



United States Department of the Interior

NATIONAL PARK SERVICE
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IN REPLY REFER TO:

December 14, 1995

Memorandum

To:

From: Dennis Vasquez, Natural Resources Training Manager,
Albright Training Center

Subject: "Fundamentals for Professional Natural Resource Managers"
Syllabus

A six week training program, "Fundamentals for Professional Natural Resource Managers," will be conducted May 20 - June 28, 1996 at the Albright Training Center. Approximately two years ago, a detailed syllabus was developed for this course. A big thanks to all of you who were involved in this preparatory work.

The syllabus is enclosed. Your name was given to me as someone who had assisted in the development of the course outline or someone who would be a valuable reviewer of these materials.

I am requesting your assistance in reviewing the syllabus, either the entire package or sections that you feel you are best qualified to review. Specifically, would you assess the following:

- Review the session descriptions and objectives to insure that they are still current in light of changes in the past two years (Is the session addressing a current need? Is current law/policy/regulation being addressed?).
- Suggest instructors (including yourself) for the particular sessions.
- Suggest additional subject matter experts to review particular session descriptions.

Generally, would you review the package to see if we have left out any major topics? Any other suggestions about organization or content?

I realize that the package is lengthy, and I am asking much of you. But this is our opportunity to refine the syllabus and define the course that this training program will take. This program has been identified as the top priority training need in the natural resources career field.

Feb. 2, 96

Please send your comments to me in any form--corrections on the hard copy pages enclosed, notes by cc:mail, telephone call, informal memorandum, etc.--by ~~January 19, 1995~~. This material is also available as a zipped WP5.1 document that I can send by cc:mail. I will then compile your comments in a revised syllabus. I will organize the course content into common subject areas. I will add training course design elements, i.e., variety of methods of delivery, field exercises, content review and integration.

Thank you for your contributions to the success of this course.

Dennis A. Vasquez

FUNDAMENTALS

for

PROFESSIONAL NATURAL RESOURCES MANAGERS

The National Park System protects many of the finest examples of natural areas in the country. Managing these areas to maintain all the components and processes of naturally evolving ecosystems in the face of increasing impacts from human activities has become more complicated and challenging. For the National Park Service to be better prepared to face the challenges, a five-year *Strategic Plan for Improving the Natural Resource Program of the National Park Service* was undertaken. As part of the five-year strategic plan, the *Natural Resources Strategic Plan Professional Development Program* was established. The professional development program recognizes that effective management of natural resources in the National Park System today requires a comprehensive training program, and that a Natural Resources Academy should be the setting in which to offer an array of natural resources training opportunities as part of a multifaceted approach to resources management training and professional development.

The new multifaceted training agenda includes a series of advanced-level courses in selected subject matter areas, as well as the intensive six-week *Fundamentals for Professional Natural Resources Managers* course described in this syllabus. The Fundamentals course is designed to enhance the scholastic education of new employees in professional natural resources management positions with additional knowledge specific to the management of natural resources programs in the National Park Service. Graduates of the Fundamentals course, offered for the first time in 1995, will be capable of applying laws, policies, agency expertise, public input and research information into park resources management operations. The *Fundamentals for Professional Natural Resources Managers* course helps take the National Park Service in a new direction in natural resources professional development and natural resources training.

CRITERIA FOR SELECTING PARTICIPANTS

Grade Range: GS 7-12

Resources management duties: The Fundamentals course is targeted for positions that perform resources management exclusively or as a primary duty. The positions should have a positive education requirement in natural resources management. Participants will be those who hold professional resources management positions and have less than 5 years in the Service or have not received any significant resources management training in the last 5 years.

COURSE OBJECTIVES

- 1 ** Discuss the NPS mission and natural resources management history and policy and their relationship to natural resources management.
 - 2 ** Describe pertinent environmental laws and their application to the NPS.
 - 3 ** Describe the function of major organizational units in the NPS as they relate to management of the resources.
 - 4 ** Explain how to develop and carry out a natural resource program including both fiscal and human resources.
 - 5 ** Explain the principles and procedures of integrated resources management planning.
 - 6 ** Discuss the principles of ecosystem management and effective use of partnerships to meet the stewardship mission of the NPS.
 - 7 ** Explain why and how one gets involved with science and how this will affect one's ability to manage park resources.
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NOTE:

This syllabus contains descriptions of the sessions identified as important to be part of the six-week Fundamentals course by the working group convened to develop this new course. Like any new course, the content and length of the sessions will need to be adjusted based on feedback from course participants once the course has started. In addition, the course syllabus needs to remain dynamic to reflect changes in knowledge and technologies that necessarily evolve with time.

Fundamentals for Professional Natural Resources Managers

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RMP

SESSION: CLASS AND STAFF INTRODUCTIONS

LENGTH: 2 hours

METHOD: Group participation

DESCRIPTION:

This is an opportunity on the first day of class for students and the Course Coordinator to share their background and current position requirements. Participants typically present brief summaries of their current duties, the issues that confront the resources of their park, and what they hope to gain from the Fundamentals course.

OBJECTIVES:

By the end of this session participants will be able to:

1. Identify with the majority of their classmates.
2. Identify the role of the Course Coordinator.
3. Gain appreciation for the complexity and diversity of resources management issues throughout the National Park System.

SESSION: COURSE OVERVIEW

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The Course Coordinator discusses the history of the Fundamentals course, its seven objectives and its format. The Course Coordinator also reviews administrative details of the course.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss the purpose of the Fundamentals course.
2. Describe at least four of the course objectives.
3. Explain the logistical aspects of the course that effect them.

SESSION: THE NATIONAL PARK SERVICE MISSION: THE ACT OF 1916

LENGTH: 3 hours

METHOD: Participatory lecture

DESCRIPTION:

The instructor will focus on the Organic Act of 1916, its evolution, concluding with the 1970 Act for Administration and the 1978 Redwood Amendment.

The session will focus on the most current judicial interpretation of the Organic Act, including the controversial words of "conserve" and "enjoyment", and whether the NPS has a dual or single mission.

OBJECTIVES:

By the end of this session participants will be able to:

1. Accurately define the mission of the NPS, as prescribed by the Federal Courts to be a single mission of conservation.
2. Develop an intellectual yardstick by which to measure whether certain activities may be allowed in parks.
3. Explain how NPS regulations construe commercial consumptive uses of parks.

SESSION: CONTENDING FOR THE PARKS: THE HISTORY OF THE NATIONAL PARK SYSTEM

LENGTH: 3 hours

METHOD: Participatory lecture

DESCRIPTION:

The instructor will focus on the development of the National Park System as a political process fraught with conflicts over resources. The session will touch on the seminal conflicts that shaped the National Park System, such as the struggle over Hetch Hetchy, Echo Park, water rights, Marble Canyon, Redwoods. The session will use themes such as water, dams, external threats, and System growth to illustrate the history of the System.

OBJECTIVES:

By the end of this session participants will be able to:

1. Place into context the struggles, issues and controversies that confronted the System yesterday and still confront it today.
2. Describe how the growth of the System has always involved an evolution in consciousness by Congress, just as it does today.

Instructor: Al Rente

SESSION: THE HISTORY OF NATURAL RESOURCES MANAGEMENT IN THE NPS

LENGTH: 2 hours

METHOD: Participatory lecture

DESCRIPTION:

The instructor will provide a history of the evolution of the National Park Service efforts to manage its natural resources. Emphasis will be on early efforts to manage for "good" resources and how that has shifted to managing instead on an ecosystem basis and maintaining natural processes. The Leopold Report and reports of the other blue ribbon panels that have reviewed NPS science and management over the past thirty years, up to and including the recent National Academy of Sciences report, will be a key focus of the session.

OBJECTIVES:

By the end of this session participants will be able to:

1. Trace the development of NPS management strategies from species or object management to ecosystem management and preserving natural processes.
2. Explain the role of the Leopold Report and other reports and how they have changed NPS management philosophy.
3. Describe some of the conundrums that arise from attempting to carry out a natural process strategy in a world where the NPS does not have complete management authority over all internal and external factors.

Instructor: Dave ...

SESSION: MANAGING RESOURCES AND CONSTITUTIONAL ISSUES

LENGTH: 3 hours

METHOD: Group exercise, lecture

DESCRIPTION:

The class will be broken into groups. Each group will examine a real natural resource issue in the context of constitutional implications. The issues will involve First Amendment rights of free speech and free exercise of religion, Fifth Amendment issues of taking private property for public use, Tenth Amendment issues of state vs. Federal responsibility regarding wildlife, and Federal Supremacy.

OBJECTIVES:

By the end of this session participants will be able to:

1. Employ analytical faculties.
2. Examine the tests that the courts have used to balance First Amendment rights against other governmental interests, such as park resource protection.
3. Explain the standards under which courts may find that governmental action to protect resources may result in a "taking."

SESSION: LAND PROTECTION AND NATURAL RESOURCES

LENGTH: 2 hours

METHOD: Participatory lecture

DESCRIPTION:

The instructor will explain the overall land statistics of the National Park System, examine difficulties presented by nonfederal lands inside park boundaries, explain the authorities and funding sources for the acquisition of lands, and discuss the use of condemnation as an acquisition tool.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain the difference between fee and less than fee title.
2. Explain how the NPS obtains monies for land acquisition.
3. Discuss the authority and the "pros" and "cons" of acquiring lands without the consent of the owner.

SESSION: MINERAL RIGHTS IN THE NATIONAL PARK SYSTEM

LENGTH: 2 hours

METHOD: Participatory lecture

DESCRIPTION:

The instructor will explain that there are three kinds of mineral rights within units of the National Park System: claims, leases and nonfederal mineral rights. The session will focus on the nature of the various rights and how they differ, as well as how the NPS approaches each right to protect park resources. The session will describe NPS regulatory tools and other tools for managing minerals.

OBJECTIVES:

By the end of this session participants will be able to:

1. List the three kinds of mineral rights that may be found in the National Park System.
2. List the kind of mineral right that may occur in their particular park, if any.
3. Describe which regulations apply to which mineral situation.

Instructor: Mark B. ...

SESSION: OVERVIEW OF THE CLEAN AIR ACT

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

The instructor will explain the general provisions of the Clean Air Act (National Ambient Air Quality Standards and New Source Performance Standards). The session will focus on those parts of the Clean Air Act that apply particularly to NPS units that are Class I areas and have special protection under the Prevention of Significant Deterioration program for their air quality related values, including visibility. Federal compliance with state laws will be addressed.

OBJECTIVES:

By the end of this session participants will be able to:

1. Distinguish between criteria pollutants and pollutants for which NPS has protection for the prevention of significant deterioration.
2. Explain the standards under which the Environmental Protection Agency (EPA) may issue permits for new facilities that may affect a Class I area.
3. Explain the conditions under which EPA can require an existing major emitting facility to retrofit to the best available technology to reduce impacts to visibility in NPS Class I areas.

Submitted Molly Foss

SESSION: OVERVIEW OF THE CLEAN WATER ACT

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

The instructor will explain in particular how the Clean Water Act establishes water quality standards, water quality criteria, requires permits to discharge, what are waters of the United States, and what is a point source. The session will include why NPS is subject to state laws under the Clean Water Act and will touch on non-point source pollution and stormwater runoff rules.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain the difference between water quality standards and water quality criteria.
2. Explain why state water pollution laws govern the NPS and other Federal agencies.
3. Explain the kinds of NPS facilities that will require permits to discharge into waters of the United States.

SESSION: OUTSTANDING NATURAL RESOURCE WATERS

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will focus on this little known tool under the Clean Water Act to protect park waters from degradation.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain what non-degradation means in the context of the Clean Water Act water quality standards.
2. Discuss how the NPS can operate within the context of state agencies to have portions of NPS bodies of water designated as OSNRW.

SESSION: WATER RIGHTS AND THE NATIONAL PARK SYSTEM

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

The instructor will explain the two major doctrines of water rights in the United States: riparian and appropriative rights, and the role of the states in applying water rights laws. The session will then address the reserved water rights of the Federal Government that are independent of state law provisions of diversion, beneficial use, and forfeiture, except for adjudications of quantity in state proceedings under the McCarran Amendment.

OBJECTIVES:

By the end of this session participants will be able to:

1. Compare the riparian water rights doctrine to that of prior appropriations, listing at least two fundamental differences.
2. Explain how the Federal reserved water right came into being.
3. Explain how the Federal reserved water right is independent of state laws.
4. Discuss the adjudication process by which NPS reserved rights and other rights are quantified, and the role of the state.

SESSION: WETLANDS AND FLOODPLAIN MANAGEMENT

LENGTH: 2 hours

METHOD: Lecture, case studies

DESCRIPTION:

This session focuses on the laws, regulations, policies, and guidelines that govern how the National Park Service manages wetland and floodplain resources. Definitions of floodplains and wetlands are presented and a summary of the classification scheme for wetlands in current use is briefly discussed. Sound planning procedures, environmental compliance, and sources of technical assistance about wetlands inventory, mapping, and restoration are emphasized. Park case studies are used to illustrate past successes and mistakes.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss the definitions of wetland and floodplain.
2. Identify the key laws and regulations from which Service policies and guidelines for wetland and floodplain management are derived.
3. List sources of information, both inside and outside of the Service, available for resources managers with questions on wetlands and floodplain management.
4. Outline planning requirements for managing wetlands and floodplains.

SESSION: RECREATIONAL LEGISLATION AND EXTERNAL RECREATION
PROGRAMS [National Trails System Act, Wild and Scenic Rivers Act,
Land and Water Conservation Fund Act]

LENGTH: 2 hours

METHOD: Lecture, case studies

DESCRIPTION:

This session will cover three recreation laws passed in the 1960s that effect park management: the Land and Water Conservation Fund Act of 1965, the Wild and Scenic Rivers Act of 1968, and the National Trails System Act of 1968. These laws include the mandates for National Park Service external recreation programs. The session will also cover how these laws can be used to help protect resources in parks and on adjoining lands.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the essential elements of the following laws:
 - Land and Water Conservation Fund Act of 1965
 - Wild and Scenic Rivers Act of 1968
 - National Trails System Act of 1968
2. Describe National Park Service external activities that result from the laws listed above, and explain how these programs can be used to protect resources in parks and on adjoining lands.

SESSION: THE WILDERNESS ACT

LENGTH: 2 hours

METHOD: Participatory lecture

DESCRIPTION:

During this session participants will take a close look at the Wilderness Act and learn how it applies to the management of NPS areas. Participants will have an opportunity to learn which parks have designated wilderness and which ones have wilderness designations pending. The session will also include overviews of the wilderness study process, NPS policies related to wilderness, and wilderness management planning.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss the implications of the 1964 Wilderness Act to the National Park Service and its relation to the 1916 NPS Organic Act (as amended).
2. Describe how wilderness differs from park backcountry.
3. Discuss the implications of the 1993 Wilderness Task Force Report.
4. Discuss NPS policies for managing wilderness, including the preparation of wilderness management plans, resources management, interpretation, maintenance, etc.
5. Identify sources of additional information on wilderness management and planning.
6. Discuss the relationship between wilderness, ecosystem management, and the need for interagency coordination.
7. Discuss managing wilderness as a "resource".

SESSION: HAZARDOUS MATERIALS MANAGEMENT

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

This session discusses the main elements of environmental and safety regulations as they apply to resource protection and human health and safety. NPS roles and responsibilities in hazardous materials management at NPS Federal facilities are outlined. Major topics are the Federal Facilities Compliance Act (FFCA) and its implications, hazardous waste management, application of the Resource Conservation and Recovery Act (RCRA) to Federal facilities, OSHA provision for hazardous materials activities, and hazardous substance release and site assessment in accordance with the Comprehensive Environmental Response, Compensation and Liability Act (CERCA/SARA). The session also discusses resources for managing hazardous materials issues and discusses discretionary and nondiscretionary actions, responsibilities, and implications of hazardous materials decision making. The processes of hazardous materials investigations through preliminary assessments and site investigations are described, as are action strategies for containment and remediation of hazardous materials. Waste minimization and pollution prevention are emphasized.

OBJECTIVES:

By the end of this session participants will be able to:

1. List facilities management components that promote cost-effective waste minimization and disposal, employee health and safety, and regulatory compliance relating to hazardous materials and the FFCA.
2. Identify the roles and responsibilities of park managers, and natural resources managers in particular, in hazardous materials management.
3. Discuss the processes for preliminary investigations and site investigations, as well as action strategies for containment, remediation and cleanup of hazardous materials in the environment.

SESSION: NATURAL RESOURCE DAMAGE ASSESSMENTS

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

This session provides a brief overview of natural resource damage assessments in the National Park Service. Pre-emergency resource condition documentation is outlined. A mock exercise with role playing provides participants with the opportunity to develop action strategies and become familiar with resource damage assessment documentation methods, under the Incident Command model as developed by the fire management program.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the resource damage assessment process from pre-emergency contingency planning, through action strategies and documentation methods in resource damage assessments in major disaster events.
2. Describe the Incident Command response system, the resource damage assessment role of natural resources managers in particular.

Instructor: Dan Hanson

SESSION: OIL SPILL RESPONSE

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will focus on the oil spill prevention and response section of the Clean Water Act, as amended in 1990 by the Oil Pollution Act. The session will address: prohibited acts of discharge, failure to report discharge, requirements for contingency planning to prevent and to respond to discharges, and the Federal response organization from the initial report to the clean up.

OBJECTIVES:

By the end of this session participants will be able to:

1. List the two major acts prohibited by the oil pollution sections of the Clean Water Act.
2. Explain what planning requirements each NPS unit must meet for oil spills or hazardous substance releases.
3. Recount that the Coast Guard and the Environmental Protection Agency have overall responsibility for response.
4. Recall to whom they should make a report in case of an oil/hazardous substance discharge in their park.

Instructor: Dan Hargis

SESSION: THE ENDANGERED SPECIES ACT

LENGTH: 3 hours

METHOD: Lecture, case study

DESCRIPTION:

The session will introduce the participants to the background and provisions of the Endangered Species Act and its amendments. The session will include: definitions contained within the act, the various sections of the act, the major program objectives listed in NPS-77 (the *Natural Resources Management Guideline*) and the relationship to NPS management policies. Additional direction will be given on the role and function of various offices in meeting compliance requirements of the Endangered Species Act, including section 7 consultations with the U.S. Fish and Wildlife Service, recovery plans, and management responsibilities with state agencies for candidate species. The points of single species management vs. ecosystem management will be presented. Case studies will be presented which involve Federally listed species and where park resource management programs have included Federal species.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain the difference between threatened, endangered, listed and candidate species and other terms specific to the Endangered Species Act.
2. Identify the process to make a determination as to whether a species will require consultation.
3. Explain the difference between informal and formal consultation for an endangered species.
4. Describe how various taxa are treated or covered by the Endangered Species Act.
5. Describe what steps are required when an endangered species is discovered within the parks natural zone at a construction site.

SESSION: FEDERAL WILDLIFE LAWS

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will present a synopsis of the basic Federal wildlife laws (not including the Endangered Species Act that is covered separately). The laws in particular are the Lacey Act, Migratory Bird Treaty Act, Marine Mammal Protection Act, Bald Eagle Act.

OBJECTIVES:

By the end of this session participants will be able to:

1. List the four major Federal wildlife laws that have criminal penalties attached.
2. Explain how these laws may be used in providing protection for wildlife resources within units of the National Park System.

SESSION: ENVIRONMENTAL COMPLIANCE: NEPA AND OTHER TOOLS FOR PROTECTING NATIONAL PARKS

LENGTH: 24 hours

METHOD: Participatory lecture, practical exercise(s)

DESCRIPTION:

Participants are introduced to the National Environmental Policy Act and other tools for protecting national parks, including opportunities that Federal, state, and local laws offer natural resources managers for protecting park resources. The 24 hours of instruction will be divided into several separate sessions to include the history and importance of NEPA and the CEQ Regulations, analyzing the significance of environmental impacts, analyzing cumulative impacts, public involvement and participation, and how to document a NEPA decision and create the Administrative Record. The sessions are designed to provide hands-on experience and skills in the environmental planning and analysis process. While the focus is on NEPA compliance, a broader approach should be accentuated that ties NEPA compliance with other applicable environmental law sessions, including the Federal Wildlife Law, Water Rights, Hazardous Materials, and Oil Spill Response sessions.

OBJECTIVES:

By the end of these sessions participants will be able to:

1. Apply environmental regulations to planning and operational decision making in the NPS.
2. Determine the appropriate level of NEPA documentation, issue identification, scoping, effective writing techniques and other skills related to effectively managing the NEPA process.

SESSION: WORKING WITHIN THE LEGAL SYSTEM: WHAT IS EXPECTED OF AN EXPERT WITNESS

LENGTH: 4 hours

METHOD: Case study, discussion, brief role playing

DESCRIPTION:

This session uses a case study as a framework to present an overview of how resources managers may be called upon to work with attorneys during litigation over complex resource issues. Such issues as building a sound case record, providing support and establishing rapport with Department of Justice lawyers, and testifying as an expert witness are reviewed during a participatory lecture. Brief role-playing episodes are used to make trainees better understand the different attitudes and objectives of all players in complex legal proceedings on resource issues.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss the roles of resources managers and other players involved in litigation over resource issues.
2. Explain the importance of building a good case record.
3. Demonstrate basic skills needed to act as an expert witness.

SESSION: WORKING WITHIN THE LEGAL SYSTEM: THE ROLE OF THE ATTORNEYS

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will explain who the Solicitor's Office in the Department of the Interior is and how they are organized, with an emphasis on Field Solicitor offices and the role of the Solicitors as the NPS legal advisors. The session will also cover how the Department of Justice attorneys support the NPS mission and NPS decisions in the judicial system.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the location and basic functions of the Departmental Solicitor.
2. Explain the ways that the parks may use the Field Solicitor for advice.
3. Explain how the U.S. Attorney provides assistance inside the courtroom to the NPS.

SESSION: CIVIL LIABILITY AND NATURAL RESOURCES MANAGEMENT

LENGTH: 2 hours

METHOD: Exercise, lecture

DESCRIPTION:

The instructor will present some real court cases that involve management of natural resources, such as bears, and the standards under which the U.S. may be held liable for injury or loss to visitors. Class participants will work on an exercise to arrive at their conclusions. Examination of the conclusions will be used to illustrate key points of liability.

OBJECTIVES:

By the end of this session participants will be able to:

1. Identify the key law under which the Government may be sued by a visitor who experiences death, loss or injury.
2. Explain the "discretionary duty defense" and how it comes into play in managing natural resources.
3. Describe the conditions under which the Federal employee is immune to suit.
4. List two methods to reduce the government's vulnerability to a successful suit.

SESSION: NPS MANAGEMENT POLICIES

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor explains what policies are, how the NPS policies relate to laws and regulations, and where key policies are found, in particular: the Blue Book, and applicable NPS Guidelines.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain that Policies as a source of guidance are third in a hierarchy of Law and Regulation.
2. Explain that the "Blue Book" contains the policies of the NPS as a whole.
3. Explain the role of NPS Guidelines and introduce the key guidelines that affect natural resources management.

SESSION: NPS-77: NATURAL RESOURCES MANAGEMENT GUIDELINE

LENGTH: 2 hours

METHOD: Lecture, case study

DESCRIPTION:

Natural resources are composed of inherently complex organisms, processes, and systems. Resources managers are selected from a variety of backgrounds and work in a variety of environments. NPS-77, the *Natural Resources Management Guideline*, combines existing guidance with documentation of unwritten practices and procedures of natural resources management and provides a consistent method to integrate management policies in decision making. The guideline is written based on the three primary authorities for administering units of the national park system: the Organic Act, General Authorities Act of 1970, and Redwoods Act of 1978. NPS-77 covers a spectrum of subjects and provides guidance for the management of resources in natural, cultural, and park development zones. The use of the guideline will provide consistent treatment of each type of resource in their respective zones. Participants will have the opportunity to work through case studies, applying the guidance in NPS-77.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the primary authorities used as the foundation for NPS resources management.
2. Explain how the Natural Resources Management Guideline is used in decision making at the park level.
3. Describe instances where the guideline is useful in setting direction for park resources management programs.

SESSION: POLICIES ON THE ADMINISTRATIVE USE OF PARK RESOURCES

LENGTH: 1 hour

METHODS: Lecture, case studies

DESCRIPTION:

The purpose of this session is to familiarize the participants with NPS policies and objectives for managing the types of park administrative activities that involve use or alteration of natural resources. A wide variety of examples of such activities will be used to illustrate the need for appropriate application of NPS policies and directives, compliance with the National Environmental Policy Act and National Historic Preservation Act, the proper use of management zoning in the planning process, and the need for documentation in approved resources management plans. Strategies for abatement of inappropriate uses will be discussed.

OBJECTIVES:

By the end of this session participants will be able to:

1. Identify a variety of park management activities that may require more stringent management in order to avoid resources damage.
2. Explain how NPS policies and planning processes can be applied to manage administrative uses of park resources.
3. Discuss strategies to abate or mitigate resources damage from administrative uses.

SESSION: INTEGRATED PEST MANAGEMENT PROGRAM AND POLICIES

LENGTH: 2 hours

METHOD: Lecture, demonstration

DESCRIPTION:

This session will introduce participants to the principles of integrated pest management (IPM) including pest problem identification, injury or damage thresholds, monitoring, and control methods. Participants will also be exposed to the NPS emphasis on mechanical or cultural means to prevent pest infestations in museum collections, structures, turf and visitor activity areas. They will learn the laws behind pesticide use and safety messages on pesticide labels. Students will understand the role of the Washington and Regional IPM coordinators and the process of requesting approval for pesticide use, keeping pesticide use logs, and certification requirements.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain the basic elements and reasons for the IPM program.
2. Describe the steps in the IPM pest identification process.
3. Describe the process of requesting and reporting pesticide use.
4. Explain how IPM is an integral part of everyone's job.

SESSION: EXOTIC SPECIES POLICY CONCEPTS

LENGTH: 2 hours

METHOD: 1 hour participatory lecture

1 hour case study

Handout: Handbook for Ranking Exotic Plants for Management and Control,
Ronald D. Hiebert and James Stubbendieck

DESCRIPTION:

The management of exotic species presents many difficult to resolve policy issues. This session provides insight into the goal of exotic species management that drives policy and effects the formulation of NPS guidelines. The discussion covers the relationship of non-native species to the concept of natural process management and the larger issue of ecosystem management. The prioritization of exotic species for management and control will be explained.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss the primary goal of exotic species management and the rationale behind the existing policies and guidelines.
2. Evaluate an exotic species issue and determine the proper course of action.
3. Discuss the long-term management implications and realities of exotic species eradication and control programs.

SESSION: SPECIAL PARK USES PROGRAM AND POLICIES

LENGTH: 2 hours

METHOD: Participatory lecture

DESCRIPTION:

The instructor will explain commercial and other uses of the parks and the conditions under which the NPS may permit such uses. The session will focus on the permitting process, the principles of "No derogation of park values without authority in law." The session will not focus on those special park uses, such as mineral rights, collections, ARPA, First Amendment, Indian activities that will be covered in separate sessions elsewhere in the agenda. The session will address rights-of-way, agricultural uses, commercial filming and special events. NPS 53, the *Special Park Uses Guideline*, will be introduced.

OBJECTIVES:

By the end of this session participants will be able to:

1. List the two general authorities for rights-of-way in units of the National Park System and the regulations that govern such grants;
2. Explain the situations when agricultural special uses, commercial filming and special events may be appropriate to permit in a park.
3. Describe the environmental compliance requirements and the instrument for permitting the above special uses.

SESSION: CONCESSIONS IN THE NPS - PROGRAM AND POLICIES

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

The instructor will examine the history of concessions operations in the NPS, the legislative authority for concessions, the organization of the concessions management program in the Washington and Regional Offices, resources management issues regarding concession operations, and the status of concession reform initiatives.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain the basic objectives of the Concessions Policy Act of 1965 and the concession reform legislation of 1994.
2. Recount the extent of concession operations in general.
3. Explain how a concessionaire differs from a commercial use licensee.
4. Discuss the tension between concessionaire objectives and those of the NPS and how they may conflict.

SESSION: FIRE AS A NATURAL PROCESS AND RESOURCES MANAGEMENT TOOL - FIRE MANAGEMENT PROGRAM AND POLICIES

LENGTH: 4 hours

METHOD: Lecture, case studies, discussion

DESCRIPTION:

An overview of the NPS *Management Policies* as they relate to fire management, NPS-18, the *Fire Management Guideline*, and fire management planning will be provided. The ecological role of fire as a natural process and the importance of understanding local fire history as it applies to ecosystem management will be discussed. Participants will learn the distinctions between natural prescribed fire, management prescribed fire, and wildfire, and the implications of each for resources management. Examples of the application of fire in the management of cultural and natural resources will be illustrated. The need for ecological monitoring, in order to assess the intended effects of prescribed fire applications, will be emphasized. The NPS fire management program, its organization and role and functions, will be explained.

OBJECTIVES:

By the end of this session participants will be able to:

1. List the types of information needed to compile a fire history useful for fire management planning.
2. Explain NPS policies regarding the use of prescribed fire in various park management zones.
3. Explain and describe how ecological monitoring is necessary to measure prescribed fire objectives.
4. Describe where the NPS fire management program fits organizationally.

SESSION: ROLE AND FUNCTION OF THE NPS NATURAL RESOURCE ORGANIZATION

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

This session will provide participants with a broad overview of the structure of the National Park Service organization at the Washington and regional level. The responsibilities of various program offices and the relationship to regional and park organizations will be explained. The process of setting policy to implementing action will be demonstrated.

OBJECTIVES:

By the end of this session participants will be able to:

1. Outline the NPS organization at the WASO level.
2. Outline and explain coordinator duties for program managers for WASO program offices and regions.
3. Identify regional/WASO offices where various resources management program offices are housed.

1.33Y MILLER

SESSION: ROLE OF THE WASO AIR QUALITY DIVISION

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will explain who the WASO Air Quality Division is, how they are organized into various branches, and the role of the Regional Air Quality Coordinator as liaison between the field and WASO Air Quality Division.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the location and basic functions of the WASO Air Quality Division.
2. Explain the ways that the WASO Air Quality Division can help the field resources manager.
3. Name the Regional Air Quality Coordinator for their Region.

SESSION: ROLE OF THE WASO WATER RESOURCES DIVISION

LENGTH: 1 hour

METHOD: Lecture and materials display

DESCRIPTION:

This session begins with a brief (5-8 minutes) slide presentation to focus class attention on the variety of NPS aquatic resources and the diversity and complexity of water issues. The presenter then shifts to discuss first an organizational chart showing how the Water Resources Division (WRD) is organized and secondly a brief description of the function and expertise of each WRD organizational unit. Among key points covered are an explanation of WRD support provided to park and regional managers, guidance on how to get information from WRD and to request assistance, and a discussion of methods that the WRD uses to communicate to the Service. Handouts and display items include an organizational chart, names and phone numbers of regional and WRD contacts, and copies of past annual reports, the annual workplan, trip reports, planning documents, and issue-specific papers.

OBJECTIVES:

By the end of this session participants will be able to:

1. Briefly discuss two or three key water resource issues facing the Service.
2. Name the primary, functional, organizational units of the Water Resources Division and explain the type of support they can provide to parks and regions.
3. List three to five products that are generated by the Water Resources Division.

SESSION: ROLE OF THE WASO WILDLIFE AND VEGETATION DIVISION

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

This session introduces participants to Servicewide wildlife and vegetation management programs and presents an overview of the WASO Wildlife and Vegetation Division. It covers the division's organization, role and function, and the programs under the division's purview. The emphasis is on the technical assistance available to parks. Examples of past assistance provided to parks are included.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the roles and functions of the Wildlife and Vegetation Division.
2. Describe the programs under the Wildlife and Vegetation Division.
3. Identify the expertise available in the Wildlife and Vegetation Division.
4. Describe how the Wildlife and Vegetation Division supports and assists park resources management and research programs.

SESSION: ROLE OF THE WASO MINING AND MINERALS BRANCH

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will explain who the WASO Mining and Minerals Branch is, where they fit into the NPS organizationally, how they are organized into various responsibilities, and the role of the Regional Minerals Coordinator as liaison between the field and the WASO Branch.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the location and basic functions of the WASO Mining and Minerals Branch.
2. Explain the ways that the WASO Mining and Minerals Branch can help the field resources manager to manage active operations and abandoned mine lands.
3. Name the Regional Minerals Coordinator for their Region.

SESSION: ROLE OF THE DENVER SERVICE CENTER

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will explain who the Denver Service Center (DSC) is; how they are organized into various branches, and the role of DSC as the planner, designer and engineer for the NPS. The session will focus on the role of the DSC as it interfaces with natural resources programs, particularly in the planning process.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the location and basic functions of DSC.
2. Explain the ways that DSC conduct planning and design work.
3. Explain how DSC projects are funded.
4. Discuss how DSC projects interface with the park natural resources program.

SESSION: NPS NATURAL RESOURCES INVENTORY AND MONITORING PROGRAM

LENGTH: 2 hours

METHOD: Lecture, demonstration

DESCRIPTION:

This session provides a brief overview of the NPS Inventory and Monitoring Program and NPS-75, the *Natural Resources Inventory and Monitoring Guideline*. The importance of long-term ecological monitoring will be emphasized. Twelve basic Level 1 natural resources inventory categories are described, with timetable projections for their completion in Phase One of the inventory program. The monitoring program strategy focuses on major biogeographical associations, with an ecosystem management emphasis. The major monitoring projects at the prototype monitoring parks are utilized to illustrate the NPS approach to developing monitoring protocols for application in other parks occupying a similar ecological setting. The relationship between the NPS and the new National Biological Survey is explained for both the inventory and monitoring program elements.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the major program elements of the NPS inventory and monitoring program.
2. Identify the twelve Level 1 natural resource categories and discuss how each is tailored to individual park needs.
3. Identify how parks fit into the overall biogeographical association approach to monitoring natural resources.
4. Explain the relationship between the NPS and the new National Biological Survey with respect to both inventory and monitoring program elements.

Instructor: Gary Davis, Larry Potter

SESSION: NPS GEOGRAPHIC INFORMATION SYSTEM PROGRAM

LENGTH: 4 hours

METHOD: Lecture, demonstration

DESCRIPTION:

This session focuses on the National Park Service's Geographic Information System (GIS) Program and the process to develop a GIS system for a park. It will provide the participants with an introduction of components necessary to set up a park based GIS. The process will be explained, beginning with an assessment of needs based on park resource objectives, relationship to park GIS plans and sources for acquiring data. The course presentation will include an explanation of the role of field technical support centers in the establishment of the Servicewide GIS system and will highlight the technical assistance that the centers offer to parks. The participants will be exposed to basic GIS terminology, components, an explanation of raster and vector data, data management issues, basic mapping concepts, global positioning systems, and various platforms for GIS systems. Examples of personal computer GIS applications will be demonstrated.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the basic components of a GIS system.
2. Discriminate between vector and raster based systems and describe the attributes and advantages of each with regard to resources management activities.
3. Describe how GIS systems may be able to integrate various data themes and assist with park management.
4. Describe the process of acquiring data and necessary steps to verify data is of the proper scale, resolution, and process of verifying quality and source of data.

Leslie Armstrong

SESSION: NPS HAZARDOUS WASTE PROGRAM

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will explain the WASO Hazardous Waste Program, who administers the program on a Servicewide basis, how they are organized into various responsibilities, and the role of the Regional Hazardous Waste Coordinator as liaison between the field and WASO Office.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the location and basic functions of the WASO Hazardous Waste Program.
2. Explain the ways that the WASO Hazardous Waste Program Coordinator can help the field resources manager to manage underground tanks, solid waste, hazardous waste, assessments of sites contaminated by hazardous substances.
3. Name the Regional Hazardous Waste Coordinator for their Region.

SESSION: ECOSYSTEM MANAGEMENT AS A STRATEGY FOR ACHIEVING BETTER PROTECTION OF PARK RESOURCES

LENGTH: 4 hours

METHOD: Lecture, case studies, discussion

DESCRIPTION:

In this session ecosystem management is defined and discussed as both a scientific concept and an effective way to improve park management by taking a holistic approach to resource conservation. Various aspects of ecosystem management, such as cooperation among agencies and institutions, public support, partnerships, scientific principles and research, conflict resolution, and connections among social, political, economic, and environmental concerns are discussed. Planning on an ecosystem basis is also discussed. Examples of present National Park Service participation in ecosystem management partnerships are presented as case studies.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss the National Performance Review's call for ecosystem management as a tool for managing the nation's resources and the emergence of this concept as a management paradigm for Federal agencies.
2. Define adaptive management and explain how the concept can be carried out in parks.
3. Cite examples of National Park Service participation in current ecosystem management planning and partnerships.
4. Propose specific ways that his or her park or unit might effectively interact with other land managers to improve resources management.
5. Explain the procedure and value of writing an ecosystem management plan and its relationship to park planning.

Instructor: Dr. Peter Boushaid, IN-R

SESSION: ENABLING ACTS AND POLICIES FOR OTHER FEDERAL AGENCIES

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

This session provides a brief overview of the enabling acts and policies of other Federal land and resources management agencies. Primary emphasis is placed on the Departments of the Interior, Agriculture, and Transportation, and also the Corps of Engineers, Environmental Protection Agency and native American Tribal entities. A basic perspective is offered for understanding Federal land and resource ownership, a sense of the historical development of the nation's land and settlement laws, and a basic understanding of each of the natural resource agency's mission and management.

OBJECTIVES:

By the end of this session participants will be able to:

1. Identify the major Federal land and resources management agencies with which the NPS interacts on a regular basis.
2. Describe the mission and salient management policies of each major Federal land and resources management agency.
3. Identify potential partnerships for agency programs.

SESSION: OTHER AGENCIES' MISSIONS AND POLICIES: HOW THEY AFFECT
RESOURCES MANAGEMENT IN THE NPS

LENGTH: 3 hours

METHOD: Lecture, discussion

DESCRIPTION:

A continuation of the training module on Enabling Acts and Policies for other Federal Agencies, this session discusses the relationships between the National Park Service and other major Federal and state land and resources management agencies in a regional context. Planning for management in a regional context of intermingled land ownerships and interrelated land and resources management mandates is stressed, along with the importance of forming partnerships with other agencies/entities. The commonalities, differences and interrelationships among agencies are detailed. The participants are provided with an understanding of NPS "exclusive jurisdiction" areas of responsibility, and with a brief description of those areas of NPS function that are under the regulatory control and oversight of other management agencies. The preservation and protection mission of the NPS is compared to salient management strategies of neighboring Federal multiple use agencies, as well as state and local entities.

OBJECTIVES:

By the end of this session participants will be able to:

1. Outline the commonalities, differences and interrelationships between the NPS and major Federal, state, and local land and management agencies commonly associated with intermingled land ownership patterns.
2. Describe the major jurisdictional areas of regulatory authority exercised by other Federal, state and local entities over in natural resources management of national parks.
3. Demonstrate how an awareness of policy is important in forming partnerships.

SESSION: USES AND TYPES OF ADMINISTRATIVE AGREEMENTS

LENGTH: 4 hours

METHODS: 3.5 hours Lecture
.5 hour Exercise

DESCRIPTION:

The purpose of this session is to provide an overview of formal relationships into which the NPS can enter in the support of natural resources management. The *Federal Assistance and Interagency Agreements Guideline* (NPS-20) will be referenced and emphasis will be placed on the uses of Interagency Agreements, Cooperative Agreements, Memoranda of Understanding, and Memoranda of Agreement. The process of development and approval will be explained, emphasizing the role of Contracting Officers. Clarification will be provided regarding the differences between agreements that obligate and/or transfer funds, services or property and those agreements that describe cooperative or mutual assistance relationships. Examples will be used to show the types of relationships that can be developed with academic and research organizations, state and Federal agencies, and others for accomplishment of natural resources management activities. A short exercise will be used to allow students to match natural resources issues or program needs to the applicable type of agreement.

OBJECTIVES:

By the end of this session participants will be able to:

1. Identify and describe the four principle types of agreements commonly used in natural resources management activities.
2. Explain the commitments that can be made using each of the four types of agreements including: financial, property, personnel and other obligations.
3. Explain the process for development and approval of agreements with other agencies and organizations.

SESSION: THE NPS PLANNING PROCESS

LENGTH: 2 hours

METHOD: Participatory lecture

DESCRIPTION:

Participants "step through" the National Park Service's planning process, examining how the various planning components flow from one to another. Planning documents, including the General Management Plan, Statement for Management, Resources Management Plan, and action plans are described and their different forms and functions explained. The relationship between the different plans is emphasized. The important planning concepts of management objectives and management zones are introduced. NPS-2, the *Planning Process Guideline*, is also introduced during this session.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the overall framework of NPS planning and the relationship between the various planning components.
2. Describe the function of each planning component.
3. Describe how resources management interfaces with each planning component.
4. Identify plans that are mandated by law and those that are not.
5. Identify plans that satisfy Environmental and Cultural Resources compliance and those that do not.

SESSION: RESOURCES MANAGEMENT PLANNING:
BACKGROUND AND OVERVIEW

LENGTH: 1 hour

METHOD: Lecture
Handout: RMP Guideline

DESCRIPTION:

The evolution of resources management planning in units of the National Park System is explored. The present purpose and use of Resources Management Plans (RMPs) by parks, regions, and the Washington Office is examined. Participants are introduced to the current NPS guidance on RMPs. The RMP review and approval process and the timetable for RMP annual update reports and plan revisions are presented. Participants are also introduced to the format of the Resources Management Plan. Examples of RMPs from several parks are presented.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the background of resources management planning in the NPS.
2. Explain the purpose of the Resources Management Plan.
3. Recognize and discuss the importance of RMPs to parks and to the Service as a whole.
4. Describe the proper format of the Resources Management Plan.
5. Identify where to get guidance on writing a RMP.

Jay Goldsmith, San Francisco

SESSION: SCOPING AND THE PUBLIC INVOLVEMENT PROCESS

LENGTH: 2 hours

METHOD: Participatory lecture, case study

DESCRIPTION:

The scoping process, adopted from the National Environmental Policy Act, 1969, will be described to the course participants. The original intent of scoping issues for environmental assessment purposes will be explained as will modified versions where a scoping forum is used to get park staff involved in identifying natural/cultural resource issues. Most recently the process was used with resources management plan subjects to identify resource goals, issues, and actions that would relate to Resources Management Plan project statements. The process of which question "Are we doing the right things?" or "Are we doing things right?" will be key points during the discussion. A team approach, calling on expertise of social scientists, adjoining researchers, etc., will be demonstrated. The session will stress the importance of using effective facilitation at such meetings with park and public participants (Facilitator skills will be taught in a separate session).

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe a scoping session.
2. Explain how goals, issues, and actions identified in the resources management scoping process relate to resources management plan programs and project statements.
3. Be capable of leading a scoping session on a non-confrontational or controversial subject.

SESSION: FACILITATOR SKILLS

LENGTH: 2 - 4 hours

METHOD: Lecture, case studies, role playing

DESCRIPTION:

The purpose of this session is to provide NPS natural resources management staff with the knowledge and skills needed to facilitate public and staff meetings. Through case studies and role playing, participants will practice facilitating meetings and recording the group memory. The session will provide information on the following:

- . four key roles in a task group and their responsibilities
- . recording group memory
- . facilitator attitudes and skills during a meeting
- . observing and handling group dynamics including groupthink
- . group processes: brainstorming, discussion, problem solving, and reaching consensus decisions
- . meeting preparation, and
- . the team process within Total Quality Management (TQM)

OBJECTIVES:

By the end of this session participants will be able to:

1. State the four key roles in a task group and the responsibilities of each role.
2. Facilitate a non-evaluative brainstorming session to generate alternatives for solving a problem.
3. Gather information on the five steps of meeting pre-work and prepare an agenda for a facilitated meeting.
4. Facilitate a meeting using appropriate attitudes and skills presented in the session.

Linda A. Goff

SESSION: WRITING THE INTRODUCTION TO THE RESOURCES MANAGEMENT PLAN

LENGTH: 1 hour

METHOD: Participatory lecture

DESCRIPTION:

This session examines the first section of the Resources Management Plan - the Introduction. It explains how to determine the purposes for which a park was established and how to identify the natural and cultural resources values of a park. It portrays the importance of resources-related management objectives and explains how to derive the park's resources-related management objectives from the management objectives in the Statement for Management/General Management Plan. The session also explains how to describe the variety and significance of park resources.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the content of the Introduction section of the Resources Management Plan.
2. Explain the importance of resources-related management objectives.
3. Describe how to derive resources-related management objectives from the management objectives in the Statement for Management/General Management Plan.
4. Prepare an Introduction to a park Resources Management Plan.

Steve Cinnamon

SESSION: THE PRESENT RESOURCE STATUS SECTION OF THE RESOURCES
MANAGEMENT PLAN

LENGTH: 2 hours

METHOD: Participatory lecture (Session may be team taught)

DESCRIPTION:

This session examines the Present Resource Status section of the Resources Management Plan (RMP). The session may be team taught, with one instructor covering the two natural resource subsections and another covering the three cultural resource subsections. Participants are instructed on assessing the current status of the baseline information available for the park's purposes and resource values. They are also taught how to determine and describe the condition of the park's resources and identify and describe threats to the resources. Participants become familiar with the Cultural Resource Documentation Checklist used to show the status of documentation of the park's cultural resources, the Park Cultural Resources Status Summary Charts that support the cultural resources subsection of the Present Resource Status section of the RMP, and with how the cultural context/theme is utilized in the RMP.

OBJECTIVES:

By the end of this session participants will be able to:

1. List the five main subjects addressed in the Present Resource Status section of the Resources Management Plan.
2. Describe how to assess the current status of the park's natural resource baseline information in the Present Resource Status section of the RMP.
3. Describe how the Cultural Resource Documentation Checklist is used in a RMP to show the status of documentation of the park's cultural resources.
4. Write a description of the condition of the park's resources and the threats to the resources in a format appropriate for the Present Resource Status section of the RMP.
5. List the five Park Cultural Resources Status Summary Charts that support the Present Resource Status section of the RMP.

6. Describe the contents of the Cultural Context/Theme portion of the Present Resource Status section of the RMP.

SESSION: THE OVERVIEW OF CURRENT PROGRAM AND NEEDS SECTION OF THE
RESOURCES MANAGEMENT PLAN

LENGTH: 1 hour

METHOD: Participatory lecture

DESCRIPTION:

This session examines the Overview of Current Program and Needs section of the Resources Management Plan. It discusses how to describe the park's day-to-day resources management program and current resources management capabilities. Participants are taught how to present unfunded resources management and research needs and how to identify both the level of staffing and the skills needed for a thorough natural resources management program. The Resources Management Assessment Program (R-MAP) is emphasized and its use in resources management planning is illustrated. Prescribing long-term strategies to address the park's most important resource problems and research needs as part of resources management planning is emphasized.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe how to present long-term strategies to address the park's most important resource problems and research needs.
2. Describe a park's day-to-day resources management program and the scope of a park's current resources management capabilities.
3. Describe the R-MAP process and explain its relationship to long-term resources management strategies as outlined in the RMP.
4. List the elements and sub-elements of a park natural resources management program.

SESSION: WRITING RESOURCES MANAGEMENT PLAN PROJECT STATEMENTS

LENGTH: 2 hours

METHOD: Lecture, demonstration

DESCRIPTION:

This session will familiarize participants with the link between project statements and the identification of park threats, research needs, and implications of threats to park management and management alternatives. The various audiences (managers, researchers, interested public or special use groups) who read the project statements will be examined and the importance of well-written and complete statements will be stressed. Participants will learn the importance of including funded day-to-day activities in the project statements to improve the quality of the Resources Management Plan. The participants will learn how to articulate resource threats and cover them in sufficient detail to relate to the complexity of the issue. Priorities of project statements and appropriate level of detail will be discussed in the session.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe how project statements relate a park threat to a resources management issue.
2. Outline important points to be covered in the preparation of project statement narratives including the problem statement, description of recommended activity and alternative actions.
3. Explain the importance of describing funded activities as well as those that are unfunded, linking the respective program activities of other divisions.
4. Describe the role that references and citations have in project statements to define the research needs of the respective projects.

SESSION: THE PARK PERSPECTIVE OF RESOURCES MANAGEMENT PLANNING

LENGTH: 1 hour

METHOD: Participatory lecture

DESCRIPTION:

A Natural Resources Manager experienced in developing and applying a Resources Management Plan in a park setting shares his/her experience with the class. The implementation of a Resources Management Plan (RMP) to achieve progress in accomplishing the actions proposed in the plan is illustrated. Among the key points covered is the use of the RMP as a mechanism to integrate divisional responsibilities in achieving resource preservation and management objectives for the park and the interface between natural and cultural resources management in resources management planning in a park. Suggestions for the successful application of the RMP should be included.

OBJECTIVES:

By the end of this session participants will be able to:

1. Relate one park's success story in resources management planning.
2. Describe how a RMP can be implemented to result in accomplishing the actions outlined in the plan.
3. Explain how the successful application of the actions outlined in the RMP involves all park staff.
4. Illustrate the value of integrating the management of natural and cultural resources.

SESSION: RMP SOFTWARE (Optional)

LENGTH: 8 hours

METHOD: Lecture, demonstration

DESCRIPTION:

Parks are required to update their Resources Management Plan (RMP) on an annual basis using software that has been specifically designed for use by parks in preparing the RMP annual update. The data supplied to the regions by the parks is combined with the RMP data from other parks into regional and national data bases to help document park resources management activities and needs on a park, regional, and Servicewide basis. This session provides hands-on instruction in the use of the RMP software.

OBJECTIVES:

By the end of this session participants will be able to:

1. Demonstrate how to prepare a project statement using the RMP software.
2. Demonstrate how to prepare the Resources Personnel Table using the RMP software.
3. Demonstrate how to print project statements, programming sheets, and tables.
4. Demonstrate how to zip the park's RMP data for forwarding to the regional office.

SESSION: NATURAL RESOURCES FIELD OPERATIONS PLANNING

LENGTH: 4 hours

METHOD: 2 hours participatory lecture
2 hours practical exercise

DESCRIPTION:

This session discusses the fundamentals of developing and implementing park field operations plans. The discussion starts with explaining the process of using the park's RMP to define annual program objectives that serve to meet long-term strategic goals and then using these to develop a comprehensive operational plan. Considerations will include processes for setting priorities and standards, the effective organization and use of available staffing, including people in other operational divisions, VIPs, student interns, and the services of other agencies. The session ends with a discussion of how to evaluate program effectiveness and reporting procedures.

OBJECTIVES:

By the end of this session participants will be able to:

1. Use the park RMP to define annual natural resources program goals.
2. Develop a rationale and system to prioritize program goals.
3. Develop a park natural resources management annual operational plan that is based on the established goals, establishes standards, assigns work to appropriate staff, and effectively involves other work units.
4. Define the most effective ways to report results of the annual plan, including: The RMP annual report, Superintendents Annual Report, resources management newsletters, park seminars, etc.

SESSION: TEAMWORK: FACILITATING PARTNERSHIPS

LENGTH: 2 hours

METHOD: Participatory lecture, case studies

DESCRIPTION:

Principles of project task planning, coordination and work group facilitation are presented. Tactical planning considerations are explained, to maximize the effectiveness of the use of volunteers and groups from outside the NPS in accomplishing natural resource projects "on the ground". Planning for training and supervision of "lay-person" groups is stressed for quality control of activities. Logistical and on the scene support considerations are outlined. Optimum work group size for typical tasks is assessed. Considerations of type of work, physical requirements for the job, special knowledge or abilities that are required for timely completion of quality work, and age or other limitations are described. The development of an action and work schedule, work group facilitation and provisions for quality control, and methods for post-project evaluation and documentation of work accomplishments and necessary Volunteers-in-Park (VIP) statistics also are covered. Techniques for combining work with natural resource education are offered, to optimize the value of the work experience for participants.

OBJECTIVES:

By the end of this session participants will be able to:

1. Outline a project of facilitated work group activity from planning and provisions for logistics and support needs, through facilitation and quality control of work activities and accomplishments, to post-project evaluation and documentation requirements.
2. Offer a variety of techniques for combining work activities with natural resource education and interpretation, to optimize the experience for participants.

NPCA

SESSION: PARK PROJECT MONITORING

LENGTH: 1 hour

METHOD: Lecture, demonstration

DESCRIPTION:

A process for park project planning and environmental compliance assurance is outlined. The roles and responsibilities of park management and staffs are stressed through the steps of the process. The planning clearinghouse model is described for formalizing the process of project proposal review and approval, and environmental compliance assurance scheduling and documentation. On the ground project monitoring techniques for quality control and environmental compliance are discussed. Follow-up documentation requirements and evaluation feedback on compliance and quality assurance are outlined.

OBJECTIVES:

By the end of this session participants will be able to:

1. Recognize the essential responsibilities of line management and staff in park project planning and environmental compliance assurance.
2. Demonstrate a technique managers and staff can use to formalize the process of project proposal review, compliance assurance, and evaluation feedback.
3. Recognize feedback techniques that will improve planning and compliance quality assurance.

SESSION: LINE/STAFF PARTNERSHIPS

LENGTH: 3 hours

METHOD: Line-Staff Partnerships is a self-contained training package designed to be facilitated by a trained instructor. The package consists of an instructor manual and two-part video.

DESCRIPTION:

This session will help line managers and staff specialists develop or refine skills needed to create an effective line-staff relationship.

The session begins by establishing a common understanding of the relationship between staff and line within the Service's reporting structure. Through a hands-on approach the session provides practical techniques for (1) improving management-staff communication through well-defined assignments and (2) improving the quality of staff work. This session also teaches constructive feedback techniques designed to strengthen the line-staff partnership.

OBJECTIVES:

By the end of this session participants will be able to:

1. Recognize the essential responsibilities of line management and staff within each of the organizational levels of the National Park Service.
2. Demonstrate a technique managers and staff can use to present well-defined task assignments.
3. Demonstrate a technique staff can use to contribute more complete and usable information to management.
4. Recognize feedback techniques that will start to build a positive line/staff partnership.

SESSION: DEVELOPING AND MANAGING A RESEARCH PROGRAM

LENGTH: 8 hours

METHOD: 4 hours participatory lecture
2 hours reviewing, analyzing, and evaluating examples of research proposals.
2 hours preparing outlines for an RFP, MOU, CA, IA.

DESCRIPTION:

This session provides information on how to develop and manage a park research program. Discussions cover the full range of planning, starting with the RMP research needs identification process, and continuing with the process of defining priorities, seeking funding, preparing Requests for Proposals(RFPs), proposal peer review, field oversight, final report peer review, the use of agreements to facilitate research, and the formation and use of science advisory boards to assist in the critique of research programs. Students will receive examples of well-written agreements and proposals for reference. Exercises will be used to allow students to review and critique examples of RFPs, identifying weaknesses and suggesting improvements.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain how research needs are identified in the RMP process.
2. Determine how to incorporate research effectively into strategic resources management programs.
3. Prepare a Request for Proposal that has clearly defined objectives.
4. Effectively design and use a peer review process.
5. Explain the proper application of MOUs, CAs and IAs in facilitating research.
6. Discuss how a Science Review Board is formed and can be used to improve the park's science program.

Ease Gruber

SESSION: RESEARCH IN THE NATIONAL PARK SERVICE AND THE ROLE OF THE REGIONAL CHIEF SCIENTIST

LENGTH: 1 hour

METHOD: Lecture (and possibly a panel discussion/Q&A session)

DESCRIPTION:

This session provides participants with an overview of the National Park Service's role in both basic and applied research and a summary of how the Service manages the research function. It begins with a succinct example showing where a resource problem led to organized research that answered a management question and resulted in a change in resources management practices. How the Washington Office and the regions (Regional Chief Scientists) currently manage applied research is explained and the role and function of the National Biological Survey in the Service's research effort is outlined. Lines of communication between park resources managers and various NPS, university, National Biological Survey, and other sources of scientific expertise are described. Finally, possible future changes in the Service's science mission are discussed.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain to a non-scientist or non-resources manager the role of research in contemporary resources management.
2. Describe the role of the Washington Office and the Regional Chief Scientist in managing the Service's research efforts.
3. List possible outside sources of research expertise that may be available to park Resources managers.
4. Outline the role of the National Biological Survey in supporting NPS applied and global research programs.

Dave Graber

SESSION: EVOLVING POLICIES RELATING TO RESEARCH AND COLLECTING

LENGTH: 2 hours

METHOD: 1 hour participatory lecture
1 hour practical exercise

DESCRIPTION:

This session will provide insights into how policies relating to conducting research and collecting specimens in parks have evolved over the years. The parks for science/science for parks paradigms will be discussed. The practical exercise will be used to provide examples of real situations where policy analysis is required to determine the appropriateness of particular types of research and whether collecting is justified. Students will be presented with these case study examples and asked to justify their decisions.

OBJECTIVES:

By the end of this session participants will be able to:

1. Clearly define the current policy on conducting research in parks and the rationale on which the policy is based.
2. Explain how NPS units can contribute to the body of scientific knowledge through the Parks for Science concept.
3. Recognize when natural resource collecting is legally justified and is supported by current policy.

Dave Grayer

SESSION: INTERNAL COMMUNICATIONS

LENGTH: 3 hours

METHOD: Lecture, role playing

DESCRIPTION:

This session introduces participants to some of the barriers and variables of the communication process so they can become better communicators. Participants will develop some conflict management skills.

OBJECTIVES:

By the end of this session participants will be able to:

1. List three variables of the communication process.
2. List three barriers to good communication.
3. Demonstrate a step-by-step method for giving/receiving productive criticism.
4. Explain how communications get distorted when passed through several individuals.
5. Determine one's most comfortable style of managing conflicts.
6. Recognize which style of managing conflict works best in certain situations.
7. Develop a plan of action for resolving conflict.

SESSION: GETTING YOUR MESSAGE OUT

LENGTH: 4 hours

METHOD: Exercise

DESCRIPTION:

A media specialist will role play as a reporter and subject each participant to a questioning exercise about resources management issues in parks. The role play will be followed by a presentation on how to successfully get your message across and how to use the media for the park's benefit.

OBJECTIVES:

By the end of this session participants will be able to:

1. Practice thinking on the spur of the moment.
2. Critique what traits make for effective media communications.
3. Practice means of intelligent advocacy for park resources.
4. Recognize certain practices for successful reactions with the media.

SESSION: NATURAL RESOURCE CASE STUDY

LENGTH: 12 hours

METHOD: 4 hours Panel
4 hours Project preparation
4 hours Group presentation

DESCRIPTION:

The class will be exposed to a panel comprised of antagonists, a Federal land manager, and a scientist who will debate a controversial and current natural resources management issue, for example wolf reintroduction in Yellowstone. The panel will debate among themselves and take questions from the class.

The class will be divided in six groups and each group will work on how to address the issue in any of several ways, including an environmental assessment, a planning document, a public presentation at a public hearing, etc.

OBJECTIVES:

By the end of this session participants will be able to:

1. Practice issue analysis.
2. Apply laws, regulations and policies.
3. Identify conflicting interests in natural resources management.
4. Develop a sense of conflict resolution.

Lake Mead
Grand Canyon - Bat Towers
Saguaro

SESSION: THE NPS BUDGET PROCESS

LENGTH: 8 hours

METHOD: Lecture, practical exercises, demonstration

DESCRIPTION:

This session is designed to introduce participants to the importance of budget formulation and tracking, as well as the process of developing budget requests and justifications for base operations and special projects. Practical exercises will be used to demonstrate financial planning, development, and tracking. Through these exercises, participants will become familiar with the use of operating increase requests, Development/Study Package Proposals (Form 10-238s), and financial plans. The automation of the budget process will be explained and demonstrated with current automated financial management systems including the Operations Formulation System(OFS) and the Administrative Finance System II (AFS).

OBJECTIVES:

By the end of this session participants will be able to:

1. Identify the sequence of the budget process.
2. Identify and list uses of the various budget documents.
3. Explain the uses of the automated financial systems.
4. Explain the process of developing budget requests for operating base increases and special project funding.
5. Explain at least one method for tracking funds.

SESSION: FUNDING SOURCES FOR NATURAL RESOURCES PROGRAMS

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

The purpose of this session is to familiarize participants with the various NPS programs and related funding sources available to carry out natural resources programs. The relationship between Washington Office, regional office and park level funding sources will be explained. A listing of funding sources, approximate annual dates for funding requests/calls to the field, and the necessary forms/process will be provided and discussed. The relationship of the park resources management plan project statements to utilization of available funding sources will be reviewed. Alternative funding sources outside the Service (grants from foundations, etc.) will emphasize the need for complete, well-written project statements.

OBJECTIVES:

By the end of this session participants will be able to:

1. Identify potential funding sources to implement natural resources programs and projects.
2. Explain how natural resources funding sources are used in developing and implementing resources management plans.

SESSION: POSITION MANAGEMENT FOR NATURAL RESOURCE PROGRAMS

LENGTH: 8 hours

METHOD: 4 hours participatory lecture

2 hours class case study activity grouping park programs, defining staffing needs, and preparing an organization chart.

2 hours individual exercise defining major duties and preparing KSAs for a position.

DESCRIPTION:

This session deals with new concepts of how to organize staffing resources to effectively carry out a park natural resources management program. This does not include positions or activities relating to natural resources management found in other park divisions. The focus of this session is on building a natural resources management operation within a park resources management division. Discussions include how to define staffing needs based on the RMP and R-MAP, evaluation of various position classification options, how to recruit for the best possible candidates, strategic planning for staffing, the use of non-base funds to support staff, proper levels of supervision, and maintaining program continuity.

OBJECTIVES:

By the end of this session participants will be able to:

1. Evaluate park staffing needs based on program goals and prepare an organization chart that maximizes efficiency and enhances the ability of the group to achieve excellence.
2. Understand and discuss the concept of grouping needed activities and projects into programs that can be accomplished by an employee or employees that have a related set of KSAs. (Efficiency)
3. Evaluate individual natural resource program needs and be able to define the KSA levels needed to achieve excellence.
4. Understand and work effectively within NPS position classification guidelines in order to prepare position descriptions that accurately reflect program needs and achieves the desired position series and grade.
5. Define all available recruitment authorities and how to effectively use each of

them to achieve recruitment goals, including workplace diversity.

SESSION: PROCUREMENT, CONTRACTING, AND PROPERTY MANAGEMENT

LENGTH: 4 hours

METHOD: Lecture

DESCRIPTION:

This session will cover aspects of procurement, contracting, and property management that natural resource professionals are most likely to need to know.

OBJECTIVES:

By the end of this session participants will be able to:

1. Define the role and authority of procurement personnel in the acquisition of property for government purposes. Differentiate between a requisition and various procurement documents.
2. Define various methods of procurement and the restrictions on each--e.g. imprest, third party draft, purchase order, contract.
3. Describe mandatory sources of supply--Unicor, GSA supply system, Federal Supply Schedule, and open market small business.
4. Identify the various types of contracting and describe some of the limitations on each--construction, service, and architectural and engineering services.
5. Identify the employee's responsibility toward government property and discuss the purpose and procedures for the annual property inventory.

SESSION: NATIONAL PARK SERVICE CULTURAL RESOURCES PROGRAMS

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will discuss the NPS Cultural Resources Programs. Included is an overview of how WASO is organized for cultural resources, its various divisions and the role of each with special emphasis on the archeology, anthropology, history divisions. The role of Regional CRM staffs is also explained and external cultural programs are covered.

OBJECTIVES:

By the end of this session participants will be able to:

1. List three of the major programs in Cultural Resources.
2. Describe how WASO cultural resources is organized.

SESSION: NATIONAL HISTORIC PRESERVATION ACT AND CULTURAL
RESOURCES COMPLIANCE PROCEDURES

LENGTH: 4 hours

METHOD: 2.5 hours lecture
1.5 hours exercise

DESCRIPTION:

The purpose of this session is to familiarize the participants with the intent and provisions of the National Historic Preservation Act of 1966 (and its amendments) and other applicable laws such as the Antiquities Act and the Historic Sites Act of 1935. The focus will be on protection of cultural resources through the compliance procedures set forth in section 106 of the Historic Preservation Act, meeting the applicable Secretary's Standards, and the roles and functions of the State Historic Preservation Officer and the Advisory Council on Historic Preservation. The steps for compliance as outlined in NPS-28, the *Cultural Resources Management Guideline*, and the completion of Form 10-106 (XXX) with appropriate documentation will be emphasized.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain the application of the National Historic Preservation Act provisions to the protection of park resources and management of park operations.
2. List and explain the five steps involved in the Section 106 compliance process.
3. Explain how to use Form 10-106 and describe the types of documentation required as attachments.

SESSION: THE ARCHEOLOGICAL RESOURCES PROTECTION ACT

LENGTH: 2 hours

METHOD: Lecture, videotape or slide presentation, and discussion

DESCRIPTION:

This session provides trainees with an overview of the problem of destruction/loss of archeological resources and a comprehensive introduction to the Archeological Resources Protection Act (ARPA). The participants will learn how ARPA complements other protections and regulations for cultural resources and will discuss the role of resources managers in the management and protection of archeological resources and in the effective implementation of ARPA at the park level and in the community.

OBJECTIVES:

By the end of this session participants will be able to:

1. List key elements of the Archeological Resources Protection Act, including what resources are covered.
2. Discuss the roles of resources managers and others in implementing ARPA protection.
3. Outline key points which should be included in discussions about protecting archeological resources and the provisions of ARPA with community groups.

SESSION: ETHNOGRAPHIC CONCERNS

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

The instructor will examine the WASO and Regional Office ethnographic programs, statutory requirements for consultation with Indian Tribes, the Native American Graves Protection and Repatriation Act (NAGPRA), and the NPS Native American Relationships Policy.

OBJECTIVES:

By the end of this session participants will be able to:

1. List the circumstances when NPS managers are required to consult with Indian Tribes before taking certain actions.
2. Describe the basic tenets of NAGPRA.
3. Discuss the NPS Policy on Native American Relations.

SESSION: CULTURAL LANDSCAPES AND NATURAL RESOURCE CONCERNS

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

This session will introduce the participants to the concept of cultural landscapes: the importance of maintaining certain landscapes as altered by man, the definitions and types of culturally significant landscapes, and the potential conflicts encountered when managing sites for natural processes. Over the past decade, the NPS has refined and developed the concept of cultural landscapes beyond that of earlier emphasis on "historic scene restoration." Both NPS-77, the *Natural Resources Management Guideline* and NPS-28, the *Cultural Resources Management Guideline* reflect this growing understanding of cultural landscapes and the interface with natural resource programs. The elements of a cultural landscape report and the process for completing a cultural landscape report will be emphasized.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the relationship of a cultural landscape report to natural resources management objectives.
2. Describe the elements of a cultural landscape report and the process to complete a cultural landscape report.
3. Describe the sequence necessary for completing cultural landscape reports in order to avoid conflicting objectives with natural resources management programs.
4. Describe the importance of understanding the significance, condition, and use of the landscape.
5. Describe the measures to take to avoid conflicts with natural resources management objectives.

SESSION: SECRETARY'S STANDARDS FOR HISTORIC PRESERVATION

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

The instructor will discuss the Secretary of Interior's standards for historic preservation projects and for rehabilitating historic buildings.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the applicability of the standards to NPS programs.
2. Locate the documents that contain the Secretary's standards.
2. List several of the general principles that are contained within the Secretary's standards.
3. Explain how the Secretary's standards mesh with the National Register of Historic Places.

SESSION: NATIONAL HISTORIC LANDMARKS AND THE NATIONAL REGISTER OF
HISTORIC PLACES

LENGTH: 1 hour

METHOD: Lecture

DESCRIPTION:

The instructor will describe the statutory basis for the National Register and the National Historic Landmarks program and how the two coincide. The session will explain NPS responsibilities as keeper of the National Register and the regulatory requirements to determine eligibility for listing on the Register.

OBJECTIVES:

By the end of this session participants will be able to:

1. Explain the difference between a National Register property and a National Historic Landmark.
2. Explain who in the NPS is the Keeper of the National Register.
3. Relate some of the principles that makes a property eligible for listing on the National Register.

SESSION: NATURAL HISTORY COLLECTIONS AND CURATION

LENGTH: 4 hours

METHOD: Participatory lecture, individual and class exercises

DESCRIPTION:

This session will cover various aspects of managing natural history collections, from preparing the Scope of Collection statement and documenting the collection to preservation and use of the collection. It covers the purpose of natural history collections and the relationship of collections to park management. Discussions include examining the basic principles of collections management including: the legal basis for collecting, the relationship of collecting to research, preparing and approving collecting permits, collections management planning, and establishing relationships with other institutions for curation and obtaining additional information about preservation of the collection. Although policies will be covered thoroughly, the session will focus on practical, hands-on aspects of managing natural history collections.

OBJECTIVES:

By the end of this session participants will be able to:

1. Summarize NPS policies on collections management and curation as described in 36 CFR 2.5, Management Policies, NPS-28, NPS-53, NPS-77, Special Directive 80-1, and the Museum Handbook.
2. Discuss how to define the scope of collections, prepare a Scope of Collection statement for natural history collections and assist curatorial specialists in the preparation of a Collection Management Plan.
3. Explain the proper role of collecting; when collecting can be legally justified to support research and I&M programs and when it shouldn't be permitted.
4. Complete a collecting permit that contains all of the necessary information, specifications and restrictions.
5. List several sources of additional information on the curation of natural history collections.
6. Describe the role of centralized NPS repositories (e.g. WACC) and describe the

potential for relationships between parks and non-NPS repositories for natural history collections.

7. Describe the purpose and procedures for annual inventories, collection management reports, and boards of survey.
8. Use the Automated National Catalog System to accession, catalog and manage collections records. [Optional]

SESSION: THE HUMAN ECOLOGY OF PARKS - AN OVERVIEW OF RECREATION, PEOPLE, AND PARK RESOURCES

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

This session will introduce the topic of social sciences in park management. The topic is theoretical and follows the thesis presented in Machlis, Field and Campbell's 1981 article published in Leisure Sciences 4(3):195-212. The session will present the history of recreation management and research. Topics covered may include: the railroads, the Sagebrushers of the 1920s, contributions of the Civilian Conservation Corps, NPS and the Forest Service vie for leadership in recreation management (the North Cascades War, parks created out of National Forest lands, Wilderness management), Outdoor Recreation Resources Commission (ORRC) reports of the early 60s, Bureau of Outdoor Recreation, Heritage Conservation and Recreation Service, state's roles in recreation management, Mission 66, National Recreation Areas, urban parks, President's Commission of Americans Outdoors, ecotourism as an industry.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss why social sciences are important in park management and describe why managers need scientific information about park visitors.
2. Describe the roles that humans play as part of a park ecosystem.
3. Discuss the relationship of humans to other parts of a park's ecosystem.
4. Discuss the history of recreation management as it has been addressed by the National Park Service and in the National Park System.

Gary Machlis

SESSION: NPS VISITOR STATISTICS

LENGTH: 2 hours

METHOD: Lecture

DESCRIPTION:

This session will be taught by a representative from the NPS Visitor Statistics Unit in Denver. The session will include the role and function of the unit, information on methods used to count visitors, problems in estimating use, and the need to forecast use. The session will include a distribution of trend data about park use.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the role and function of the NPS Visitor Statistics Unit.
2. Describe the kinds of information that are available from the Visitor Statistics Unit.

Macklin - Social Science

SESSION: TRENDS IN RECREATION AND LEISURE

LENGTH: 4 hours

METHOD: Participatory lecture, small group exercise

DESCRIPTION:

This session presents social psychological aspects of managing park visitors. This session will focus on the changes in our society and how these societal changes have been and will be reflected by visitors to our national parks. It will examine the implications of demographic and other trends and societal changes for the planning and management of park resources.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the factors affecting outdoor recreation and leisure participation and trends.
2. Describe past and present trends in our society and in NPS visitor use and discuss how these trends have affected park management.
3. Describe the way recreation and leisure patterns are changing.
4. Describe some of the characteristics of specific populations of park visitors, including foreign visitors, minority groups, single-parent families, urban recreationists, and wilderness users.
5. Explain the importance of understanding outdoor recreation and leisure trends to park planning and management, including the importance of constituency support to the National Park System.
6. Describe how changes in technology have affected park management (e.g. mountain bikes, jet skis, 4-wheelers, etc.).

Machlis

SESSION: RECREATION OPPORTUNITY SPECTRUM (ROS) - NEED FOR DIVERSITY
IN EXPERIENCES, SETTINGS, AND MANAGEMENT

LENGTH: 4 hours

METHOD: Participatory lecture, case studies

DESCRIPTION:

This session focuses on the need to provide diversity in outdoor experiences and describes a framework for planning and managing for this diversity. The recreation opportunity spectrum (ROS) concept provides a way to think about appropriate experiences in a natural resource area. This session focuses on the physical, social, managerial setting characteristics in a resource area, and illustrates appropriate management strategies for protecting park resources and providing a diverse set of experiences for park visitors.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe how zoning and the recreation opportunity spectrum can be applied to managing visitors in a national park setting.
2. Be able to integrate social and biophysical data to describe current resource conditions.
3. Describe the relationship between social, physical, and managerial setting characteristics.

SESSION: USE OF RESOURCES AND LIMITS OF ACCEPTABLE CHANGE

LENGTH: 3 hours

METHOD: Lecture, case studies

DESCRIPTION:

This session focuses on the impacts of park visitors on the resource. Participants will learn how to integrate social data and biological/physical data to describe current resource conditions and define the amount of change from current conditions that is acceptable. Several frameworks will be explored (LAC, VERP, VIM, etc.) and each evaluated as to how they would aid NPS activities.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the recreation opportunity spectrum and some of the impacts that visitors have on park resources.
2. List and describe several techniques for monitoring and evaluating the impacts of visitors on park resources.
3. Discuss the history of setting carrying capacities for recreational use and describe the latest techniques.
4. Discuss several techniques for allocating and rationing recreational use.

SESSION: BENEFITS OF OUTDOOR RECREATION AND MANAGING FOR THEM

LENGTH: 4 hours

METHOD: Participatory lecture

DESCRIPTION:

Building on the sessions above, this session explores the need to include in park management the types of experiences people seek and the human benefits received from those experiences. The session will cover social psychological aspects of managing park visitors. It requires that participants view park management from a different perspective than that of a biologist. Participants will focus on understanding a park's importance from the visitor's point of view. The session will describe how information about visitor characteristics and expectations can be used to resolve visitor conflicts and set appropriate types and levels of recreational use in a park. It will include case studies that illustrate how social science information contributes to park management decisions.

OBJECTIVES:

By the end of this session participants will be able to:

1. Discuss the importance of understanding the expectations of our visitors.
2. Describe why it is important to have scientifically valid data for making decisions on appropriate recreational use.
3. Describe how one might measure visitor satisfaction and the quality of the park experience that we provide.
4. Describe how information about visitor characteristics and expectations can be used to resolve visitor conflicts and set appropriate types and levels of recreational use in a park.

Machlis

SESSION: SERVICE QUALITY FOR PARK CUSTOMERS

LENGTH: 4 hours

METHOD: Participatory Lecture, case studies

DESCRIPTION:

This session will be a brief overview of the social sciences and their application to the management of protected areas. It will provide participants with a basic understanding of the practice of social science and will include some of the techniques used to gather social science data. This session will also deal with partnerships with various park stake-holders (based on social science information). Also, will explore marketing and the role of/application of social science information to aid in informing visitors about opportunities available in parks. It should include case studies which illustrate how social science information contributed to park management decisions.

OBJECTIVES:

By the end of this session participants will be able to:

1. Describe the types of social science information that are important for park managers in making management decisions.
2. Describe how social science research needs can be incorporated into a Resources Management Plan and where to obtain additional assistance with social science needs.
3. Discuss why social sciences are important in park management and describe why managers need scientific information about park visitors.