NPS DOILearn Course Creation Worksheet

Instructions: This form is to be used by the NPS training and development community to request that a course to be created or modified in the DOI LEARN learning management system. The course must be created in DOI LEARN by the DOI LEARN data steward before classes for the course can be scheduled in DOI LEARN. The following steps describe the course creation process:

1. The Primary Course Sponsor and Primary Subject Matter Expert fill in this form as completely as possible.
2. They send form to the Training Manager responsible for the primary career field addressed in the course.
3. The Training Manager reviews the form for content and completeness, approves (or disapproves) the course, and sends the form to DOI LEARN at: doilearn@nps.gov
4. The Data Steward creates the course in DOI LEARN
5. The Data Steward sends the Training Manager and Course Sponsor a confirmation that the course has been created in DOI LEARN.

Is this a modification of an existing course?   ○ Yes   ◉ No

Select one: ◉ Instructor Led   ○ Online   ○ User Defined Task

Does course require Prerequisites?   ○ Yes   ◉ No

If yes, list the course code of the prerequisite: [   ]

Course Name: Monitoring River Values – What you need to know to design a river monitoring program and collaborative ways to accomplish the work

Description:

This training explains why agencies need to monitor river values and provides a systematic approach for consistent monitoring over time. Monitoring river values is necessary to document compliance with laws and regulation. Monitoring enables river managers to document baseline conditions and identify when conditions approach degradation thresholds. Monitoring enables river managers to evaluate effects of actions in the management plan. Lastly, monitoring allows river managers to communicate overall progress implementing the management plan and achieving desired conditions.

Upper Snake River Case Study:
Data requirements, ranging from visitor use and satisfaction to biophysical monitoring, can be time consuming and costly. In 2003, the BLM's Upper Snake Field Office (USFO) and the University of Idaho entered into a cooperative agreement to coordinate data collection efforts. The USFO provided funds to support paid internships; the University provided faculty expertise and students to collect and analyze data. The case study highlights partner roles, the benefits of collaborating, and the outcomes of the data collection efforts to assist in gathering baseline inventory. Both probability (surveys) and non-probability (focus groups and interviews) methods were used to collect visitor data. Inventory data was collected for wild and scenic river suitability and visitor capacity for the Snake River.

Results/Conclusions - The partnership had positive outcomes for both parties. The BLM received scientifically defensible data, several seasonal employees, and many tangible products (e.g., an updated boater's guide, educational brochures and videos for new rules). The university provided hands-on experiences and paid research assistantships to undergraduate and graduate students, and service-learning opportunities for classes. The presentation concludes with a review of lessons-learned and suggestions for future agency/university partnerships, especially when it comes to data collection for monitoring and planning purposes.

Owyhee/Bruneau/Jarbidge Monitoring Case Study:
The landscape that supports the Owyhee Canyonlands Wild & Scenic Rivers is vast and remote. These stream reaches were designated as Wild & Scenic through the Omnibus Public Land Management Act of 2009. Prior to the designation, much of the knowledge of the behavior of these streams was gained through personal observations by a variety of river users and inhabitants of the region. There was a lack of data to characterize

and quantify these stream reaches. Land Managers and Scientists saw this as an opportunity to gain a better scientific understanding of these stream systems by setting up a monitoring strategy to quantify and classify certain parameters.

Results/Conclusions – The BLM and USGS entered into a cooperative agreement to monitor 16 segments of Wild & Scenic Rivers for stream discharge. The data is being used to create and refine hydrologic rating curves for this region. This quantification approach has enabled the establishment of instream water rights to protect the naturally occurring free flowing condition. A preliminary peer reviewed report has been published by the USGS and a final report will be completed at the end of the project. This project has highlighted the multiple benefits to the agencies involved, the public that enjoy these public lands, and the rivers that are now protected as Wild & Scenic.

Summary:
Given the broad array of river values that need to be monitored, and given limited budgets, having a focused monitoring plan and finding partners to collaborate with on inventory and monitoring work are absolutely essential for river managers and river stewards. This training session will focus on key components of a river monitoring plan, primary drivers that will influence the resource conditions and parameters that you choose to monitor, and case studies that will provide examples for completing baseline inventories and implementing river monitoring programs through collaborative partnerships.

Objectives:

-River managers will gain understanding of the requirements driving the need to monitor river values;

-Understand how monitoring helps implement specific provisions of the Wild and Scenic Rivers Act;

-Understand the steps for design and implementation of a monitoring program;

-Gain knowledge and lessons learned from baseline inventory case study and monitoring case study; and

-How to communicate overall progress in implementing the management plan and achieving desired conditions.

Target Audience: Resource managers and planners for Wild and Scenic Rivers including private and public organizations and Federal agency staff.

Subject Matter Expert: Cathi Bailey (BLM), Monica Zimmerman (BLM), Tammi Laninga (Western Washington University),

Catalog Course Code (To be completed by Training Manager):

URL to access external material: http://pnts.org/new/welcome-2/ and http://www.river-management.org/symposium

CEU (enter number of units):

Duration: 1.5 Hours ☐ Minutes

Cost to Learner:

 # Training Duty Hours: **# Training Non-Duty Hours:**

Training Credit Type Code:

Training Designation Type:

Training Type Area and Subcode: Select only one area and one corresponding subcode:

01 Training Program Area   09 Project Management

02 Developmental Training Area   22 Management Program

03 Basic Training Area

Training Purpose, Source and Delivery type: Choose one subcode under each type:

Training Purpose Type: 03 Improve/Maintain Present Performance

Training Source Type Code: 03 Non-Government

Training Delivery Type Code: 04 Conference/Workshop

Contact Name: John Gangemi   Contact Phone Number: 406-249-3972

Requires Supervisory Approval: ● Yes   ○ No

Responsible Bureau: NPS

Course Access (dept-Wide, NPS-only, etc…): Department-wide

Category(s): Please select all that apply. More than one category may be selected.

- ☐ Accounting and Auditing
  - ☐ Market Fundamentals
- ☐ Acquisition and Contracting
- ☐ Administrative and Support Tools
- ☒ Biology
- ☐ Business Administration and Financial Management
  - ☐ COR Training
  - ☐ Financial Business Management Systems (FBMS)
- ☐ Civil Rights
- ☐ Clerical
- ☐ Communications
- ☐ Computers
- ☐ Concessions
- ☒ Conference-Workshop
- ☐ Conflict Alternative Dispute Resolution (CADR)
- ☒ Cultural Resources
- ☐ Customer Service
- ☐ Distance Learning
- ☐ Diversity
- ☐ Emergency Management
- ☐ Employee Development
- ☐ Engineering
- ☒ Environmental Regulations and Planning
  - ☐ Hazardous Materials
- ☐ Equal Employment Opportunity (EEO)
- ☐ Ethics
- ☐ Evaluation
- ☒ Facilities Management
- ☐ Federal Information Systems Awareness & Privacy Act (FISSA)
- ☐ Fire and Aviation Management
- ☒ Historic Preservation
- ☐ Human Resources
  - ☐ Benefits
  - ☐ Classification
  - ☐ Competency Management
  - ☐ Federal Hiring Reform
  - ☐ Training and Development
  - ☐ USAccess PIV
  - ☐ USERRA

- ☐ IDEAS
- ☐ Information Technology
  - ☐ Computer Information Systems (CIS)
  - ☒ Geographical Information Systems (GIS)
  - ☒ Geospatial Data
  - ☐ Plan of Actions and Milestones (POAandM)
- ☐ Internships, Certifications, and Special Programs
- ☒ Interpretation
- ☐ Law Enforcement
- ☐ Leadership
- ☐ Legal Training
- ☐ Legislative Affairs
- ☒ Management
- ☐ Mediation
- ☐ NASIS
- ☒ Natural Resource Management
- ☒ Adaptive Management and Decisionmaking
- ☐ Fire
- ☒ Geospacial Sciences
- ☐ Minerals Administration
- ☒ Physical Sciences
- ☐ Realty
- ☐ Reclamation
- ☐ Renewable Resources and Life Sciences
- ☒ Water
- ☐ Oil and Gas Management
- ☐ Online Training Course
- ☐ Orientation
- ☒ Outreach and Public Affairs
- ☒ Partnerships
- ☐ Personnel Security
- ☐ Planning and Analysis
- ☒ Planning, Design and Construction
- ☐ Privacy
- ☐ Probate
- ☒ Program Management
- ☒ Program-Mission

- ☐ Realty
- ☐ Records Management
- ☐ Regulation Drafting
- ☐ Role Based Security Training (RBST)
- ☒ Safety
- ☐ Dam Safety
- ☐ Safety and Health
- ☐ Self-Determination
- ☐ Skillsoft
- ☐ Business Skills Course Catalog
- ☐ Desktop Skills Course Catalog
- ☐ Environmental, Safety & Health and Transportation Course Catalog
- ☐ Federal Government Curricula
- ☐ Workplace Compliance Curricula
- ☐ Supervision
- ☐ TAAMS
- ☐ Test Category for LMS Functionality
- ☐ Trade and Craft
- ☐ Trust Responsbilities
- ☐ Visitor Use
- ☒ Volunteer Management

The following DOES NOT get entered into DOILearn:

Competencies

Identifies the competencies addressed by a course, at a particular level. Competencies are organized by NPS career field.

	Code	Competency Name	Level (1-3)
Example:	*OPMG064*	*Team Building*	*2*
1			
2			
3			
4			
5			
6			
7			
8			
9			