

# Compendium of NEPA Training

*This information is provided by the training providers and course managers as a service to those seeking NEPA training opportunities. CEQ does not review or endorse individual courses or warrant the descriptions provided. For additional information, you should communicate directly with the points of contact provided with the course descriptions.*

## 1/4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 BASIC/OVERVIEW NEPA COURSES

### 1. *DOE Hanford NEPA Process Course:*

Two-day basic NEPA course specific to Hanford's NEPA process. Incorporating NEPA planning into project and program planning, improving DOE/Contractor communications, and streamlining decision making. Some NEPA tools.

Kim Welsch: [kim\\_r\\_welsch@rl.gov](mailto:kim_r_welsch@rl.gov)  
DOE Richland Operations

### 2. *DOE NEPA Introductory Course:*

One day basic Department NEPA Coordinators Course, NEPA Process, Environmental Evaluation Checklist, CX case studies, Environmental databases, Electronic signature signoff system.

Bart Marcy: [barton.marcy@srs.gov](mailto:barton.marcy@srs.gov) 803-725-5230  
Westinghouse Savannah River Company

### 3. *Implementation of the National Environmental Policy Act on Federal Lands and Facilities:*

This course is designed for mid-level and senior project managers who work to streamline the environmental permitting process for federal facilities and federal regulatory activities; and to prepare and review environmental assessments, environmental impact statements, and other NEPA analyses. This course provides the necessary tools to address the environmental effects of agency actions and to ensure that environmental impact analyses are substantively and procedurally accurate. Instruction aids students in determining the proper level of documentation to fully record and disclose to the public the results of environmental analysis.

5 days  
Duke University  
919-613-8082  
[www.env.duke.edu](http://www.env.duke.edu)

### ***Overview of the NEPA Process:***

1 day

Learn about NEPA's procedural requirements and implementing process, and explore the steps to preparing a quality EIS or EA.

Shiple Environmental, Inc.  
420 West 1500 South, Ste. 100  
Bountiful, UT 840  
801-298-7800  
[www.shipleenviro.com](http://www.shipleenviro.com)

### ***4. NEPA: Policy, Procedure, and Science/Art***

Begin with a broad introduction to the philosophy and practice of ecological theory. Finish with a discussion on contemporary challenges to the effective implementation of NEPA and how those challenges are being addressed. The National Environmental Policy Act established national environmental policy and goals for the protection, maintenance, and enhancement of the environment as well as a process for implementing these goals within the federal agencies. Understand the process for proper development and filing of an environmental assessment (EA), a finding of no significant impact (FONSI), and an environmental impact study (EIS).

Training Type: Classroom-Evening/Weekend  
Class Length: 10 Week(s)

USDA Graduate School  
Night course  
Washington, D.C.  
(202) 720-5885

### ***5. Essentials for NEPA Practitioners***

In this course you'll learn the big picture of what NEPA does and how the NEPA process works. Emphasis will be on how to identify significant impacts, how to develop appropriate alternatives, effective public involvement strategies, NEPA's relationship to other environmental regulation and planning processes (including ISO 14000), and other practical steps you can take to streamline the NEPA process.

L. E. Wildesen, Environmental Training & Consulting International, Inc.  
7461 Archer Place  
Denver, Colo. 80230 720-859-0380 [www.envirotrain.com](http://www.envirotrain.com)

## **6. *Preparing NEPA Documentation***

### Day One: NEPA Management Overview

- Identifying the two main requirements of NEPA
- Identifying the 4 main parts of a NEPA document
- Distinguishing between what the law requires and what agencies want
- The 6 step NEPA planning and documentation process
- How to define "significance" with respect to environmental impacts
- Basic NEPA guidelines for the federal agency of interest

### Day Two: How to Prepare NEPA Documentation

- What information should go into each section of a NEPA document
- Identifying the proposed action, including cumulative and connected actions
- Determining which issues are significant
- Defining the Affected Environment for the NEPA document
- Developing alternatives for the proposed action
- Identifying the data needed for the Environmental Consequences section
- Preparing an annotated outline for a NEPA document
- Mocking up a complete NEPA document
- Reviewing a NEPA document for completeness and consistency

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## **7. *NEPA for NEPA Compliance Officers* :**

Basic Introductory NEPA course  
(CD-ROM)- DOE National Environmental Training Organization (NETO)- under development. <http://www.em.doe.gov/neto/> (numerous regulatory courses).

David Hoel  
DOE Savannah River Site  
Aiken, SC.  
david.hoel@srs.gov

## 8. *Environmental Laws and Regulations*

Length: 36 Hours      CEUs: 0.0      Tuition: \$850.00

Purpose: After completing the course, students will be able to (a) list major federal statutes designed to protect the environment; (b) summarize the major provisions of each federal environmental law and relationship to activities of the Corps of Engineers; (c) find the federal and state environmental statutes and regulations pertinent to a specific Corps activity, given access to a reference library; (d) identify and state legal requirements for environmental protection related to specified Corps activity, given access to suitable reference materials.

Description: This is a general survey course designed for non-attorneys or for attorneys with limited background in environmental law. Topics include federal laws and regulations for environmental protection; pollution standards and variances; congressional and judicial developments; economic and technical difficulties in meeting standards; relation of the Corps of Engineers to state and federal agencies in meeting standards and enforcing laws; methods of monitoring pollution; legal penalties; litigation techniques; the Rivers and Harbors Act of 1899 regulatory provisions; the National Environmental Policy Act (NEPA); Executive Order 11514; the NEPA regulations of the Council on Environmental Quality; the Federal Clean Water Act; the Federal Clean Air Act; the Resource Conservation and Recovery Act; the Toxic Substances Control Act; the Endangered Species Act; the Fish and Wildlife Coordination Act; the Historic Preservation Act; the Noise Control Act; the Federal Environmental Pesticide Control Act; the Coastal Zone Management Act; regulations of the Environmental Protection Agency; and state laws and regulations.

\*This course is not intended for personnel primarily involved with hazardous and toxic waste projects and does not include detailed coverage of the Resource Conservation and Recovery Act (RCRA), the Comprehensive, Environmental Response, Compensation and Liability Act of 1980 (CERCLA), or the Superfund Amendments and Reauthorization Act (SARA) of 1986.

Prerequisites: Nominees must be assigned (a) Occupational Series: Selected 0020, 0100, 0400, 0800, and 0900; (b) Grade: GS-07 or above.

<u>Session</u>	<u>Location</u>	<u>Date</u>	
2001-1	Huntsville, AL	2/26/2001	3/2/2001
2001-2	Dallas/Ft. Worth, TX	4/23/2001	4/27/2001
2001-3	Sacramento, CA	5/7/2001	5/11/2001
2001-4	Atlanta, GA	6/4/2001	6/8/2001
2001-5	Huntsville, AL	6/18/2001	6/22/2001

U.S. Army Corps of Engineers  
Engineering and Support Center, Huntsville

P.O. Box 1600  
Huntsville, AL 35807-4301  
Contact: Nellie U. Frith

***9. National Environmental Policy Act Implementation Course***

Resident – 1 week

Onsite – 1 week

**PREREQUISITES:** Nominees should be military or civilian personnel who must assess the environmental impacts of proposed projects, training exercises, or other actions, and who must prepare or review environmental documents; or as proponents of actions, provide input for their preparation.

**SCOPE:** The curriculum includes the DOD environmental program; environmental laws, regulations, and policies; and the preparation and evaluation of environmental documents.

Army Logistics Management College  
Fort Lee, VA 23801  
(804) 765-4965

POC: Mr. Grisham, DSN 539-4731

***10. Integrating NEPA into Agency Activities***

**PROVIDED BY:** US Fish & Wildlife Service  
United States Department of the Interior  
FWS National Conservation Training Center  
Shepherdstown, WV  
304-876-7449

**DESCRIPTION:** NEPA requires that the basic components of the Federal planning process be documented to insure that the effects on the environment are considered through a systematic, interdisciplinary approach. The purpose of the course is to provide Service employees with information and instruction concerning the purpose the National Environmental Policy Act, how NEPA affects the decision making process involving Federal Actions, and how to structure, write, and review NEPA documents. Specialized and regional training courses can be arranged.

**For:** All Fish and Wildlife Service personnel involved with internal NEPA compliance and the review of other agency environmental

documents. Other Federal and non-Federal personnel may attend on a space available basis.

Duration: 4 days

Cost: \$550. No tuition for FWS participants.

### ***11. NEPA/NFMA Forest Plan Implementation Training Course (1900-01)***

#### **TARGET AUDIENCE:**

The course is designed for USDA Forest Service line officers and people who participate on and are consultants to interdisciplinary (ID) teams that conduct environmental analyses (including ID team leaders, resource professionals, and public affairs specialists). A general understanding of the NEPA process is helpful, but not necessary. Natural resource management experience is helpful, but not necessary. Functional ID teams are well suited for this course. Employees from other Federal and State agencies can also benefit.

#### **COURSE GOAL:**

To conduct and document environmental analysis which will result in decisions that contribute to implementing a forest plan.

#### **OBJECTIVE:**

By the end of the course, students will be able to: Use the forest plan to generate possible management practices, develop a proposed action, perform the environmental analysis, document that analysis, and write a decision document.

#### **INSTRUCTION METHODS**

The subject material is taught with participants working through example problems as individuals, small groups, and ID teams. These exercises comprise about 40% of the class time. Information is presented to the students through use of anecdotes, analogies, and real examples where possible. Each student will have a notebook containing all the references needed to do the tasks back on the job.

#### **COURSE CONTENT:**

The course was designed by a national design cadre with the assistance of professional trainers. All course content is consistent with Washington Office direction on forest plan implementation and the NEPA process. The courses presented in Region 8 are the same courses being taught throughout the nation. The course content is broken into units. Each unit has a different emphasis, but each unit builds upon the previous unit. These units take the participant through each phase of conducting environmental analysis and implementing the Forest plan. The function of the line officer, ID team leader, and ID team members/consultants are discussed in each unit. An overview of each unit follows:

## UNIT DESCRIPTIONS

**UNIT 1--OVERVIEW:** The overview introduces the course content, sets performance objectives, and provides a very general introduction to the National Forest Management Act (NFMA), the National Environmental Policy Act (NEPA) and their respective implementing regulations. The themes for the course are introduced along with the triangle which is used as a reference diagram during the course.

**UNIT 2--STAGED DECISION MAKING AND TWO LEVELS OF DECISION:** This unit discusses the decisions made in the forest plan and how project-level decisions relate to the forest plan. A discussion of programmatic and site-specific NEPA analysis, what it is and what it requires is included. The host Forest's own forest plan is examined to show participants how to locate goals, objectives, and standards and guidelines. The concept of combining multiple projects by geographical area is explored to highlight common errors and show how an intermediate level of decision can occur if one is not careful.

**UNIT 3--PLAN TO PROJECT:** This unit introduces the concept of using the forest plan as a basis for generating opportunities and possible management practices to be used in implementing the forest plan. The first in a series of case study exercises building a project record for an environmental analysis which will be tracked through the remainder of the course is introduced.

**UNIT 4--PROPOSED ACTION, PURPOSE AND NEED:** This unit examines the process of formulating and writing: A statement of the proposed action; a purpose and need statement for the proposal, and a clear statement of the decision to be made. The emphasis is on preparation of clear, concise statements tied to site-specific situations.

**UNIT 5--SCOPING:** This unit focuses on scoping, including the formulation of a public participation strategy for a proposed project. The Council on Environmental Quality (CEQ) regulations for scoping are highlighted, and the terms "project scope" and "scoping" are defined. This unit will also assist participants in defining the who, when, and what of public participation; however, techniques of public participation are not discussed in detail.

**UNIT 6--ISSUE MANAGEMENT:** This unit builds upon the fundamentals learned in Unit 5. A step-by-step process of issue analysis is introduced. Participants work with their interdisciplinary teams to refine broad issues into the most significant issues that will later guide alternative formulation.

**UNIT 7--ENVIRONMENTAL DOCUMENTS:** The framework of NEPA documentation requirements is examined. Detailed examination is given to the content requirements of a Notice of Intent (NOI), an Environmental Assessment (EA), and an Environmental Impact Statement (EIS). NEPA significance criteria are discussed.

**UNIT 8--ALTERNATIVES:** This unit discusses the Council on Environmental

Quality regulations to provide a legal framework for alternatives. The unit focuses on: addressing significant issues, developing a range of alternatives, developing mitigation measures, comparing alternatives, and describing alternatives eliminated from detailed study.

UNIT 9--ENVIRONMENTAL EFFECTS: This unit focuses on: Identifying direct, indirect, and cumulative effects from past, present, and future activities; quantifying and describing effects; and interpreting effects. The Council on Environmental Quality regulations are discussed, as well as applicable case law. Important terms are defined. Individual and group exercises are used to practice skills.

UNIT 10--MONITORING AND EVALUATION: Monitoring requirements under NFMA and NEPA are examined. The link between project-level monitoring and forest plan monitoring is developed. This unit is placed between units on environmental effects (Unit 9) and response to comments (Unit 11) to emphasize that monitoring is designed as part of the project; it is not something to be done after a decision has been made.

UNIT 11--RESPONSE TO COMMENTS: This unit examines how comments to draft environmental impact statements can be addressed by the agency. Legal requirements for responding to comments are discussed. Several methods for displaying the response to comments are explored.

UNIT 12--DECISION DOCUMENTS AND NOTIFICATION: The various types of decision documents--Decision Memo (DM), Decision Notice (DN), Finding of No Significant Impact (FONSI), and Record of Decision (ROD)--are discussed in detail. Content requirements for each document are examined. Consistency with the Forest Plan and with NFMA management requirements is discussed. This unit also explores the legal and administrative requirements for public notification of decisions.

UNIT 13--PROJECT RECORD: The final lecture unit discusses the importance of the project record, defines what a project record is, and explains the role of the project record in appeals and litigation. Participants respond to an appeal of the project record and documents they have created throughout the class.

Contact:

NEPA Training Coordination  
USDA-Forest Service  
ATTN: Ecosystem Management Coordination Staff/Joe Carbone  
P.O. Box 96090  
Washington, D.C. 20090-6090

***12. BLM's NEPA Screening Process (1620-11)***

You will need the Class ID to register for the desired class.



PREREQUISITES: None.

#### DESCRIPTION

This on-line course consists of three modules. The first module provides a brief introduction to NEPA. You will be able to recognize when NEPA documentation is required, what can happen as a result of a poor decision, and who has responsibilities for NEPA. In the second module you will be able to determine the level of adequate documentation for facilitating the screening process by scrutinizing defined key issues and reviewing the five categories that can affect a proposed action. In the third module you will follow a NEPA case study through the screening process by responding to the six critical screening questions. Upon completion of this course you will recognize the importance of providing adequate documentation to support your findings.

TARGET GROUP: All managers, program leads, resource specialists, and any others involved in the management or use of the public lands.

Class ID: 3231

LENGTH: One to two hours.

CONTACT: Terry Loyer (602) 906-5553/ [terry\\_loyer@tc.blm.gov](mailto:terry_loyer@tc.blm.gov)

ENROLLMENT: Once you have registered for this course, you will be sent an e-mail confirmation. The confirmation will include instructions on how to access and navigate the NEPA course.

#### OBJECTIVES

Upon completion of this course, you will be able to screen federal actions to determine what level, if any, of NEPA analysis is suitable. You will be able to document the screening process to support your findings.

### ***13. NEPA Compliance for BLM Managers (1620-01)***

You will need the Class ID to register for the desired class.

PREREQUISITES: None.

#### DESCRIPTION

This course is designed to show state management teams how to incorporate resource activities into the planning process in accordance with the National Environmental Policy Act (NEPA). Topics include: Purpose, policy, and mandates of NEPA. Support and management for NEPA compliance. Applying NEPA processes, screening, and documentation requirements. Costs for NEPA compliance, anticipated savings, and customer service. Plans are nothing; planning is everything.- - Dwight D. Eisenhower.

TARGET GROUP: State management teams, field managers, program leads.

TUITION: N/A

LENGTH: 2 hours

CONTACT: Terry Loyer (602) 906-5553  
e-mail: tloyer@tc.blm.gov

#### OBJECTIVES

Upon completion of this class, students will be able to use the Overview of BLM's NEPA Process Coursebook to achieve: Common understanding of the basics of and support for NEPA compliance. Knowledge and consistent application of NEPA processes and documentation requirements. The greatest efficiency (time and money) in managing the NEPA process.

#### ***14. NEPA / 309 Review [FED 103]***

National Enforcement Training Institute (NETI)

NETI is located within the U.S. EPA's Office of Enforcement and Compliance Assurance, Office of Criminal Enforcement, Forensics and Training

This 3-day course for federal environmental employees provides information and skills necessary to prepare and review environmental assessments and environmental impact statements as mandated by the National Environmental Policy Act (NEPA) and EPA's review and comment mandate under Section 309 of the Clean Air Act.

Contact: Katie Biggs, 202-564-7144, e-mail: Biggs.Katherine@epa.gov

Conditions: None



**4. *Advanced Topics in Environmental Impact Assessment:***

A three-day course that covers advanced topics in the process and understanding of Environmental Impact Assessment.

Environmental Impact Training  
Dr. L. Canter and Dr. S. Atkinson  
P.O. Box 9143  
Horseshoe Bay, TX. 78657  
(830) 596-8804

**5. *Current and Emerging Issues in Managing the NEPA Process:***

Hands-on exploration of current and emerging issues led by professionals at the cutting-edge of NEPA development and implementation. Sample topics include the environmental justice order, privatization of federal agencies, cumulative impacts, strategic environmental assessment, and tribal impact assessments. The syllabus of this course changes every year based on the most pressing national issues. Participants should know the NEPA process.

3 days  
Duke University  
(919) 613-8082  
[www.env.duke.edu](http://www.env.duke.edu)

**6. *New Advances in Ecological Risk Assessment:***

Overview of ecological risk assessment and demonstration of risk assessment of toxic chemicals to the ecological environment. Emphasis on aquatic environments through discussions and examples, case study applications and class exercises with actual data.

4 days  
Duke University  
(919) 613-8082  
[www.env.duke.edu](http://www.env.duke.edu)

**7. *The NEPA Toolbox: Preparing EAs with Focus:***

2 day  
How to create a complete EA.

L. E. Wildesen, Environmental Training & Consulting International, Inc.

7461 Archer Place  
Denver, Colo. 80230  
720-859-0380  
[www.envirotrain.com](http://www.envirotrain.com)

**8. *Assessing Cumulative Impacts:***

CEQ guidance, methods of cumulative assessment, utilization in addressing environmental consequences.

Two day  
L. E. Wildesen, Environmental Training & Consulting International, Inc.  
7461 Archer Place  
Denver, Colo. 80230  
720-859-0380  
[www.envirotrain.com](http://www.envirotrain.com)

**9. *Cumulative Effects Assessment in the NEPA Process:***

In 1997, the Council on Environmental Quality published "Considering Cumulative Effects under the National Environmental Policy Act." For the first time since the passage of NEPA, this handbook provides a framework for advancing the state of the practice. This two and one-half day workshop will review cumulative effects concepts and principles, scoping techniques, baseline conditions and information sources and methods for effects identification and prediction. Examples of cumulative effects analysis with possible appropriate responses will be presented.

2 ½ days  
Duke University  
919-613-8082  
[www.env.duke.edu](http://www.env.duke.edu)

**10. *Environmental Impact Assessment: NEPA and related Requirements:***

This advanced two-day course covers the present state of the law and practice pertaining to NEPA, "little NEPAs," and the EIS process. Ecosystem analysis is an important part of this program. The faculty includes some of the most experienced government agency officials and attorneys, private attorneys, and environmental consultants engaged in environmental assessments and EIS preparation, as well as in federal and state court litigation under the Act. The course is offered to serve the needs of attorneys, government agency and corporate personnel, environmental consultants, and others engaged in the NEPA and "little NEPA" process.

2 days  
American Law institute/American Bar Association (ALI-ABA),  
Washington, D.C.  
215-243-1630

***11. Preparing and Documenting Environmental Impact Analyses:***

How to acquire, assemble, analyze, and present information required by the National Environmental Policy Act. Extensive practical exercises designed to make use of case study materials provided by the participants.

5 days  
Duke University  
919-613-8082  
[www.env.duke.edu](http://www.env.duke.edu)

***12. Socioeconomic Impact Analysis Under NEPA:***

Professionals working on EIAs and EISs must understand the role human communities play in responding to, adapting to and resisting change brought on by major federal actions. This course addresses the need and legal mandate for socioeconomic impact assessments which includes NEPA, the Executive Order on Environmental Justice and case law. Focus on hands-on experience; assistance in all steps in the preparation of socioeconomic impact baselines and projections; and emphasis on data available through electronic media.

3 days  
Duke University  
919-613-8082  
[www.env.duke.edu](http://www.env.duke.edu)

***13. Working with NEPA Strategies to Improve Results of NEPA Planning:***

Executive Enterprise Institute  
Instructors, Daniel Mendelker and Leslie Wildesen  
2 Shaw's Cove  
New London, CT 06320  
1-800-831-0333  
[www.eeiconferences.com](http://www.eeiconferences.com)

#### ***14. Clear Writing for NEPA Specialists***

Learn how to plan/scope the writing process for a NEPA document including how to present technical information and graphics. Also, learn review skills to ensure document effectiveness, clarity, and accuracy.

3 days  
Shiple Environmental, Inc.  
420 West 1500 South, Ste. 100  
Bountiful, UT 84010  
801-298-7800  
[www.shipleenviro.com](http://www.shipleenviro.com)

#### ***15. How to Manage the NEPA Process and Write Effective NEPA Documents:***

Learn how to fulfill the spirit and letter of NEPA and CEQ. Also, explore how good decision-making, analysis, and documentation all must integrate to prepare a legally compliant EIS (Environmental Impact Statement), EA (Environmental Assessment), FONSI (Finding of No Significant Impact), ROD (Record of Decision), or CE/CATEX (Categorical Exclusion)

4 days  
Shiple Environmental, Inc.  
420 West 1500 South, Ste. 100  
Bountiful, UT 840  
801-298-7800  
[www.shipleenviro.com](http://www.shipleenviro.com)

#### ***16. Natural & Cultural Resources Management***

2 days  
Planning and Management Strategies for Federal Projects. Impact of NEPA on Federal Projects; Biological Assessments, wetland laws and management, managing T&E species.

Government Institutes  
4 Research Place, Suite 200  
Rockville, MD 20850  
[www.govinst.com](http://www.govinst.com)

#### ***17. Streamlining NEPA Planning and Documentation***

#### Day One: NEPA Management Overview - NEPA, CEQ, and Agency requirements

- Identifying the two main requirements of NEPA
- The 6 step NEPA planning and documentation process
- Determining the appropriate level of NEPA documentation
- Identifying the 4 main parts of a NEPA document
- How to define "significance" with respect to environmental impacts
- Basic NEPA guidelines for your agency
- Distinguishing between what the law requires and what the agency wants

#### Day Two: How to Prepare NEPA Documentation

- What information should go into each section of a NEPA document
- Identifying the proposed action, including cumulative and connected actions
- Determining which issues are significant
- Defining the Affected Environment for the NEPA document
- Developing alternatives for the proposed action
- Identifying the data needed for the Environmental Consequences section

#### Day Three: Preparing a Model NEPA Document

- Preparing an annotated outline for a NEPA document
- Mocking up a complete NEPA document
- Reviewing a NEPA document for completeness and Consistency with CEQ and Agency requirements

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720-859-0380  
[www.envirotrain.com](http://www.envirotrain.com)

### ***18. Positive Public Involvement***

#### Day One

Legal and practical benefits of Positive Public Involvement  
Public Involvement vs. Public Education, Risk Communication, Public Relations  
Doing it right the first time - legal sufficiency vs. long-term effectiveness  
How to get a more positive response from your public  
Developing rapport with your public  
Identifying your public

#### Day Two

What does your public really want?  
Identifying public values, desires, and criteria  
Identifying your Public Involvement outcomes  
Building conflict prevention / resolution into your Public Involvement program



Developing a Public Involvement strategy: Using these skill back on the job

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7461 Archer Place  
Denver, Colo. 80230  
720-859-0380  
[www.envirotrain.com](http://www.envirotrain.com)

***19. Advanced NEPA Practitioners Course***

3 days

Currently under development by the DOE National Environmental Training Organization for the DOE Complex

See: <http://www.em.doe.gov/neto/>

***20. How to Manage NEPA/EIAP Process, Air Force Specific/EIAP***

4 days

Learn to conduct the EIAP effectively to fulfill the spirit and letter of NEPA. Learn to apply the CEQ regulations and AFI 32-7061. Learn to plan, analyze, and write and function of AF Form 813 and the DOPAA.

Shiple Environmental, Inc.  
420 West 1500 South, Ste. 100  
Bountiful, UT 840  
801-298-7800  
[www.shipleenviro.com](http://www.shipleenviro.com)

***21. Applying the NEPA Process within DoD Acquisition Programs (ANP/ACQ)***

2 days

Course focuses on decision-making, Analysis, and Documentation Processes as an Integral part of a Weapon System Program's Engineering Activity:

Shiple Environmental, Inc.  
420 West 1500 South, Ste. 100  
Bountiful, UT 840  
801-298-7800  
[www.shipleenviro.com](http://www.shipleenviro.com)

## ***22. Environmental Impact Assessment of Projects***

Length: 36 Hours      CEUs: 0.0      Tuition: \$1,140.00

**Purpose:** This course provides students with a working knowledge of the environmental impact assessment process and the information, including environmental studies, needed to prepare an environmental impact assessment document or an environmental impact statement.

**Description:** Detailed consideration of the factors to be considered in evaluating the effect of proposed actions upon various aspects of the environment. The data and information required for the environmental evaluation of a major federal action are examined and their sources discussed. Particular emphasis is placed on the physical and chemical factors which can control impacts on biological or cultural resources. The impact evaluation procedures to be followed in complying with the National Environmental Policy Act and with the Procedures and Guidelines for Water Resources Implementation Studies are outlined. Procedures are described and analyzed to assist the preparation and critique of an assessment. Points to be considered in legal challenges are discussed. Coordination and public involvement are addressed. In addition to providing assessment procedures, this course serves as preparation in the physical resource environment for separate courses on ecological and cultural resources.

**Prerequisites:** Nominees must be assigned (a) Occupational Series: Selected 0020, 0100, 0400, 0800, and 1300 or demonstrate special needs related to job responsibilities; (b) **Grade:** GS-05 or above.

<u>Session</u>	<u>Location</u>	<u>Date</u>
2001-1	Huntsville, AL	4/2/2001 4/6/2001

U.S. Army Corps of Engineers  
Engineering and Support Center, Huntsville  
P.O. Box 1600  
Huntsville, AL 35807-4301  
Contact: Nellie U. Frith

## ***23. Planning, Organizing, Writing, and Editing EISs and EAs***

Length: 22 Hours      CEUs: 0.0      Tuition: \$1,440.00

**Purpose:** This course provides instruction for those who prepare NEPA documents (EIS, EA, Supplements) as part of legislative proposals and feasibility studies to help them save time and develop good strategies for planning, organizing, writing, and revising.

Description: As a result of the classroom instruction and several workshops, students will be better prepared to (a) interpret regulations and procedures relating to NEPA; (b) use the multi-objective, multi-disciplinary planning framework for producing EAs and EISs; (c) organize material such as options and impacts in a logical manner; (d) design graphic displays; (e) show improvement in writing; (f) edit the writings of others; and (g) analyze Corps documents for correct content and readability.

Prerequisites: Nominees must be assigned (a) Occupational Series: Selected 0020, 0100, 0400, 0800, and 1300 or demonstrate special needs related to job responsibilities; (b) Grade: GS-07 or above.

<u>Session</u>	<u>Location</u>	<u>Date</u>	
2001-1	Huntsville, AL	6/25/2001	6/29/200

U.S. Army Corps of Engineers  
Engineering and Support Center, Huntsville  
P.O. Box 1600  
Huntsville, AL 35807-4301  
Contact: Nellie U. Frith

#### ***24. Social Impact Analysis: Principles And Procedures Training Course (1900-03)***

##### **AUDIENCE:**

The course is designed for USDA Forest Service employees at the forest and district levels, who may not have formal social science training, but do share Interdisciplinary Team (IDT) responsibility for SIA. While some interest and/or background in the social sciences would be useful, basic concepts and methods for SIA work can be learned and applied. Prior completion of the 1900-01 Forest Plan Implementation course is a required prerequisite because of the extensive/integral linkage of the SIA course to 1900-01 and the NEPA process.

##### **COURSE GOALS INCLUDE:**

To identify, analyze, and document social issues surrounding agency proposed actions.  
To inform the decision-makers and public of the social effects of proposed agency actions.  
To incorporate SIA into the interdisciplinary process of preparing environmental documents.

##### **COURSE PERFORMANCE OBJECTIVE:**

The student will be able to conduct a social impact analysis (SIA) as an integral part of the NEPA process by using social science methods and tools to record, organize, and analyze data.

##### **LENGTH:**

The course is two days in length with preferred scheduling on Wednesday-Thursday to

avoid weekend travel.

**CLASS SIZE:**

Class size of 24 will allow participants to function as 5-6 member teams to work through case study exercises. Instructors will facilitate team discussion and analysis.

**INSTRUCTORS:**

A cadre of three instructors will teach the course. These staff instructors will have completed one to two training sessions for proficiency in course content, process, and delivery methods.

**COURSE CONTENT:**

Presented as an iterative and integral part of the NEPA process, to be done in context of full IDT participation, the course design integrates the human dimension and projection of social and economic effects into the other dimensions of environmental analysis. A basic premise is that most all physical and biological issues we deem important have social effects; students will learn how to identify these linkages, yet remain focused on those effects that are important to the Decision. The instructional units follow the NEPA process and are closely linked to the IDT approach and content of the 1900-01 course. Each unit builds upon the previous units to take students through the process of conducting a site-specific SIA using a Forest Service case study. While the emphasis is on project, skills have application to NEPA work for the Forest plan as well as to the broader assessment work in early stages of planning.

**INSTRUCTION METHODS:**

Methods include lecture, discussion, practice exercises, and case study. Each student will be provided a notebook containing content handouts, resource aids, and key reference material for doing and/or properly contracting out an SIA back on the job. Visuals and class interaction will be heavily used to communicate key concepts and the analysis process.

**OVERALL INTENT:**

To equip participants with skills to apply principles and procedures of social impact analysis (SIA) to Forest planning and decision-making under ecosystem management in an IDT setting.

**DESIGN:**

The user-friendly approach is designed specifically for Forest Service staff who may not be trained in the social sciences, but who may have SIA responsibility. Presented as an integral part of the NEPA process, it integrates the human dimension and projection of social and economic effects into the other elements of environmental analysis. Consistent with the Social and Economic Handbook (FSH 1909.17), it provides a conceptual framework and hands-on tools to operationalize handbook guidance. The course is highly interactive. Students work as teams to apply concepts and skills to the course's case study and examples.

## UNIT DESCRIPTIONS

### PART I

The instructional units in Part I set the stage for doing the social analysis.

#### UNIT 1 - INTRODUCTION AND COURSE OVERVIEW

This unit begins with a Town Hall Meeting, and moves on to cover introductions/expectations, course themes, course performance objective and course goals, student notebook organization, distinguishing SIA and public involvement, and review and summary.

#### UNIT 2 - SOCIAL ASSESSMENT AND SOCIAL IMPACT ANALYSIS

Unit covers introduction, defining social assessment and social impact analysis, using social assessments in social impact analysis, identifying scales of assessment and analysis, case study exercise, and review and summary.

#### UNIT 3 - SOCIAL VARIABLES AND DATA

Unit covers introduction, defining the social environment, data types and sources, data collection strategies, data interpretation and organization, case study exercise, and review and summary.

### PART II

The units in this part focus on doing the social impact analysis

#### UNIT 4 - SCOPING AND ISSUES IDENTIFICATION

Unit covers introduction, scoping (and the SIA "fit"), driving the proposed action to its social effects, identifying significant social issues, case study exercise, and review and summary.

#### UNIT 5- ISSUES MATRIX AND ALTERNATIVES

Unit covers introduction, determining the stakeholders and their positions, selecting possible measures using the Stakeholder Issues Matrix, case study exercise, and review and summary.

#### UNIT 6 - PROJECTING EFFECTS

Unit covers introduction, overview of projection techniques, doing the projections, using a Stakeholders Alternatives Matrix, case study exercise, and review and summary.

#### UNIT 7 - MONITORING IN A CHANGING SOCIAL ENVIRONMENT

This unit covers introduction, why we monitor social issues, how we monitor social issues, criteria for selecting units of measure to monitor, case study exercise, and review and summary.

#### UNIT 8 - SUMMARY AND WRAP-UP

This unit will summarize the course, revisit the course performance objective, present

some unique challenges to the SIA process, address follow-up and course evaluation, and present student certificates.

Contact:  
NEPA Training Coordination  
USDA-Forest Service  
ATTN: Ecosystem Management Coordination Staff/Joe Carbone  
P.O. Box 96090  
Washington, DC 20090-6090

## ***25. Principles of Environmental Impact Assessment***

- Overview:** The course focuses on the development of environmental impact assessment processes which integrate environmental, economic and social objectives in project and program decision-making.
- Objectives:** The objectives of this course are to: 1) introduce basic principles of environmental impact assessment; 2) improve existing processes, programs, and assessments for use in decision-making among ministries and other public and private sector groups; 3) promote the concepts and use of environmental impact assessment among stakeholders (e.g. ministries, banks, public groups); 4) improve the practice of environmental assessment preparation and review, and/or 5) institutionalize the training with trained in-country facilitators.
- Methods:** The course uses a student text and hypothetical case studies, along with participatory, facilitated exercises and role-playing, to explore environmental policies, procedures, and general methods to prepare and use environmental assessments. Participants understand and have an opportunity to use internationally recognized components of the environmental impact assessment process including: 1) scoping the range of environmental concerns raised by a particular project proposal and determine the level of analysis that may be necessary; 2) developing alternatives to a project proposal; 3) understanding the role and approaches to achieve effective public participation; 4) identifying ways to mitigate environmental impacts; 5) documenting impacts; 6) analyzing how to achieve desired staffing and resource needs for a multi-disciplinary approach; and 7) developing and using the environmental impact assessment in planning and decision-making.
- Duration:** 3 ½ days, with an additional day required to train in-country facilitators.
- Participants:** The training is targeted primarily at environmental governmental and non-governmental officials who may be in the process of preparing and using

environmental impact assessments. In addition, the group may include non-environmental agencies concerned with project and program design and implementation along with people in related fields from public institutes, academic, NGOs and citizen groups, environmental and industrial organizations and political leaders.

Size of Class: 20-25

Facilities: Use of an outside facility will help prevent distraction. There should be one large room, set up with a U-shaped table, along with at least two (and preferably up to four) smaller break-out rooms. Wall space will be used to display the results of the exercises.

Audio Visual Needs: Two easels, each with a large flip chart. Also needed are at least six multi-colored, felt-tipped marking pens, two rolls of masking (painter's) tape and for each participant a "tented" cardboard table-top placard for his or her name.

Translation: The host organization is expected to arrange prior translation of course materials and simultaneous/consecutive interpretation for participants not proficient in English.

Follow-Up: Instructors will circulate class evaluation forms at the conclusion of the training. In addition, host country officials will be expected to follow-up with participants and report back to facilitators on the degree of success in applying lessons learned in the country where the training was delivered.

#### ENVIRONMENTAL TRAINING MODULES:

International Catalogue

Office of International Activities

U.S. Environmental Protection Agency

Module Manager: Cheryl Wasserman, Phone (202) 564-7129, Fax (202) 564-0070, E-Mail: [wasserman.cheryl@epa.gov](mailto:wasserman.cheryl@epa.gov)

### ***26. Principles of Environmental Impact Assessment for Reviewers***

Overview: Targeted at an audience with different skill levels, this course focuses on the use of environmental impact assessment review in any institutional setting and set of roles. It covers the general approach, along with the tools and techniques, for conducting objective, unbiased reviews and for ensuring widespread participation in the decision-making process.

Objectives: The overall objective of the course is to increase the quality and

effectiveness of environmental impact assessment review procedures in the host country. Participants are provided with the skills needed to understand the purpose and context of the review, the role of the reviewer, and the need for completeness, accuracy, and other issues related to the integrity of the review process. Focusing on the basic approaches to reviewing an EIA document, participants will increase their ability to evaluate: the range of environmental concerns addressed; the statement of purpose and need, the identification of alternatives needed to meet this purpose and need; the involvement of key stakeholders; the assessment of impacts for a range of alternatives, and the identification of mitigation options for adverse impacts. Participants will also acquire skills in communicating review comments; assessing adequacy of efforts made to respond to the review; documenting final decisions; and developing a mitigation and follow-up plan.

**Methods:** The course uses a student text entitled "Principles of Environmental Impact Assessment Review", a reference text from the foundation course on the "Principles of Environmental Impact Assessment", a resource manual (with an opportunity for a host country to add their own program guidelines, procedures and related information), a facilitator's manual with participatory, facilitated exercises, an interactive CD-ROM with resource guide and self-study case study with a notebook function that enables the user to use for prompts and organizing materials for any preparation or review of an environmental impact assessment.

**Duration:** 4 days

**Participants:** The primary audience is the independent reviewer of environmental impact assessments within government and in development banks and related institutions.

**Size of Class:** 20-24

**Facilities:** Off-site delivery, with overnight accommodations, will minimize office distraction and increase participant interaction. There should be a large room, with a U-shaped table, and at least a couple of smaller rooms for breakout sessions.

**Audio-Visual Needs:** 6 flip charts and easels, 5 sets of multi-colored, felt-tipped marking pens, 2 rolls of masking (painter's) tape, projection screen, VCR or computer with CD-ROM capability, and tented cardboard or stiff paper table-top placards for each participant.

**Translation:** The host organization is expected to arrange prior translation of course materials and simultaneous/consecutive interpretation for participants not



proficient in English.

Follow-Up: Instructors will circulate class evaluation forms at the conclusion of the training. In addition, host country officials will be expected to follow-up with participants and report back to facilitators on the degree of success in applying lessons learned in the country where the training was delivered.

**ENVIRONMENTAL TRAINING MODULES:**

International Catalogue  
Office of International Activities  
U.S. Environmental Protection Agency

Module Manager: Cheryl Wasserman, Phone (202) 564-7129, Fax (202) 564-0070, E-mail: wasserman.cheryl@epa.gov

***27. NEPA and Transportation Decision Making***

National Highway Institute  
Transportation Training Resources 2000

PARTICIPANT FEE: \$225 Per Participant

LENGTH: 3 Days (CEU: 1.8 Units)

CLASS SIZE: Minimum 20; Maximum 30

DESCRIPTION: This course considers FHWA's policies and procedures for applying the National Environmental Policy Act (NEPA) to the project development and decision making processes related to transportation facilities. The course examines the evolution of environmental policy and the integration of social, environmental and economic factors into the framework of laws, regulations, policies, and guidance which assist in achieving a decision on a transportation project that is in the best overall public interest.

The course emphasizes utilization of: the Council on Environmental Quality's and FHWA's regulations and guidance for implementing NEPA and Section 4(f) of the Department of Transportation Act; and initiatives for interagency coordination and streamlining the project development process including those provisions contained in TEA-21. Also emphasized are: public involvement; Environmental Justice; FHWA's policy for mitigation and enhancement; and the role of transportation in achieving sustainable development.

OBJECTIVES: Upon completion of the course, participants will be able to:

1. Solve transportation problems by applying an understanding of NEPA and the transportation decision making process to address social, economic, and environmental

(SEE) concerns.

2. Foster shared transportation decision making beginning in the early project development phase and continuing through completion of a project.
3. Organize well-designed, consistent, and analytic environmental documents that help public officials make project decisions that are based on understanding of transportation needs, potential solutions, environmental consequences, and take actions that protect, restore, and enhance the environment.

**TARGET AUDIENCE:** FHWA, State DOT (including consultants acting on behalf of the State), Federal and State environmental resource agencies, local government and MPO's who participate in the transportation decision making process. We strongly encourage a mix of planning and environmental staff from these agencies.

**COURSE SCHEDULING:** Lynn Cadarr (703) 235-0528 E-mail: lynn.cadarr@fhwa.dot.gov

**COURSE COORDINATOR:** Mila Plosky (703) 235-0527 E-mail: mila.plosky@fhwa.dot.gov

## ***28. Public Involvement in NEPA and the Transportation Decision-Making Process***

**PARTICIPANT FEE:** \$225 Per Participant

**LENGTH:** 3 Days (CEU: 1.8 Units)

**CLASS SIZE:** Minimum 20; Maximum 30

**DESCRIPTION:** This workshop provides information on and practical application of required and public involvement processes and techniques. With the National Environmental Policy Act (NEPA) as a backdrop-- in addition to related laws, regulations and policies-- classroom exercises provide participants opportunities to design public education, public involvement, advisory and joint planning activities. In addition, there is a focus on interagency coordination and decision-making forums, as well as implementation and evaluation plans. The tools used include consensus building, conflict resolution, problem solving and process improvement, among others.

**OBJECTIVES:** Upon completion of the course, participants will be able to:

1. Identify key points where public involvement is required by law, regulation or policy, as well as other opportunities to solicit and incorporate public input.
2. Select appropriate strategies or techniques for interagency and community participation.

3. Create a public involvement plan for a model project and apply some of the involvement techniques in a laboratory setting.

TARGET AUDIENCE: Project development and design staff who will participate in any phase of the public involvement process.

COURSE SCHEDULING: Lynn Cadarr (703) 235-0528 E-mail:  
lynn.cadarr@fhwa.dot.gov

COURSE COORDINATOR: Mila Plosky (703) 235-0527 E-mail:  
mila.plosky@fhwa.dot.gov

### ***29. Applying the NEPA Process***

2 days

Course focuses on reviewing the National Environmental Policy Act (NEPA); reviewing the role and standards of the Council on Environmental Quality (CEQ); reviewing the Tennessee Valley Authority's (TVA) Code 9 for the implementation of the TVA-NEPA Checklist--EDR Process; reviewing conceptually the Categorical Exclusion (CE), the Environmental Assessment (EA), and the Environmental Impact Statement (EIS); reviewing the writing process for the TVA Environmental Checklist and Environmental Decision Record (EDR); reviewing what triggers the NEPA Process; reviewing fulfilling the spirit of NEPA; reviewing complying with substantive laws and NEPA; reviewing the cost on non-compliance of NEPA; reviewing mitigation actions, commitments and requirements; reviewing the funding requirements, pitfalls and legal problems of NEPA; reviewing questions that you should ask your staff and environmental experts.

Contact:

M. Dennis Mynatt, Ed.D.D  
Manager  
Corporate Environmental Training  
Environmental Policy and Planning  
Tennessee Valley Authority  
WT 8C-K  
Knoxville, TN 37902-1499  
Office (865) 632-4864  
Fax (865) 632-2291  
mdmynatt@tva.gov

### ***30. Writing Effective NEPA Documents***

3 days

Course focuses on writing effective Environmental Assessments (EAs); writing effective Environmental Impact Statements (EISs); working effectively in the interdisciplinary NEPA Team approach to develop and write NEPA documents; implementing the NEPA writing process to include planning, brainstorming, organizing, writing and revising NEPA documents; this course also focuses on establishing scheduling analysis versus the EA/EIS.

Contact:

M. Dennis Mynatt, Ed.D.D  
Manager  
Corporate Environmental Training  
Environmental Policy and Planning  
Tennessee Valley Authority  
WT 8C-K  
Knoxville, TN 37902-1499  
Office (865) 632-4864  
Fax (865) 632-2291  
mdmynatt@tva.gov

***31. NEPA Overview/Environmental Checklist and Environmental Decision Record (EDR)***

4-hours

Course focuses on ensuring that the Environmental Checklist is applied to the appropriate activities for TVA; ensure that the EDR is applied to the appropriate activities for TVA; applying the assignment of a Categorical Exclusion (CE), the Checklist and/or EDR and ensuring that they are in compliance with the TVA NEPA process for both the Checklist and EDR; explains TVA Code 9 (TVA Procedures for Compliance With NEPA) in the application of the NEPA process related to the Checklist and EDR and explains types of commitments.

Contact:

M. Dennis Mynatt, Ed.D.D  
Manager  
Corporate Environmental Training  
Environmental Policy and Planning  
Tennessee Valley Authority  
WT 8C-K  
Knoxville, TN 37902-1499  
Office (865) 632-4864  
Fax (865) 632-2291  
mdmynatt@tva.gov

### ***32. Cumulative Effects Assessment***

This 3-day course focuses on the principles and practices for incorporating cumulative effects considerations within the environmental impact assessment (EIA) process. The Council on Environmental Quality (CEQ) regulations define cumulative effects (impacts) as effects (impacts) on the environment which result from the incremental effects (impacts) of the proposed action being analyzed when added to other past, present, and reasonably foreseeable future actions in the vicinity of the proposed action, regardless of what agency (federal or non-federal) or person undertakes such other actions. It should be recognized that cumulative effects can result from individually minor, but collectively significant, actions taking place over a period of time. The premise of this course is that cumulative effects assessment (CEA) should be an integral part of, and not separate from, the EIA process.

The inclusion of cumulative effects considerations in the EIA process has become an increasingly important topic in the mid-to-late 1990s. One reason is that the findings of several early to mid-1990s state-of-practice studies of EIA identified cumulative effects issues as critical to effective and efficient project-level and strategic-level planning. Further, as the scope of impact studies expands toward larger scale issues such as biodiversity, sustainable development, global climate change, and strategic environmental assessment, the importance of more holistic approaches involving CEA is being recognized.

The substantive topics to be addressed in this 3-day CEA course include principles and procedures, determining spatial and temporal boundaries for cumulative effects, defining baseline conditions, delineation of reasonably foreseeable future actions, use of methods for identifying cumulative effects, incorporation of CEA considerations in the scoping process, examples of cumulative effects prediction methods, and mitigation and monitoring of cumulative effects. Special attention will be given to case studies, including one related to cumulative air quality effects assessment at a military installation. Possible uses of the World Wide Web in CEA will also be addressed, including the identification of a large number of pertinent Web sites. Finally, some institutional and scientific barriers and needs in relation to CEA will be highlighted.

Environmental Impact Training  
Dr. L. Canter and Dr. S.F. Atkinson  
P.O. Box 9143  
Horseshoe Bay, TX. 78657  
(830) 596-8804

### ***33. National Environmental Policy Act (NEPA) Application***

The NEPA Application course is a three-day seminar that provides participants with the

legal requirements, Navy policy, procedures and techniques for implementing NEPA. The seminar focuses on public involvement, document preparation and impacts analysis required under the law. Lectures, case studies and hands-on workshops are part of this in-depth study of NEPA.

#### COURSE CONTENT:

The three day seminar will cover:

- Analysis process
- Impact statements
- Public involvement
- Document format & analysis
- Alternatives analysis
- Levels of documentation
- Assessments
- Navy review process
- Significant and cumulative impacts
- Tiering
- Categorical exclusions
- Mitigation
- Navy POCs
- Public involvement
- Case law

The Department of the Navy technical sponsor for this course is: Ms. Kimberly DePaul, CNO (N456).

TARGET AUDIENCE: DON, (Navy with Marine Corps as space permits) personnel who work with environmental issues in the following areas:

- Major weapon systems acquisition programs
- Shore facility operations and management
- Operations exercises
- Fleet training
- RDT&E programs
- Base Closure
- Realignment actions
- Construction projects.

#### CONTACT:

Naval School  
Civil Engineer Corps Officers  
Director Environmental Division  
3502 Goodspeed Street, Suite 1  
Port Hueneme, CA 93043-4336

### ***34. National Environmental Policy Act (NEPA) Navy Executive Overview***

This four-hour seminar provides a concise overview of the NEPA process and responsibilities that are unique to the DON Executive. It is targeted for the more senior officer and civilian decision-maker or executive and their staff. The focus is on the importance of NEPA timing and cost, decision-making responsibilities, planning and management of the process and current DON issues. Curriculum materials cover what the Navy Executive requires when responsible for projects and managing environmental planning requirements.

- National Environmental Policy Act (NEPA) Executive Overview, June 5, 2000, Dam Neck, Virginia Beach, Virginia

Navy Admirals and their staff have rated this four-hour seminar as the best environmental training they have received. Come and find out why senior DoN executives willingly give 4 hours of their time to hear this concise overview of the responsibilities and requirements of the National Environmental Policy Act (NEPA) and its implementing order, OPNAVINST 5090.1B Change 2 at Chapter 2.

The course is not limited to military officers, but invites all DoN decision makers, managers and their staff to hear this information that focuses on timing, strategy, costs and making environmental planning a factor in any project where federal agency actions that may effect the environment are taking place. A booklet-reference guide to everything an executive needs to know is used as the curriculum. Join us as we share how environmental planning is just good management practice.

The morning seminar is for the more senior executive, while the afternoon session is devoted to a mid-level manager. Staff may also attend the overview. The CECOS Registrar, upon receipt of your quota request, will place you in your class time upon receipt of your registration information.

This seminar designed for the DON Executive (Navy with Marine Corps as space permits) is four hours long. When quota demand requires, separate morning and afternoon sessions will be conducted; otherwise, a single session will be held. As quotas are requested, DON Executives and their staff are placed in appropriate sessions.

#### **CONTACT:**

Naval School  
Civil Engineer Corps Officers  
Director Environmental Division

3502 Goodspeed Street, Suite 1  
Port Hueneme, CA 93043-4336

***35. DOE NEPA Document Managers Course***

Under development for DOE Complex  
See: <http://www.em.doe.gov/neto/>

***36. NEPA Document Review Under Section 309 of the Clean Air Act:***

3-day workshop

An interactive workshop tailored specifically for the Environmental Protection Agency. This workshop focuses on applying effective review and commenting strategies to the environmental and political issues and policies pertinent to the region during Section 309 document review.

EPA may also invite NEPA document preparers from other Federal and state agencies to participate to increase mutual understanding and improve relationships.

Environmental Planning Strategies, Inc  
Judith Lee  
6340 Dodds Drive  
Bettendorf, IA 52722  
319-332-6870  
Fax 319-332-0931  
E-mail [jlee.eps@ibm.net](mailto:jlee.eps@ibm.net)



## Other courses

### **1. *Environmental Justice:***

Training Type: Classroom-Evening/Weekend

Class Length: 10 Week(s)

(The late 1980s and early 1990s witnessed the development of a new social movement called Environmental Justice. Examine the origin of this important environmental cause. Evaluate the contemporary role of the movement and analyze what effect it may have on the government, industry, and grassroots activism in the future. Grasp the concepts of environmental equity and environmental racism and their relevance to Environmental Justice. Discuss mainstreaming of the movement. Get an opportunity to select a topic and examine how Environmental Justice provides a perspective on contemporary problems that may assist in the development of alternative solutions.)

USDA Graduate School  
Washington, D.C.  
202-720-5885

### **2. *The Endangered Species Act:***

- . (The Listing Process (ESA Section 4)
- . The Consultation Process and Recovery Planning (ESA Sections 7 and 4(f))
- . Take Prohibitions (ESA Section 9)
- . The Enforcement Process (ESA Section 11)
- . Incidental Take Permitting (ESA Section 10(a))
- . ESA Case Law and Regulation Update
- . Property Rights Issues
- . Administration Reform of the ESA
- . The Private Practitioner's Viewpoint on Managing Exposure to the ESA Reauthorization )

2 days  
CLE International, Washington, D.C.  
(800) 873-7130  
[www.cle.com](http://www.cle.com)

### **3. *Energy and Environment Training Program***

USAID Global Bureau Environment Center  
Office of Energy Environment & Technology

The Energy and Environment Training Program (EETP) Indefinite Quantity Contract (IQC) delivers training services and programs such as training needs assessments; medium

and short term training courses; study tours; stakeholder partnerships and exchanges; educational and informational outreach programs; follow-on program, and alumni programs for USAID presence country nationals. The EETP IQC operates in the areas of Energy and Environment Infrastructure and Technology Transfer, Energy Sector Policy and Planning, Energy Efficiency, and Renewable Energy. The FY 2000 program focus is on Power Sector Regulation and Restructuring, Oil and Gas Sector Regulation and Restructuring, Power Sector Privatization, Management and Operations, and Environmental Management and Policy. The program features include funding for the design, development, and adaptation of course curricula and materials as well as some of the awareness, education and outreach programs, and course curricula will be constructed in modular format so that the material can be readily customized and adapted for implementation at a variety knowledge levels and for application in many countries. The EETP IQC has three separate prime contractors, Academy for Educational Development (AED), CORE International, Inc., and Institute of International Education (IIE), whose services can be obtained through negotiated Task Orders, which may be written to extend throughout the life of the EETP IQC which is June 5, 2003. The program's FY 2000 budget is about \$2.3 million.

Program contacts are: Mark Murray, Team Leader and CTO, phone: (202) 712-1656, email: mmurray@usaid.gov and Nohemi Zerbi, Deputy Team Leader, phone: (202) 712-5424. Email: nzerbi@usaid.gov