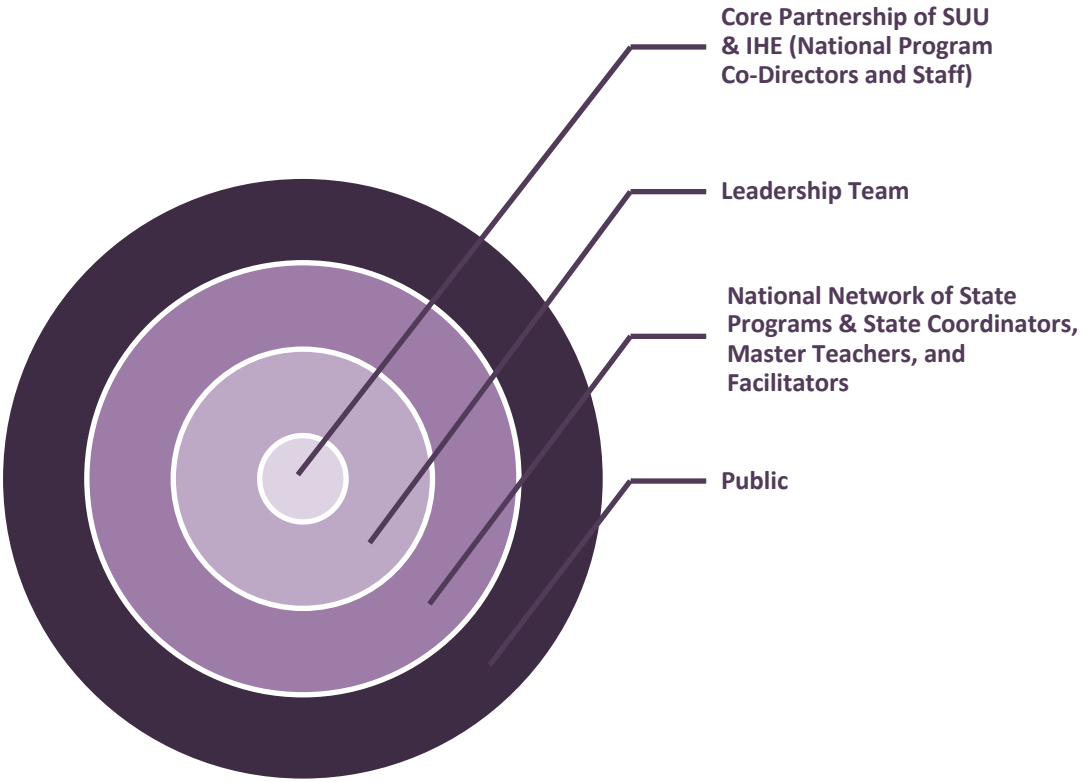


Figure 1. Project Archaeology Organizational Framework, each layer represents a distinct but interconnected role in delivering the National Program.



Figure 2. State Programs are managed by a dedicated State Coordinator. A sponsoring organization may support a State Program. Within State Programs, Master Teachers and Facilitators deliver Project Archaeology professional development and implement Project Archaeology curricula, all of which is tailored to meet the needs of their state's educators. Subject matter experts such as archaeologists, historians, and descendant community members participate in professional development and curriculum development. State Programs implement critical roles within the Project Archaeology National Network.

2
Materials Distribution Policy and Use of the Project Archaeology Name and logo, and Related Materials

2.1 *Purpose.* The purpose of this document is to provide the Project Archaeology National Program and its National Network with clear baseline standards for permissible actions concerning the Project Archaeology name and associated materials. These guidelines are practical, comprehensive, and subject to modification.

Southern Utah University is vested with legal responsibility for protecting the "Project Archaeology" name and materials. Network participants are expected to assist in educating the public about the Program's mission, vision, and goals and to help identify, report, and promptly address any misuse or unauthorized use of Project Archaeology's name or intellectual property.

2.2 *Copyrights, Trademarks, Service Marks.* The Project Archaeology name, image, and all future Project Archaeology publications are or will be registered in the United States as service marks and/or trademarks, and the written material found within the Project Archaeology printed materials are or will be copyrighted. The purpose of a trademark or service mark is to identify all goods bearing that mark as originating from the same source—in this case, the Project Archaeology National Program on behalf of Southern Utah University—and to distinguish those goods or services from the goods or services of others. Copyright is a form of protection provided to the authors of original works, including literary and certain other intellectual works, both published and unpublished.

Another purpose of the copyrights, trademarks, and service marks is to identify the source of products or services, so that the public can assess the quality of those products and services by that registration. Protection of Project Archaeology requires that Southern Utah University develop and maintain standards for controlling the nature and quality of such products and services. If the public cannot recognize any standard of quality attached to the Project Archaeology program, its products, and its services, and if they are not applied uniformly, the copyrights, service marks, and trademarks would have no meaning.

2.3 *The Official Seal/Logo.* Two parts comprise the logo: the name and the handprints image. "Project Archaeology" must always be typed in capital letters written in the Papyrus font in black ink, with "Project" on one line and "Archaeology" typed directly below. The handprints' image must always be featured to the left of the word "Project." This is a negative image of a right and a left handprint, in dark purple ink with a green spiral in the respective palm areas.

The logo is available to Project Archaeology Sponsors at http://www.projectarchaeology.org and Network Google Drive folder.



Figure 3. Official Project Archaeology logo

Standards for General Use

2.4 *Dissemination*. Printed materials provided by the Project Archaeology Headquarters may be disseminated only by sponsoring institutions, State Coordinators, Master Teachers, and Facilitators, provided materials are distributed in compliance with the current Project Archaeology Materials Distribution Policy and are not used for profit.

2.5 *Copying or reproduction.* No part of the Project Archaeology publications may be copied or reproduced by any means without the written permission of the Project Archaeology National Program, **except** for those pages designated within lessons to be copied for classroom use. These pages may be reproduced without permission for educational use in conjunction with the appropriate lessons. Authorized users (e.g., teachers and nonformal educators) may duplicate (photocopy/digitize) and use materials in classroom or other educational settings, provided the Project Archaeology name is visible on the duplicates.

2.6 *Purpose.* Materials must be used primarily for the purpose of heritage and archaeology education, and those who use them must strive to teach the four 'Enduring Understandings' outlined in Section 1.4.

2.7 *Integrity and Consistency.* Anyone who receives permission to use Project Archaeology materials incurs an obligation to maintain the integrity and consistency of the material. Additionally, all Project Archaeology Sponsors and Network members must assume responsibility for properly citing published material.

Standards for Reprinting or Adaptation

2.8 *Application for Approval for Reprinting or Adaptation.* These guidelines do not give presumptive approval for reprinting or adaptation of the titles or materials. Any requests for use or adaptation of Project Archaeology lessons for publication of any sort must be submitted in writing to the Project Archaeology Headquarters for the Program's written approval. In all cases, the power to grant permission to reprint or alter copyrighted Project Archaeology materials resides with the copyright holders.

2.9 *Correct Citation*. All approved reprints or adaptations must cite the source documents and original authors. For example, an approved adaptation of an *Investigating Shelter* lesson would be required to cite the source material by including a bibliographic entry such as:

Letts, C.A. & Moe, J.M. (2012). *Project Archaeology: Investigating Shelter*, Montana State University, Bozeman, MT.

2.10 *Review.* Approved reprints or adaptations of copyrighted materials are subject to periodic review and/or renewal requirements. They are subject to revocation for misuse, misrepresentation, or failure to comply with approval conditions of these guidelines, among other reasons.

2.11 *Failure to comply*. If Project Archaeology materials have been adapted or the materials are being used without permission and/or appropriate citation, either in publications or through any form of electronic media including the Internet, the offending organization must cease and desist immediately or suffer potential legal action.

2.12 *State Coordinators' Role in Reprinting or Adaptation.* When a State Coordinator receives a request for permission to reprint or alter copyrighted Project Archaeology materials, a Permission Form is completed and sent to the Project Archaeology Headquarters. Should Project Archaeology receive a request that did not originate with the Coordinator, Project Archaeology will consult with the Coordinator prior to issuing permission.

Permissions Policy

2.13 *Permissions Form*. All requests for reprint or adaptation of lessons—in any format (e.g., print, electronic, and film)—must be submitted using the Permission Form and addressed to the Project Archaeology Headquarters. Please allow six to eight weeks for review. Project Archaeology will respond to written requests in a timely manner but will not review requests based on others' schedules or publishing deadlines. Project Archaeology will provide a written response to formal requests. Permission forms are available by contacting:

Project Archaeology Headquarters
Bristlecone Hall 304S
Southern Utah University
351 W. University Blvd.
Cedar City, UT 84720

projectarchaeology@suu.edu

2.14 *Valuation of Lessons.* Each Project Archaeology lesson has a value of $5000 (US$).

2.15 *Template License*. Licenses to use templates for some Project Archaeology materials may be purchased from Southern Utah University. Requests to purchase a Project Archaeology template license should be directed to the Project Archaeology Headquarters at the address above (see Section 2.13).

2.16 *Number of Lessons.* Publishers may be granted the use of a maximum of three lessons. Publishers requesting to reprint more than three lessons will be required to provide additional justification and will be asked to discuss a co-publishing agreement.

2.17 *Donation or Fee.* If Project Archaeology donates lessons, Project Archaeology must be listed as a sponsor/contributor. If a publisher should decide not to list Project Archaeology as a sponsor/contributor and still wants to use approved lessons, Project Archaeology will invoice the publisher for $5,000 (US$) per lesson and, upon the receipt of payment, the publisher will be granted a one-time right to use the lessons without listing Project Archaeology as a sponsor. The author(s) and sources of the lessons still must be credited.

2.18 *One-Time Use Right.* All permissions to reprint copyrighted Project Archaeology materials are for one-time use. This means that the approved lessons can be used once per publication and that only Project Archaeology can authorize future uses. If a publisher wishes to reprint or create a new publication in any format that incorporates the Project Archaeology lessons, it will need permission again.

2.19 *Copyright.* The statement, "Copyright Project Archaeology," must be on every page of Project Archaeology lessons or for the use of parts of a lesson, the statement "© Project Archaeology*"*must be included in text as the source of information.

2.20 *Contact Information*. The following Project Archaeology contact information must be included in the publication on the sponsor's/contributor's page:

Project Archaeology
Bristlecone Hall 304S
Southern Utah University
351 W. University Blvd.
Cedar City, Utah 84720
http://www.projectarchaeology.org

2.21 *Use without Permission.* If copyrighted Project Archaeology lessons (whole lesson, method, or any distinguishable part) are used without first receiving written permission, an invoice for $5,000 (US$) per Project Archaeology lesson and a notice of copyright violation will be sent to the publisher. Unauthorized adaptations and/or derivative works are strictly prohibited. Copyright violations will be prosecuted to the fullest extent of the law.

2.22 *Use of Photographs and Artwork.* Project Archaeology lessons may include photographs and artwork purchased from private photographic and artistic companies for the specific use by Project Archaeology. Project Archaeology does not grant permission for the use of the photographic and artistic works of others.

2.23 *Adaptations.* Project Archaeology will not approve requests by publishers to significantly modify/adapt Project Archaeology lessons without prior review and approval.

2.24 *Submittal of Publication.* No later than three months after publication, publishers who are granted permission to reprint copyrighted materials must send Project Archaeology one copy of the published work. If a publisher fails to submit a copy, all future requests will be denied until the publisher complies.

State-Specific Project Archaeology Materials

2.25 *Criteria for State-Specific Materials.* Project Archaeology welcomes State Programs to develop state or regionally specific materials to complement or enhance national Project Archaeology materials. The State Program should inform the Project Archaeology National Program of its intent to develop state-specific Project Archaeology materials in writing. At the outset of the development process, the State Program should submit a written proposal that outlines the purpose of the materials to be developed, the anticipated piloting and review process, and the anticipated venues of use. Forming an advisory team composed of teachers and content experts at the outset of the project is ideal but is not required.

To adapt existing copyrighted Project Archaeology materials, refer to Sections 2.1 – 2.24 of this document. State-specific materials that are not adaptations of copyrighted Project Archaeology materials must meet the following criteria to be considered as State-Specific Project Archaeology Materials and bear the Project Archaeology logo. Existing materials may be considered if they have been subject to a similar development and review process outlined below.

2.26 *Requirements for State-Specific Materials*. All State-Specific Project Archaeology Materials:

- Must complement National Program materials and programming by:
  - Sharing or complementing Project Archaeology themes
  - Teaching Project Archaeology's four Enduring Understandings
  - Enhancing Project Archaeology content
  - Sharing the basic philosophy of existing or planned Project Archaeology materials
- Must be developed by or with experienced curriculum writers with appropriate state and national curricular alignments specified.
- Must include descendant community members, where appropriate, in the co-creation of materials. Descendant community voices and stories should be represented in curricular materials in ways consistent with their own cultural customs and sensitivities.
- Must be reviewed by three qualified individuals before the National Program undertakes its review. Two of these individuals must be professional educators. The remaining reviewer must be a qualified teacher or an archaeologist, historian, or other relevant professional. For National Program review, the State Program must provide one digital copy of the final draft, two hardcopies of the final draft, and two copies of the written reviews.
- Must be reviewed by at least one national reviewer chosen or approved by the National Program. The reviewer may be anonymous. The State Program should be prepared to pay a reasonable honorarium for the service, the amount of which will be negotiated by the National Program, the State Program, and the reviewer.

2.27 *Decision Guidelines.* The Project Archaeology National Program will follow the guidelines in Section 2.26 for reviewing and approving state-specific materials.

- All materials and documentation of the requirements in Section 2.26 should be submitted to the National Program for review. The National Program reserves the right to determine if the above criteria have been met.
- The National Program will examine the materials and the results of the state and national reviews, and reviews and will provide a written decision to the applicant in a timely manner. If the proposed materials do not meet the criteria, the applicant will have additional time to address the issues and may resubmit the materials for review.
- The applicant will receive the Project Archaeology logo and an appropriate introductory section to include in the approved publication.

Permissions Application Form for Reprinting of Copyrighted Project Archaeology Lessons in Other Publications

For office use only

Date received by Project Archaeology_____

This request has been: _____ Approved _____Denied

Conditions:_____

_____

Authorizing signature: _____ Date:_____
SUU Legal Counsel

Publishers seeking to use Project Archaeology lessons should carefully review the Standards for Reprinting or Adaptation and Permissions Policy for copyrighted Project Archaeology lessons (see Sections 2.8-2.24 in this document). By signing this permission form, the publisher agrees to all stated conditions.

PART ONE

Name of person making request _____

Affiliation to Publisher (e.g., Contractor or Staff) _____

Address_____

Phone_____

Fax_____

Email_____

Website_____

Do you have signature authority for Publisher? ____Yes ____No

PART TWO

Name of Publisher (e.g., Agency, Company, Individual)_____

_____

Name of Publisher's CEO (e.g., Director, President, Commissioner)

_____

Address_____

Phone_____Fax_____

Email_____

Website_____

PART THREE

1. What is the exact title of the publication in which the Project Archaeology lessons will be used? _____

2. How many copies of this publication will be printed?

_____

3. In what format will the lessons be published (e.g., print, CD, electronic)?

_____

4. Will the publisher charge for this publication? ____Yes ____No

4a. Please explain. _____

_____

5. How will the publisher distribute this publication?_____

_____

6. Does the publisher have a plan to reprint this publication? ____Yes ____No

6a. Please explain._____

_____

7. What are the publisher's target audiences for this publication? _____

_____

8. How will this publication benefit Project Archaeology?_____

_____

9. Is the publisher working with Project Archaeology (local, state, national) on this subject/publishing project?_____

_____

PART FOUR

1. From which Project Archaeology publication are you requesting lessons?_____

_____

2. Please list the exact titles and page numbers of lessons to be used:

a._____

b. _____

c. _____

3. If the publisher is requesting the use of a specific part of a Project Archaeology lesson, please photocopy the section and attach it to this permission form.

4. Will the publisher modify or adapt the requested Project Archaeology lesson? Please explain. Attach continuation sheets as needed._____

_____

Signature_____Date_____

For additional information, contact:
Project Archaeology
Bristlecone Hall 304S
Southern Utah University
351 W. University Blvd.
Cedar City, UT 84720
projectarchaeology@suu.edu

3
State Programs

Steps to Become a Sponsor of a State Program

3.1 *Negotiating Sponsorship*. After the potential sponsor reviews the criteria for becoming a sponsoring institution, the potential sponsor notifies the Project Archaeology National Program to express interest in becoming a sponsor of a Project Archaeology State Program, and agreeing to commit to achieving the standards listed below (Sections 3.5-3.12).

3.2 *Official Letter of Welcome.* The Project Archaeology National Program prepares an official Letter of Welcome for the sponsor.

3.3 *Existing State Programs:* Existing State Programs should update their contact information with the National Project Archaeology Program as needed. If sponsors can no longer sponsor Project Archaeology in their state, the State Coordinator should notify the Project Archaeology National Program as soon as possible. Assistance with finding a replacement for State Program sponsorship will be greatly appreciated.

3.4 *Selection of State Coordinator.* The Sponsor designates a person to serve as the State Program's Coordinator. This person will be the Project Archaeology National Program point-of-contact and will be responsible for administering Project Archaeology and for communicating with Network members in their state. The State Coordinator is initially trained by a member of the National Program or by a National Project Archaeology Instructor.

Standards for Sponsoring Organizations

3.5 *Implementation Plan*. The Sponsor agrees to establish, administer, and sustain a Project Archaeology State Program, including filing an official Implementation Plan with the National Project Archaeology Program. The Implementation Plan must outline the State Program's planning horizon and include a five-year timeline; at the end of five years, the program will be reviewed by the National Program with either an invitation to continue or a notice of discontinuation. If they receive an invitation to continue, then an updated implementation plan will be filed. The Sponsor is encouraged to contact the National Program to discuss the process, and receive guidance and resources. The Implementation Plan should address the following:

- State Program's Goals: clearly defined objectives that align with the National Program's vision and mission of Project Archaeology, including measurable outcomes appropriate for the state.
- Staffing: identification of roles, qualifications of key staff, and responsibilities.
- Funding Strategy: identification of current and future funding sources, including grants, sponsorships, or donations, with a plan to sustain operations over time.
- Partnerships: List of current and potential partnerships with schools, museums, libraries, heritage organizations, governmental agencies, and community groups, along with strategies for collaboration.
- State Program Policies and Guidelines: Documentation of State Program-specific policies and standards that complement Project Archaeology National Program policies and guidelines.
- State-Specific Educational Materials: Plans for the development or revision of Project Archaeology investigation guides and educational resources to reflect the state's cultural heritage, archaeological sites, and educational standards, to be used in conjunction with national curricula.
- Professional Development: A plan for regularly offering workshops, training sessions, and re-certification opportunities for educators, tailored to meet local needs and context.
- Continuing Professional Support for Project Archaeology Educators: Mechanisms for continuing mentorship, resource sharing, and networking among educators trained by the State Program.
- Monitoring and Evaluation: Systems for measuring the State Program's impact, including data collection methods (e.g., surveys, assessments, or case studies) and processes for incorporating feedback into program improvements.
- Estimated Annual Budget: A comprehensive budget that details anticipated income, expenses, including the purchase of Project Archaeology Curriculum and Supplements, and resources needed to reasonably sustain the State Program.

3.6 *Establishment of Facilitator Network*. During the first year, a credentialed State Coordinator plans and conducts a Facilitator Workshop to establish a network of archaeologists, educators, and descendant community members to assist with conducting professional development. Alternatively, if a State Coordinator is not yet credentialed, they may attend the Project Archaeology Leadership Academy to obtain credentials for offering professional development. State Coordinators, Master Teachers, and Facilitators may offer Project Archaeology professional development for educators throughout the state. The State Coordinator should conduct refresher courses and advanced topical courses for their members of their State Program to meet programmatic goals.

3.7 *Outreach and Communication.* The State Coordinator should establish a method of communication (e.g., a newsletter, listserv, website, social media) with archaeologists, educators, and descendant community members throughout their state.

3.8 *Communication with the Project Archaeology National Program*. The State Coordinator must submit an annual report form that captures their State Program's activities and accomplishments. The National Program will provide the form. State Programs provide information related to the estimated annual budget, grant activity, contributions, professional development offered, formal and informal education, public outreach and education, conference participation, volunteer hours, as well as impact and reach. Additionally, the Coordinator should provide the Project Archaeology National Program with examples of newsletters, clippings, photographs, and a directory for State Program participants.

3.9 *Professional Development*. The sponsoring organization should establish a training and instruction initiative to deliver Project Archaeology curricula through professional development opportunities that target formal and informal educators. Project Archaeology sponsoring institutions or State Coordinators may recover the cost of the curriculum and other designated materials through registration, application, and/or material fees; however, the curriculum must not be sold for profit. State Programs should offer at least one professional development event each year. State Coordinators should ensure that professional development events use a standardized evaluation provided by National Program, the results of which will be shared with the National Program for research and quality monitoring purposes. Digital copies of the workshop evaluations should be directly reported to the National Program at the conclusion of workshop.

3.10 *National Level Meetings*. Each year, the sponsoring organization should support the State Coordinator or their designee to attend the Project Archaeology National Archaeology Educators Conference and Biennial Coordinators' Conference (usually held in the autumn) and/or the Annual Business Meeting (usually held during the Society for American Archaeology Annual Meeting).

3.11 *State-Specific Printed Materials.* State Programs may produce state-specific materials such as student handbooks, brochures, and other materials. State Programs must follow guidelines when using Project Archaeology intellectual property such as trademarks and copyrights. State Programs are encouraged to copyright their own original materials when appropriate. State Programs must obtain permission from Southern Utah University before converting any previously published student handbook materials into digital formats or uploading them onto websites or cloud-based file sharing services. Please see sections 2.25-2.27 for further criteria, requirements, and guidelines.

Standards for Master Teachers

3:12 *Obligations of State Coordinators:*

- Develop an understanding with each PALA graduate (name and contact information will be supplied by the National Program); understandings may be written or verbal. Understandings should include at minimum:
    - Scheduling and marketing of professional development events.
    - Purchase of materials from National Headquarters.
    - Role of State Program, including potential support for PALA graduates.
    - Annual reporting requirements and processes for collecting data.
- Review requirements annually and revise agreements as personnel and/or circumstances change.
- To the best of your ability, support each PALA graduate in their efforts to provide professional development.
- To the best of your ability, support each PALA graduate in their efforts by advising of potential funding opportunities.

3.13 *Obligations of PALA graduates:*

- Employ a good-faith effort to offer professional development in your state at least once every year for four years following Academy attendance. Professional development may include workshops, institutes, peer mentoring, or other events as approved by the National Program.
- Develop an understanding with your State Coordinator as specified in Section 3.14; understandings may be written or verbal.
- Review requirements annually and revise understandings as personnel and/or circumstances change.
- Inform your State Coordinator of all professional development activities before each event occurs and provide data for the State Program's annual report form (See PALA Graduate Annual Report example below).

3.14 *Obligations of the National Program*:

- Provide current contact information to State Coordinators and to PALA graduates; assist with guidance, accountability, resources, and networking within states as needed.
- Assist coordinators and PALA graduates with professional development events as needed.

PALA Graduate Annual Report

PALA graduate (name): _____ State: _____

Calendar Year (1/1 – 12/31): _____

How many PA events did you offer and how many people did you reach within the reporting year:

- Professional development workshops and institutes: _____
    - educators certified: _____
- Other Professional Development events (short workshops, peer mentoring, conference presentations: _____
    - educators introduced to Project Archaeology: _____
- Marketing events (booths, posters, meeting presentation): _____
    - people exposed to Project Archaeology (estimate people who stopped by booth and/or gave email addresses): _____
- Public Education and Outreach events (archaeology fairs, teaching lessons in formal classrooms and informal settings, etc.): _____
    - public reached (all ages, K-12, college, etc.): _____

How many hours did you volunteer for the Project Archaeology program? (assisting network through blogs, curriculum writing/reviewing, serving on committee, annual report, consultation, planning, etc.): _____

How much did you receive in donation, grant, or registration contributions to the program?
$_____

Send your report to Courtney Agenten (courtneyagenten@projectarchaeology.org) of the Project Archaeology National Program and your State Coordinator by February 1st every year.

4
National Project Archaeology Support Services for Sponsoring Agencies of State Programs

Start-Up Services and Support

4.1 *Introduction to Project Archaeology.* The National Program will supply a packet of introductory materials to potential sponsoring agencies and State Coordinators and will host conference calls for discussion of materials and future planning.

4.2 *Full Set of Support Materials.* Once selected as an official State Program Sponsor, the institution will receive one complete set of currently available publications and promotional materials.

4.3 *Leadership Development.* The National Project Archaeology Program will assist the State Program Sponsor with planning and conducting a Project Archaeology Facilitator Workshop, as appropriate, and with conducting other meetings that promote the Program to agencies, organizations, and individuals throughout the state. The State Program Sponsor should secure funding for these workshops and meetings; for National Program Staff travel expenses; and in some cases, for their time.

General Services and Support

4.4 *National Project Archaeology Program.* Administer and sustain the Program of Project Archaeology.

4.5 *Support System*. The National Program Co-Directors and Staff will help establish and maintain a comprehensive support system for Project Archaeology State Programs based on the following objectives:

- Monitor and respond to emerging state and national heritage education policies, trends, and standards while staying attuned to the evolving educational needs of teachers.
- Foster access to and open communication with experienced Project Archaeology instructors and archaeology educators.
- Produce and publish creative, informative materials to meet needs identified through research.

- Provide leadership training and instruction to ensure that materials and services are fully utilized, and to support Network members in their ability to educate others.
- Provide updates on current education research and development.
- Form strategic partnerships with organizations to enhance awareness, distribution, and use of materials and services.
- Improve the curriculum through an aggressive, ongoing, and multifaceted evaluation program.
- Acknowledge and recognize Network members for their contributions to archaeology and heritage education.

4.6 *Protection.* The Project Archaeology National Program will protect designated Project Archaeology Sponsors as the sole distributors of the Project Archaeology materials and professional development within their state or region.

4.7 *Commitment to Low Costs*. The Project Archaeology National Program will publish and distribute materials to Project Archaeology Sponsors at reasonable costs.

4.8 *Communication*. The Project Archaeology National Program will establish and maintain open and ongoing communication with Project Archaeology sponsoring institutions via the following methods:

- Conduct a biennial conference for State Coordinators as feasible.
- Distribute news, opportunities, and updates via an email marketing platform, such as MailChimp, via social media platforms, such as Facebook and Instagram, and on the Project Archaeology website.
- Provide an Annual Report form requesting data and other input.
- Conduct periodic Project Archaeology needs surveys.
- Inform state Project Archaeology Sponsors of Project Archaeology National Program events that will take place in that state, and whenever appropriate, extend an invitation to State Coordinators to participate.
- Provide opportunities for involvement in Project Archaeology National Program grant development efforts that support Project Archaeology State Programs.
- Post the Project Archaeology Annual Report on the National Program's website.
- Conduct state and/or regional meetings on a virtual platform inviting the Network to attend.
- Provide a timely response to questions from State Coordinators and Sponsors.
- Maintain an up-to-date list of contact information for the National Network on the Project Archaeology website.

5
Contracts & Partnerships

Matters Relating to Contracts

5.1 *State Coordinators.* Persons wishing to represent Project Archaeology outside of their state as part of a contract must notify the National Office ahead of time in each circumstance.

Matters Relating to Partnerships

5.2 Reserved.

6
Project Archaeology Leadership Team

6.1 *Description.* The Project Archaeology Leadership Team provides a Co-Director (hereinafter referred to as the Leadership Team Chair) for the National Project Archaeology Program. The LT provides advice and general guidance to the National Program through communication with the Chair, with the Co-Directors, and via general meetings. General programmatic decisions are made jointly by SUU, IHE, and the LT; SUU and IHE make specific fiscal decisions for funds that fall within their purview. The LT may meet separately with the National Network, partners, stakeholders, and friends of the program as appropriate.

6.2 *Goals.* The goals of the Leadership Team are to provide:

1. Guidance to help maintain the vision, identity, and reputation of Project Archaeology.
2. General assistance with setting direction for the National Program.
3. Assistance with problem-solving and decision-making.
4. Representation from the State Coordinators and other stakeholders.
5. Assistance with transitions in the operations of the National Program and the National Network.
6. Identification and recommendation on the establishment of new partnerships (e.g. regional Native tribes, agencies, universities, nonprofits, etc.) to assist with Project Archaeology on national, state, and local levels.
7. Support to the National Network with direction, accountability, resources, and communication.

6.3 *Team Composition and Terms.* The Leadership Team will consist of at least nine and no more than eleven individuals, including five regular members selected from the National Network and four ex-officio members. All members will be voting members of the Leadership Team; the co-directors from SUU and IHE will not be voting members. Leadership Team composition and terms:

- Five regular positions will be filled by members of the National Network.
- Two positions will be ex-officio positions and will be refilled only when vacated. These positions are reserved for federal agency representative(s) and the education coordinator from a professional organization. LT will choose the incumbents of the two ex-officio positions. These members serve on LT as a function of their employment and are, therefore, considered ex-officio members. Filling these positions occurs only when their employment status changes or when the Leadership Team desires new perspectives.
- Two positions will be filled by descendant community members who are knowledgeable about archaeology education and are interested in assisting the Project

Archaeology Program. They will be appointed by consensus of the current Leadership Team members. Openings will be filled as incumbents are available and willing to serve.

- Appointment will be on a calendar year basis; selection is made in September. Depending on the year, new appointees should attend the Leadership Team Retreat or the National Archaeology Educators Conference. They cannot vote until the new term begins in January.
- Each regular member will serve one three-year term.
- The terms will be staggered to ensure continuity of membership and a legacy of institutional knowledge.
- A member may be reappointed one time to serve two consecutive terms for a maximum of six consecutive years. A member may be reappointed after a hiatus of at least one year.
- New members will be chosen by the current Leadership Team.
- At least one LT member will also serve on IHE's Board of Directors.

6.4 *Selection Criteria.* A broad representation that considers the following criteria is desired; however, including one LT member that fulfills each criteria it is not necessary.) Criteria for member selection:

- Employment profile: archaeologist, teacher, informal educator, or nonformal educator with a federal or state agency, academia, non-profit organization, K-12 teacher, nonformal educator, museum or heritage professional, or other.
- Geographic representation from all regions, if possible.
- Variety and balance of expertise.
- Special experience needs (the LT may add ex-officio members on an *ad hoc* basis).
- Ability to attend the biennial Leadership Team Retreat and National Archaeology Educators Conference.

6.5 *LT Chair Selection*. The Chair will be elected by the current LT and will serve for up a three-year term. The Chair may serve an additional term (a total of 6 years). LT Chair selection requires a:

- Nomination list from the Program Co-Directors that is provided when
    - The chair rotates off (after one or two terms [the 3- or 6-year mark]
    - Or the Chair gives 6 months' notice to the LT.

6.6 *Regular Member Nomination and Selection Process.* Nomination and selection of the four regular members:

- Anyone in the Project Archaeology National Network may nominate a Leadership Team member. Self-nominations are accepted and encouraged.
- The LT Chair will accept nominations May 1-August 1 each year.

- Nominees will submit a brief description of their qualifications, a personal statement explaining why they wish to serve, and their anticipated contributions to the Project Archaeology Leadership Team by August 15.
- The Co-Directors from SUU and IHE may nominate new members or make new member recommendations to the Leadership Team.
- Current Leadership Team members will review the nominees' qualifications electronically and by telephone as needed.
- Current Leadership Team members will select new members by September 15 each year.

6.7 *Leadership Team Chair Responsibilities*. The Leadership Team Chair will:

- Serve as a Co-Director for the National Program.
- Be a liaison between SUU/IHE and the Leadership Team.
- Convene meetings in conjunction with SUU and/or IHE or independently as appropriate.
- Help set agendas and guide the National Program.
- Adhere to member responsibilities listed below as feasible.

6.8 *Member Responsibilities.* Responsibilities for Leadership Team members:

- Attend the Leadership Team Retreat (odd years).
- Attend the National Archaeology Educators Conference (even years).
- Participate in monthly or quarterly video conference calls.
- Facilitate Project Archaeology gatherings at regional and/or national conferences where members of the Network are attending and presenting, as feasible.
- Communicate with State Coordinators and Network members as needed.
- Serve as recorder for the meetings or conference calls as needed.
- Assist the National Program in identifying the needs of State Coordinators, especially regarding their ability to attend the conference and to sponsor State Programs.
- Serve staggered three-year terms to maintain institutional knowledge and benefit from the long-term experience of the group.
- Provide direction to LT Chair as a Co-Director of Project Archaeology.
- Provide recommendations and guidance to National Program Co-Directors via the LT Chair (Members may contact the Co-Directors directly in certain circumstances such as work on contracts, curriculum review, projects etc.).

6.9 *National Partnership Opportunities.* Leadership Team Members may:

- Work directly for SUU and/or IHE as instructors, coordinators, curriculum writers/reviewers, etc. under contracts, stipends, or honoraria as appropriate and feasible.
- Assist SUU or IHE with hiring/contracting, grant review, grant applications, etc. as appropriate and feasible.