

AHC's CRM Professional Training Program & NWACC's Archaeology and CRM Workforce Development Microcredential

SESSION 1:

Online: May 3-23, 2027

In-Person: May 24-June 26, 2027

SESSION 2:

Online: June 7-27, 2027

In-Person: June 28-July 31, 2027

AHC Program Director: William Henry, PhD RPA | william.henry@ahc.alabama.gov

NWACC Instructor of Record: Alissa Bandy, PhD | abandy2@nwacc.edu

Other Instructors: Jonathan Matthews, Carmen Yelle, Stacye Hathorn, Eric Sipes, *et al.*

Online Component Syllabus (NWACC)

Course Description: Archaeology is a discipline within Anthropology that studies humans in the past, both prehistoric and historic. Academic archaeology and cultural resource management work towards learning about, recording, and preserving the past through different paths. In this course students will learn the skills of archaeological fieldwork and systematic recording of features and artifacts, the terminology of archaeological work, and the technology and techniques of working in the field, as well as the laws and procedures they must follow. The course will help prepare students for employment as Archaeological Field Techs and also give them skills useful in the academic side of archaeology. Students will have three weeks of lectures and training before undergoing five weeks of real-world application of learned skills.

Textbook: *The Archaeologist's Fieldwork Guide 2nd Edition* by Barbara Ann Kipfer

As well as supplemental readings provided by the instructor

Class Format: Lectures, readings, films, quizzes, test, and training activities. Participation in activities is mandatory.

Course Requirements:

Readings: All readings must be completed before the class they are assigned.

Quizzes: Students will have two 25 question quizzes related to readings, lectures, and activities.

Test: Students will have a 50 question test related to readings, lectures, and activities.

Final Project: Students will make a group presentation on an assigned topic for Archaeology Day at the end of field training on archaeology and cultural resource management that they participated in (Phase I, Phase II, or Lab and Curation, or specialized track).

Course Policies and Notices:

Course Content – This course will introduce students to terminology, technology and tools, practices, and skills needed to work in the field of archaeology.

Make-up Assignments: Make-up assignments will be considered **only** when a student has a valid excuse (validity shall be determined by the instructor). Unless it is an emergency situation, you must let instructor know prior to the missed assignment. Contact must be made within 24 hours of missed class.

Academic Policies:

Student Handbook – Academic Honesty, Plagiarism, Conduct Code, etc.-

<https://www.nwacc.edu/web/conduct/handbook>

Additional policies for this class may be found

at: <http://content.nwacc.edu/tlc/syllabus/policies.php>

Grievance Procedure: The Behavioral Sciences Department follows our NWACC Student Handbook regarding proper steps to take should a grievance occur between fellow students, or the student and instructor. The first step in any grievance is to bring the complaint to the attention of the instructor. If the issue is not satisfactorily resolved, the student (and/or instructor) then contacts the Chair of Social and Behavioral Sciences, Dr. Susan Tucker, s3tucker@nwacc.edu.

IMPORTANT: Verification of Participation grade is made after the first week of classes, students must turn in homework for that week to show they are participating in the course or risk being dropped from the class.***

Grading Policy:	Quizzes	= 50 pts
	Test	= 100 pts
	Participation	= 150 pts
	<u>Final Project</u>	<u>= 200 pts</u>
	Total	= 500 pts

Grading Scale: Final grades will be based on the total points (500) from the quizzes, assignments, participation in field activities, and final exam. The grading scale, based on the percentage of points, is as follows:

A	350 – 400 points	90% - 100%
B	300 – 349 points	80% - 89%
C	250 – 299 points	70% - 79%
D	100 – 249 points	60% - 69%
FP	0 – 99 points	≤59%

Community students will demonstrate civic engagement through Service Learning and exploration of local, national, and global communities.

Curiosity students will cultivate personal and intellectual curiosity through investigation, discussion, and scholarship.

Diversity students will explore multiple perspectives through interdisciplinary learning.

Important Dates, Course Outline, and Readings:

Date	Class Title	Readings
Week 1	Class 1: Introduction to Archaeology	Supplemental, Kipfer xvii-xix, Ch.3(pgs. 149-185)
Week 1	Class 2: Practices, Laws, and Applications	Supplemental, Kipfer Ch. 2
Week 1	Class 3: Tools, Health and Safety, Excavation	Kipfer Ch. 3 (185-241)
Week 1	Class 4: Technology, Photography, Recording	Kipfer Ch. 4
Week 2	Class 5: Stratigraphy and Soil	Supplemental
Week 2	Class 6: Features and Artifacts	Supplemental Quiz 1
Week 2	Class 7: Artifact Typology (Ceramics and Glass)	Kipfer Ch. 1
Week 2	Class 8: Artifact Typology (Metal and Other)	Kipfer Ch.1
Week 3	Class 9: Lab Safety and Artifact treatment	Kipfer Ch. 7
Week 3	Class 10: Curation, Cataloguing, and Storage	Supplemental Quiz 2
Week 3	Class 11: CRM Methods and Site management	Supplemental
Week 3	Class 12: Employment and Career Paths	Supplemental Test

SYLLABUS MAY BE SUBJECT TO REVISION

In-Person Syllabus (AHC at Old Cahawba Archaeological Park)

Program Purpose and Professional Focus

The Cultural Resource Management (CRM) Professional Training Program is an intensive, agency-based field school designed for students, recent graduates, and emerging archaeologists preparing for careers in CRM and applied archaeology. Participants work within an active historic-site research and management program and learn the professional standards, documentation practices, equipment workflows, safety expectations, and regulatory context used throughout the CRM industry.

This is more than a traditional academic field school. The program connects archaeological method to real preservation decisions and follows information through the complete project workflow: research design, survey, excavation, field recording, artifact processing, analysis, interpretation, curation, and public

communication. Participants complete the program with substantial practical experience, an expanded professional network, specialized technical exposure, and a clearer understanding of entry-level CRM work.

Schedule status: This syllabus establishes the planned 2027 program structure. Field locations, daily topics, departure times, and activity sequencing may change in response to weather, site conditions, preservation priorities, instructor availability, or regulatory requirements.

2. The Alabama Historical Commission and Old Cahawba

The Alabama Historical Commission

The Alabama Historical Commission is Alabama's official historic preservation agency and serves as the State Historic Preservation Office. Its responsibilities encompass archaeological sites, historic buildings and districts, cemeteries, cultural landscapes, and other resources that document the state's long and complex history. Through stewardship, regulatory review, historic-site management, technical assistance, research, and public education, AHC works to identify, document, interpret, and preserve Alabama's cultural resources.

The CRM Professional Training Program advances AHC's long-term commitment to strengthening Alabama's archaeological workforce, bridging the gap between classroom study and professional fieldwork, expanding public understanding of CRM, providing accessible technical training, and producing research that supports the preservation and interpretation of Old Cahawba.

Why Old Cahawba?

Old Cahawba is located in Alabama's Black Belt at the confluence of the Alabama and Cahaba rivers. The town served as Alabama's first state capital from 1820 to 1826 and later developed into an important antebellum river and commercial center. Its National Register-listed archaeological landscape preserves evidence of Indigenous occupation, early statehood, urban development, slavery, the Civil War, emancipation, Reconstruction, and generations of community life.

Cahawba's history did not end when the capital moved or its antebellum economy declined. Following the Civil War, formerly enslaved residents acquired property, established homes and institutions, and helped shape the town into an important center of African American community and political life. That history is central to the park's archaeological research and public interpretation.

Buried foundations associated with the state-capital period and the historic downtown

Domestic sites connected to free and enslaved residents, including houses, kitchens, outbuildings, and activity areas

Post-emancipation homes and resources associated with Cahawba's African American community

Historic streets, town lots, gardens, wells, and other features of the designed landscape

Cemeteries, burial landscapes, and culturally sensitive preservation areas

Archaeological deposits reflecting Indigenous occupation and centuries of activity along the two rivers

3. Program Learning Outcomes

By the end of the five-week program, a successful participant should be able to:

- Explain the purpose and sequence of Phase I survey and Phase II evaluation within a CRM project.

- Describe how the National Historic Preservation Act, the National Environmental Policy Act, and relevant state preservation laws shape archaeological work.
- Carry out supervised pedestrian survey, shovel testing, controlled excavation, and feature documentation using professional procedures.
- Maintain horizontal and vertical provenience, recognize stratigraphic relationships, and produce legible, complete field records.
- Apply introductory identification principles to ceramics, glass, metals, lithics, ecofacts, and other common archaeological materials.
- Clean, sort, catalog, label, and prepare artifacts and associated records for analysis and long-term curation.
- Use site forms, maps, field notes, photography, plan and profile drawings, and digital records to communicate archaeological information.
- Collect and evaluate spatial data while recognizing the differences among recreational GPS, tablet-based collection, and survey-grade GNSS.
- Demonstrate foundational competence in one specialized track and explain that method's capabilities, limitations, and ethical requirements.
- Work safely, ethically, and productively as a member of an archaeological field and laboratory crew.
- Interpret archaeological findings for public audiences without overstating the evidence or disclosing sensitive information.
- Identify multiple employment pathways and describe the professional expectations placed on entry-level CRM archaeologists.

4. Core Curriculum

- CRM law and regulatory compliance. Section 106 of the National Historic Preservation Act; the National Environmental Policy Act; relevant Alabama preservation requirements; professional standards; and the relationship among archaeology, project planning, consultation, and preservation decisions.
- Survey and excavation. Pedestrian reconnaissance, shovel testing, grid and transect control, test-unit excavation, feature investigation, screening, provenience, stratigraphy, plan and profile recording, and field safety.
- Artifact identification. Introductory classification of ceramics, glass, metals, lithics, ecofacts, and other materials commonly encountered on precontact and historic archaeological sites.
- Laboratory processing. Artifact cleaning, sorting, basic identification, cataloging, data entry, quality control, labeling, packaging, and preparation for long-term curation.
- Technical documentation. Site forms, field notes, provenience records, maps, drawings, photography, digital data, and the documentation standards required for defensible professional reporting.
- Public archaeology. Ethical communication, community engagement, interpretation of complex cultural landscapes, visitor interaction, demonstrations, and presentation of findings.
- Career readiness. Workplace ethics, crew communication, fieldwork expectations, reliability, professional conduct, job-search preparation, networking, and employment pathways across the CRM sector.

Instructional Methods

Instruction combines short lectures and hands-on tutorials , demonstrations, supervised field rotations, laboratory practice, collaborative analysis, group presentations, and reflective feedback. Some lectures and preparatory materials may be assigned in advance so that in-person time can focus on applied training and discussion. Participants are responsible for completing assigned materials by the stated deadlines.

5. Five-Week Instructional Sequence in-Person

Week	Scheduled pattern	Primary emphasis
Week 1	Mon-Tue: lecture Wed-Thu: field Fri: laboratory	Orientation; Old Cahawba context; CRM law review; safety review; research design; survey and excavation fundamentals ; documentation standards at Old Cahawba; supervised field application; first laboratory workflow.
Week 2	Mon-Thu: field Fri: laboratory	Extended Phase I rotation; crew roles; systematic data collection; excavation and feature recording; mapping; laboratory processing; cataloging; and records quality control.
Week 3	Mon-Tue: lecture Wed-Thu: field Fri: laboratory	Artifact identification review; stratigraphy and provenience review; technical documentation at Old Cahawba; regulatory and ethical decision-making modules; public interpretation; advanced field rotations; and mid-program data review.
Week 4	Mon-Thu: field Fri: laboratory/preparation	Extended Phase II rotation; Focused investigation and documentation; completion of assigned field tasks; laboratory processing; dataset audit; collaborative interpretation
Week 5	Mon: track instruction Tue-Thu: applied track work Fri: preparation Sat: Public Archaeology Day	One specialized track in GPR, GIS, photogrammetry, or cemetery preservation; applied field and laboratory work; Friday presentation and demonstration preparation; Saturday public programming; and the career-pathways roundtable.

2027 Session Calendar

Milestone	Session 1	Session 2	Notes
Arrival / airport transfer	Sunday, May 23	Sunday, June 27	Housing check-in and transfer details provided after acceptance.
Week 1	May 24-28	June 28-July 2	Lecture, field, and lab
Week 2	May 31-June 4	July 5-9	Field-intensive CRM rotations and laboratory processing.
Week 3	June 7-11	July 12-16	Lecture, field, and lab

Week 4	June 14-18	July 19-23	Field-intensive CRM rotations and laboratory processing.
Week 5 / specialization	June 21-26	July 26-31	Track instruction Monday-Thursday; preparation Friday; Public Archaeology Day Saturday.
Departure / airport transfer	Sunday, June 27	Sunday, August 1	Saturday remains a weekend or programming window unless otherwise announced.

Weekend programming: Weekends are generally unscheduled. Optional public or professional programming may be announced. Airport transfer Sundays and any required weekend activities will be communicated in advance.

Daily Operating Schedule

Lecture, Laboratory, and Preparation Days

~Time	Activity
7:20 a.m.	Morning departure from housing
8:00 a.m.	Arrival at Old Cahawba
12:00-1:00 p.m.	Lunch window; 30-minute lunch within this period
4:30 p.m.	Departure from Old Cahawba
5:00 p.m.	Arrival at housing
6:30 p.m.	Dinner for meal-plan participants

Field Days

~Time	Activity
6:00-7:20 a.m.	Weather-dependent morning departure from housing; the exact time will be announced.
12:00-1:00 p.m.	Lunch window; 30-minute lunch within this period
3:30-4:00 p.m.	Fieldwork concludes; timing varies with conditions and travel
6:30 p.m.	Dinner for meal-plan participants

Public Archaeology Day

Public Archaeology Day is held on the Saturday following the final Friday of each session: June 26 for Session 1 and July 31 for Session 2. The event schedule, presentation assignments, demonstration stations, and transportation details will be issued during the program. Participation is required.

6. Specialized Technical Tracks

One specialized track is included in the five-week program. Applicants rank their preferences, and AHC assigns placements according to instructional capacity, project needs, and cohort balance. When feasible, CRM group projects will combine participants from different tracks so that each team benefits from multiple technical perspectives.

Ground-Penetrating Radar (GPR)

The GPR track introduces the scientific principles, field methods, analytical workflows, and interpretive limitations of archaeological geophysics. Participants work in Old Cahawba's Historic Downtown, where former streets and town lots preserve buried traces of Alabama's first capital and later river town. Students progress from research design and grid layout through data collection, processing, visualization, and cautious interpretation.

- Electromagnetic-wave transmission, reflection, attenuation, and the material contrasts that produce subsurface anomalies
- Research questions, site suitability, grid placement, coordinate control, transect spacing, system configuration, and survey-wheel calibration
- Systematic field collection, notes, quality control, and troubleshooting using real archaeological targets
- Review and processing of radar profiles, including appropriate corrections, gains, filters, and plan-view depth slices
- Integration of anomalies with maps, surface evidence, excavation data, and other sources while avoiding unsupported identification
- Effects of soil composition, moisture, surface condition, target size, depth, orientation, and modern disturbance

Geographic Information Systems (GIS)

The GIS track provides a practical, field-to-finish introduction to archaeological mapping, spatial data management, and basic analysis. Participants collect new data across Old Cahawba, integrate it with existing maps and records, evaluate positional quality, and convert it into clear professional products for CRM, preservation planning, and public interpretation.

- Vector and raster data, layers, attribute tables, scale, resolution, and archaeological and environmental applications
- Datums, projections, coordinate systems, accuracy, precision, metadata, and quality control
- Introductory workflows in ArcGIS Pro, ArcGIS Online, and mobile data-collection tools
- Operation of a handheld Garmin GPS receiver, a GPS-enabled data-collection tablet, and a survey-grade GNSS base-and-rover system
- Mapping shovel tests, excavation units, features, site boundaries, surface resources, and landscape elements
- Geodatabase organization, editing, querying, measurement, basic overlay, distribution analysis, symbology, and map layout
- Integration of field observations with aerial imagery, historic maps, environmental datasets, and archaeological records

Photogrammetry and Digital Heritage Documentation

The photogrammetry track introduces Structure-from-Motion (SfM) photogrammetry as a method for creating accurate, measurable, and visually detailed records of cultural resources. Participants photograph historic monuments, headstones, architectural elements, and archaeological artifacts before processing the datasets into scaled, high-resolution 3D models with Agisoft Metashape.

- Project planning based on research goals, subject conditions, required scale, resolution, and final products
- Camera settings, focus, depth of field, systematic coverage, image overlap, lighting, and strategies for difficult surfaces
- Scale bars, coded targets, reference measurements, and photographic logs
- Field recording of monuments and headstones and controlled laboratory photography of artifacts
- Agisoft Metashape workflow: image alignment, camera optimization, depth maps, point clouds, mesh construction, texturing, scaling, and export
- Quality control for gaps, distortion, alignment errors, noise, and insufficient photographic coverage
- File naming, metadata, backups, model cleanup, sustainable formats, and preparation for long-term digital preservation
- Research, condition assessment, visualization, education, and responsible public sharing

Cemetery Preservation and Documentation

The cemetery track introduces the legal, ethical, technical, and community-centered practices required to care for historic burial grounds. Working under professional supervision, participants document cemetery landscapes, assess monument conditions, and, where appropriate, clean and undertake limited stabilization using conservation-compatible methods.

- Applicable burial laws, ownership and access, permissions, professional conduct, cultural sensitivity, and responsibilities to descendants and affiliated communities
- Documentation of cemetery boundaries, grave locations, monuments, paths, fences, vegetation, and other landscape features
- Condition assessment for instability, biological growth, surface loss, cracking, displacement, previous repairs, and deterioration
- Identification of stone, concrete, brick, metal, and other monument materials and their treatment needs
- Appropriate tools and conservation-compatible cleaning methods; avoidance of damaging chemicals, coatings, and abrasives
- Minimum intervention, basic stabilization principles, treatment limits, and recognition of when a specialist conservator is required
- Condition forms, photographs, maps, treatment logs, monitoring recommendations, priorities, maintenance schedules, and preservation plans
- Respectful public interpretation that incorporates cultural memory, archival evidence, and community knowledge

7. Public Archaeology and Career Development

Each session concludes on Saturday with a Public Archaeology Day at Old Cahawba: June 26 for Session 1 and July 31 for Session 2. Participants help present the session's discoveries and research to visitors, explain archaeological methods, demonstrate field or laboratory techniques, and interpret the significance of the park's cultural landscape. This experience develops the communication skills increasingly expected in CRM, public-sector archaeology, museums, historic sites, and community-engaged preservation.

- Public Archaeology Day also includes a career-pathways roundtable with archaeologists representing government agencies, private CRM firms, nonprofit organizations, museums, universities, and historic sites. Participants are expected to prepare questions, engage professionally, and use the event to better understand hiring practices, career stability, workplace expectations, and opportunities for continued development.
- Collaborative Project and Presentation
- Maintain complete, auditable field and laboratory records for the group's assigned work.
- Synthesize archaeological, spatial, material, and historical evidence without overstating conclusions.
- Prepare a concise public-facing presentation or demonstration appropriate to a general audience.
- Share speaking and demonstration responsibilities equitably and respond professionally to questions.
- Protect sensitive site, burial, location, and personal information in all public materials.

8. Participant Evaluation and Completion

The program is competency- and participation-based rather than letter-graded. Instructors provide ongoing feedback during field, laboratory, technical-track, and public-facing activities. Evaluation emphasizes safe performance, improvement, accurate documentation, ethical judgment, teamwork, reliability, and readiness for supervised entry-level CRM work.

Evaluation area	Evidence of successful participation
Field practice	Follows methods, maintains provenience, uses tools safely, completes assigned tasks, and responds to supervision.
Laboratory practice	Processes materials carefully, applies the assigned cataloging system, maintains labels and associations, and completes quality-control checks.
Documentation	Produces legible, accurate, timely, and internally consistent notes, forms, maps, photographs, and digital records.
Professional conduct	Arrives prepared, communicates clearly, works respectfully, protects resources and data, and contributes to the crew.
Specialized track	Participates fully in the assigned track and can explain the method's workflow, appropriate uses, limitations, and ethical concerns.
Public archaeology	Contributes to the group presentation or demonstration and communicates findings accurately to visitors and professionals.

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