




U.S. Department of the Interior
Bureau of Land Management

Curriculum Guide

National Environmental Policy Act

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A photograph of a woman standing at the front of a classroom, presenting to a group of people seated at round tables. She is holding a small device in her hands. The room has a large projection screen displaying a quote. The audience members are seen from behind, some are taking notes or looking at their phones. There are water bottles and papers on the tables.

“... NEPA documents must concentrate on the issues that are truly significant to the action in question, rather than amassing needless detail.”

40 CFR 1500.1 (b)

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BLM NEPA Curriculum Guide

Part 1 - Introduction

On August 31, 2017, the Deputy Secretary of the Interior issued Secretarial Order (S.O.) 3355, “Streamlining National Environmental Policy Act Reviews and Implementation of Executive Order 13087, ‘Establishing Discipline and Accountability in the Environmental Review and Permitting Process for Infrastructure Projects’”. The goal of S.O. 3355 is to enhance and modernize the BLM’s NEPA processes and increase efficiencies in the agency’s environmental analysis and decision-making process. To help achieve this goal, all BLM interdisciplinary team members, team leads, decision makers, and support staff need to have certain core competencies and knowledge by completing training tailored to their NEPA roles and responsibilities. This NEPA Curriculum Guide provides a list of training courses that is available to fulfill these requirements.

The training listed in this guide will help expedite the NEPA process through emphasis of streamlining tools, such as issue-based analysis, categorical exclusions, tiering, and incorporation by reference; promotion of robust data standards, analog and spatial data, and technology; enhanced coordination with state, local, and tribal governmental partners; and increased understanding of the legal requirements for NEPA compliance. This Curriculum Guide is organized in 4 parts:

- [Part 1 - Introduction](#)
- [Part 2 - Plan of Study](#) (organized by NEPA role)
- [Part 3 - Courses](#) (description, prerequisites, training type, and length, organized by topic)
- [Part 4 - Index](#) (list of courses in alphabetical order)
- [Appendix A](#) - Background, Tracking, Accountability

Part 2 - Plan of Study outlines a training plan for BLM employees to acquire skills necessary to implement NEPA in a streamlined, efficient manner, as it pertains to their role in the NEPA process. The roles are:

- [Decision Maker / Authorized Officer](#)
- [Project Lead / Project Manager](#)
- [Planning and Environmental Coordinator or Specialist](#)
- [Interdisciplinary Team Member / Resource Specialist](#)
- [NEPA Document Reviewer](#)
- [Other BLM Staff](#)

This guide also provides training recommendations for three non-BLM groups:

- [Solicitors](#)
- [Cooperating Agency / Tribe / Agency Partner](#)
- [General Public/Stakeholders](#)

Part 2 - Plan of Study (Organized by Role/Level of NEPA Involvement)

Part 2 provides a plan of study for each role in the NEPA process. The necessary level of NEPA knowledge and streamlining tools varies by role. In addition, titles and roles vary depending on the office and/or project. Individuals often serve in more than one role. For example, a resource specialist may be an interdisciplinary team member for one project, project lead for another project, and NEPA document reviewer for a third project. Employees can follow the plan(s) of study that best matches their NEPA responsibilities (see Appendix A for Tracking and Accountability of training).

Recommended Training

It's most effective when BLM employees complete NEPA-related training within the first year of employment or assignment to a new NEPA role. After the first year, the individual can work with their supervisor, NEPA lead, and NEPA training coordinator at the NTC to determine additional training needs.

Each plan of study includes a list of Basic and Intermediate NEPA training, as well as relevant Additional Skills courses. Specific NEPA tasks and workload vary by office, and knowledge and skills varies by individual, so the plan of study should be used as a guide rather than a rigid list of requirements that must be followed.

BLM employees can start by taking the suggested basic NEPA courses, move on to intermediate courses or additional skills training listed for their role. They can also select training that is most relevant to their current duties from Part 3 of this Guide or from other (non-NTC or non-BLM) sources. The training will likely be a combination of online and onsite training, depending on the employee's needs and what classroom training is offered and available. Contact NEPA training coordinators, Tessa Teems (tteems@blm.gov, 602-906-5567) or David Korzilius (dkorzil@blm.gov, 602-906-5698), at the National Training Center for the schedule and locations of NTC-sponsored classroom training, online training, or for other training-related questions.

Other BLM staff (without a specific NEPA role) who would benefit from a working knowledge of NEPA can find training recommendations on pages 12-13 of this Guide.

1. Decision Maker / Authorized Officer

Includes: District Manager, Field Manager, Assistant Field Manager

Responsibilities in NEPA: Determines the appropriate level of NEPA analysis and public involvement (including tribal consultation and involvement of cooperating agencies and other agency partners), issues to be analyzed in detail, purpose and need, range of alternatives; resolves conflicts between resource specialists; makes well-informed decisions on projects/proposals based on NEPA analysis and documentation; and risk management. This applies to BLM-prepared, or contractor-prepared, whether through direct or third-party NEPA documents.

Purpose: This plan of study for decision makers/authorized officers provides a basic understanding of the BLM's NEPA process, as well as their specific role in the NEPA process.

Basic Courses for Decision Makers / Authorized Officers

Course #	Course Name	Length	Type
1620-01	NEPA Compliance for BLM Managers	4 hours	classroom
1620-02	NEPA Analysis Process for BLM	3 hours	online
1620-03	NEPA Analysis for EAs	24 hours	classroom
1620-07	Issue-based NEPA Analysis	8 hours	classroom
1620-12	NEPA: Categorical Exclusions (CXs)	30 min	online
1620-16	NEPA: Determination of NEPA Adequacy (DNAs)	20 min	online

Additional Skills for Decision Makers / Authorized Officers

Course #	Course Name	Length	Type
NB-18.1	Four Levels of Public Engagement	10 min	online
NB-18.2	Reflective Listening in Stakeholder/Public Meetings	14 min	online
NB-18.3	The Art of Question-Asking in Stakeholder/Public Meetings	10 min	online
NB-18.4	Effective Group Decision Making	17 min	online
OS/DOIU-SPE-9073	Consulting with Tribal Nations	24 hours	classroom

1610-25	Fundamentals of Negotiation for Natural Resources Conflicts	90 min	online
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Recommended Topics to Explore (see [Part 3](#) of this Guide):

- [Level of Analysis](#)
- [Administrative Record](#)
- [Public Engagement](#)

2. Project Lead / Project Manager

Includes: Anyone acting as lead for NEPA analysis of program-specific proposals: Rangeland Management Specialist, Wildlife Biologist, Outdoor Recreation Planner, Natural Resource Specialist, Fire/Fuels Specialist, Geologist, Botanist, Archaeologist, Hydrologist, Soil Scientist, Civil Engineer, Planning and Environmental Coordinator/Specialists, Program Manager, etc.

Responsibilities in NEPA: Leads projects, including resource management plans; manages the interdisciplinary team; develops a project schedule, ensures deadlines are met or adjusted. Prepares NEPA documents for program-specific actions (e.g., Applications for Permit to Drill; mineral actions; rights-of-way or grazing permits; wildlife, recreation, or forestry projects, etc.).

Purpose: This plan of study for project leads/managers provides a basic understanding of the BLM's NEPA process, ePlanning, and project files; then takes a deeper look at topics ID teams struggle with, such as effects analysis, purpose & need, problem-solving, managing documents and teams, and public involvement.

Basic Courses for Project Leads/Project Managers

Course #	Course Name	Length	Type
1620-02	NEPA Analysis Process for BLM	3 hours	online
1620-03	NEPA Analysis for EAs	24 hours	classroom
1620-07	Issue-Based NEPA Analysis Workshop	8 hours	classroom
1620-08	Facilitated Issue-based NEPA Workshop	8-24 hrs	classroom
1620-12	NEPA: Categorical Exclusions (CXs)	30 min	online
1620-14A	NEPA: Cumulative Effects Analysis Module 1	1 hour	online
1620-16	NEPA: Determination of NEPA Adequacy (DNAs)	20 min	online
1620-47	ePlanning Training (2017 D2 Webtop Upgrade)	8 hours	classroom
1610-17	Developing and Maintaining High Performing Teams	16 hours	classroom
1610-22.12	Administrative Record	3 hours	online

**You are encouraged to take other relevant training, not shown here (e.g. Project Management).*

Intermediate Courses for Project Leads/Project Managers

Course #	Course Name	Length	Type
1620-10	NEPA Analyzing Impacts	1 hour	online
1620-14B	NEPA: Cumulative Effects Analysis Module 2	1 hour	online

1620-28	Purpose and Need	90 min	online
1610-22.19	NEPA Problem-Solving, Part 1	90 min	online
1610-22.20	NEPA Problem-Solving, Part 2	90 min	online
NB-04	Alternatives Considered but Eliminated	9 min	online
NB-07	Cumulative Effects Tips	15 min	online
NB-11	Tips on Reviewing a NEPA Document	9 min	online
NB-13	Tips on Analyzing Impacts	5 min	online

Additional Skills for Project Leads/Project Managers

Course #	Course Name	Length	Type
1620-06	Developing and Writing Effective Documents	24 hours	classroom
1620-21	Working Effectively in Interdisciplinary Teams	90 min	online
1620-33	Public Meetings: Planning & Preparing	8 hours	classroom
1610-22.13	Building Cooperating Agency Relationships & Maximizing Coordinating Opportunities	90 min	online
NB-03	12 Tips for Successful ID Team Meetings	11 min	online
NB-05	Avoiding Common Missteps in NEPA Documents	12 min	online
NB-06	Creating Tables for NEPA Documents	14 min	online
NB-10	Facilitation (as it applies to NEPA	8 min	online
NB-12	Interdisciplinary Teams (3-part NEPA Byte)	31 min	online
NB-15	NEPA and Scientific Integrity	13 min	online
NB-16	How to Structure a NEPA Document	9 min	online
NB-18	Public Engagement	50 min	online
NB-20	Responding to Comments	11 min	online

Recommended Topics to Explore (see [Part 3](#) of this Guide):

- [Writing/Reviewing NEPA Documents](#) (Creating Tables)
- [Contracting](#) (Contract Initiation, Management, Close Out)
- Federal Advisory Committee Act (FACA)

3. Planning and Environmental Coordinator / Specialist

Includes: Planning and Environmental Coordinator, Planning and Environmental Specialist, state office planner, state office NEPA lead, district planner, district NEPA lead, field office planner, field office NEPA lead, resource specialists with collateral duties, or anyone performing these duties.

Responsibilities in NEPA: NEPA and land use planning subject matter expert. Advises on NEPA and land use planning technical questions; reviews NEPA documents for adequacy and readability; may serve as a project lead; may chair or facilitate IDT meetings; may assist with all steps of NEPA analysis and document preparation.

Purpose: This plan of study for planning & environmental coordinators/specialists provides a basic understanding of the BLM's NEPA process, while the additional skills focus on managing ID teams and NEPA-related documents, and responding to public comments.

Basic Courses for P&ECs / P&ESs

Course #	Course Name	Length	Type
1620-17	NEPA Concepts, Module 1 (NEPA) and Module 2 (CEQ Regulations)	2 hours	online
1620-02	NEPA Analysis Process for BLM	3 hours	online
1620-03	NEPA Analysis for EAs	24 hours	classroom
1620-07	Issue-Based NEPA Analysis Workshop	8 hours	classroom
1620-08	Facilitated Issue-based NEPA Workshop	8-24 hrs	classroom
1620-10	NEPA Analyzing Impacts	1 hour	online
1620-12	Categorical Exclusions (CXs)	45 min	online
1620-14A	NEPA: Cumulative Effects Analysis Module 1	1 hour	online
1620-14B	NEPA: Cumulative Effects Analysis Module 2	1 hour	online
1620-16	Determination of NEPA Adequacy (DNAs)	20 min	online
1610-22.12	Administrative Record	3 hours	online
NB-14	Identifying Issues	7 min	online
NB-15	NEPA and Scientific Integrity	13 min	online
NB-16	How to Structure a NEPA Document	9 min	online

Intermediate Courses for P&ECs / P&ESs

Course #	Course Name	Length	Type
1620-14C	Cumulative Effects Workshop Module 3	16 hour	classroom
1620-28	Purpose and Need	3 hours	online
NB-04	Alternatives Considered but Eliminated	9 min	online
NB-05	Avoiding Common Missteps in NEPA Documents	12 min	online
NB-07	Cumulative Effects Tips	15 min	online
NB-08	Determination of NEPA Adequacy	18 min	online
NB-11	Tips on Reviewing NEPA Documents	9 min	online
NB-13	Tips on Analyzing Impacts	5 min	online
NB-19	Purpose and Need	15 min	online
NB-21	Establishing Spatial Boundaries	10 min	online

Additional Skills for P&ECs / P&ESs

Course #	Course Name	Length	Type
1610-17	Developing and Maintaining High Performing Teams	16 hours	classroom
1610-21	Working Effectively in Interdisciplinary Teams	90 min	online
1620-06	Developing and Writing Effective Documents	24 hours	classroom
1620-47	ePlanning Training (2017 D2 Webtop Upgrade)	8 hours	classroom
NB-09	Effective Documents	3.5 hours	online
NB-20	Responding to Comments	11 min	online

Other Topics to Explore, see [Part 3](#) of this Guide (or seek non-NTC courses):

- [Scoping - Purpose and Need - Issues](#)
- [Alternatives - Affected Environment](#)
- [Direct - Indirect - Cumulative Impacts Analysis](#)
- [Writing / Reviewing NEPA Documents](#)

4. Interdisciplinary Team Member / Resource Specialist

Includes: Energy and Minerals Specialist, Geologist, Mining and Petroleum Engineer, Rangeland Management Specialist, Wildlife Biologist, Outdoor Recreation Planner, Fire/Fuels Specialist, Forester, Natural Resource Specialist, Botanist, Archaeologist, Hydrologist, Soil Scientist, Planning and Environmental Coordinator/Specialist, Socioeconomic lead, Geographer/GIS Specialist, Social Scientist, or anyone performing these duties.

Responsibilities in NEPA: Participates in internal scoping, identifying issues/ concerns/ opportunities, developing project components; prepares resource analysis (Affected Environment; Direct, Indirect, and Cumulative Environmental Effects) or reviews contractor-prepared materials; suggests design features, mitigation, and monitoring measures.

Purpose: This plan of study for interdisciplinary team members and resource specialists provides a basic understanding of NEPA and the CEQ Regulations, the BLM's NEPA process, and ePlanning; if necessary, you can take a deeper dive into some aspects of NEPA process. The additional skills training focuses on improving writing skills and team dynamics.

Basic Courses for IDT Members / Resource Specialists

Course #	Course Name	Length	Type
1620-17	NEPA Concepts, Module 1 (NEPA) and Module 2 (CEQ Regulations)	2 hours	online
1620-02	NEPA Analysis Process for BLM	3 hours	online
1620-03	NEPA Analysis for EAs	24 hours	classroom
1620-10	NEPA Analyzing Impacts	1 hour	online
1620-14A	NEPA: Cumulative Effects Analysis Module 1	1 hour	online
1620-12	NEPA: Categorical Exclusions (CXs)	30 min	online
1620-16	NEPA: Determination of NEPA Adequacy (DNAs)	20 min	online
1620-47	ePlanning Training (with 2017 D2 Webtop Upgrade)	8 hours	classroom
NB-14	Identifying Issues	7 minutes	online

Intermediate Training for IDT Members / Resource Specialists

Course #	Course Name	Length	Type
1620-07	Issue-Based NEPA Analysis Workshop	8 hours	classroom
1620-08	Facilitated Issue-based NEPA Workshop	8-24 hrs	classroom

1620-14B	NEPA: Cumulative Effects Analysis Module 2	1 hour	online
1620-14C	Cumulative Effects Workshop Module 3	16 hour	classroom
1620-28	Purpose and Need	3 hours	online
1610-22.12	Administrative Record (Broadcast)	3 hours	online
1610-22.19	NEPA Problem-Solving, Part 1	90 min	online
1610-22.20	NEPA Problem-Solving, Part 2	90 min	online
NB-04	Alternatives Considered but Eliminated	9 min	online
NB-07	Cumulative Effects Tips	15 min	online
NB-13	Tips on Analyzing Impacts	5 min	online
NB-15	NEPA and Scientific Integrity	13 min	online

Additional Skills for IDT Members / Resource Specialists

Course #	Course Name	Length	Type
1610-17	Developing and Maintaining High Performing Teams	16 hours	classroom
1620-04	Technical Writing	6 hours	online
1620-06	Developing and Writing Effective Documents	24 hours	Classroom
1620-21	Working Effectively in Interdisciplinary Teams	2.5 hours	online
NB-03	12 Tips for Successful ID Team Meetings	11 min	online
NB-09	Effective Documents (26 NEPA Bytes)*	3.5 hours	online

*This Effective Documents training is an online version of the 3-day workshop, Developing and Writing Effective Documents (1620-06). The online version consists of 26 modules ranging from 2 to 23 minutes each totaling 3.5 hours. Interdisciplinary team members/resource specialists can select the modules that are most relevant to your duties as assigned.

Other Topics to Explore, see [Part 3](#) of this Guide (or seek non-NTC courses):

- [Scoping - Purpose and Need - Issues](#)
- [Alternatives - Affected Environment](#)
- [Direct - Indirect - Cumulative Impacts Analysis](#)
- [Writing / Reviewing NEPA Documents](#)

5. NEPA Document Reviewer (Internal BLM)

Includes: District, State, and Washington office program leads and specialists not already on interdisciplinary teams. Some supervisors may also fall in this category.

Responsibilities in NEPA: Reviews and comments on NEPA documents, looking for consistency with BLM regulation, policy, and guidance.

Purpose: This plan of study for NEPA document reviewers provides a basic understanding of the BLM's NEPA process and tips to streamline document review. The plan also includes suggestions if a deeper understanding of NEPA is desired or needed.

Basic NEPA Courses for NEPA Document Reviewers

Course #	Course Name	Length	Type
1620-02	NEPA Analysis Process for BLM	3 hours	online
NB-05	Avoiding Common Missteps in NEPA Documents	13 min	online
NB-11	Tips on Reviewing NEPA Documents	8 min	online
NB-16	How to Structure a NEPA Document	10 min	online

Additional Training Recommendations for NEPA Document Reviewers

Course #	Course Name	Length	Type
1620-17	NEPA Concepts, Module 1 (NEPA) and Module 2 (CEQ Regulations)	3 hours	online
1620-01	NEPA Compliance for BLM Managers	4 hours	classroom
1620-03	NEPA Analysis for EAs	24 hours	classroom
1620-07	Issue-based NEPA Analysis Workshop	8 hours	Classroom
NB-09	Effective Documents*	3.5 hours	online

*This Effective Documents training is an online version of the 3-day workshop, Developing and Writing Effective Documents (1620-06). The online version consists of 26 modules ranging from 2 to 23 minutes each totaling 3.5 hours. NEPA Document Reviewers can select the modules that are most relevant to your duties as assigned.

Recommended Topics to Explore (see [Part 3](#) of this Guide):

- [Direct - Indirect - Cumulative Impact Analysis](#)
- [Writing / Reviewing NEPA Documents](#)

6. Other BLM Staff

Includes: BLM staff that are not directly involved with the NEPA process but may interact with the public and/or contractors and need to have an introductory, working knowledge of NEPA. May include employees who work in the public room, front desk, in contracting, public affairs, and for national centers (National Operations Center, National Training Center, and National Interagency Fire Center), volunteers, and temporary or seasonal employees.

Responsibilities in NEPA: May be called upon to provide brief explanation to public on NEPA-related topics, or to assist, participate in, or perform tasks to support NEPA such as contracting, public meetings, inventory, monitoring, assessments, on-the-ground work, etc.

Purpose: This plan of study for Other BLM Staff provides a basic understanding of NEPA, the Council on Environmental Quality's Regulations for implementing NEPA, and the BLM's NEPA process. The plan of study for public affairs staff focuses on public engagement and a basic understanding of ePlanning. The plan of study for contracting staff focuses on content related to effective management of NEPA contracts in general and is not specific to the National NEPA Contract.

Basic NEPA Training for Other BLM Staff (General)

Course #	Course Name	Length	Type
1620-17	NEPA Concepts, Module 1 (NEPA) and Module 2 (CEQ Regulations)	3 hours	online
1620-02	NEPA Analysis Process for BLM	3 hours	online

Other Recommended Training for Public Affairs Staff

Course #	Course Name	Length	Type
NB-18.1	Four Levels of Public Engagement	9 min	online
NB-18.2	Reflective Listening in Stakeholder/Public Meetings	13 min	online
NB-18.3	The Art of Question-Asking in Stakeholder/Public Meetings	9 min	online
NB-18.4	Effective Group Decision-Making	17 min	online
1610-25	Fundamentals of Negotiation for Natural Resources Conflicts	90 min	online
1620-47	ePlanning Training (with 2017 D2 Webtop Upgrade)	1 day	classroom

Other Recommended Training for Staff Working with NEPA Contracting

Course #	Course Name	Length	Type
1610-22.14	Planning/NEPA Forum: Contract Initiation	90 min	online
1610-22.15	Planning/NEPA Forum: Contract Management	90 min	online
1610-22.16	Planning/NEPA Forum: Contract Closeout	120 min	online

Other Topics to Explore:

This depends on the interests and responsibilities of the BLM employee. Please review [Part 3](#) of this Guide for other topics and courses to explore, consult with your supervisor or local planning or NEPA specialist, or do an internet search for other non-BLM-sponsored training.

For more information on the National NEPA Contract, visit the [SharePoint site](#).

7. Solicitors

Includes: National or regional level solicitors, litigation coordinators

Responsibilities in NEPA: Advises the BLM on legal questions, risks, case law, etc.

Purpose: This plan of study for Solicitors provides a basic understanding of the BLM's NEPA process, including the BLM's most commonly prepared NEPA documents, and the manager's role in the process.

Basic NEPA Training for Solicitors

Course #	Course Name	Length	Type
1620-01	NEPA Compliance for BLM Managers	4 hours	classroom
1620-02	NEPA Analysis Process for BLM	3 hours	online
1620-03	NEPA Analysis Process for EAs	3 days	classroom
1620-07	Issue-based NEPA Analysis Workshop	8 hours	classroom
1620-12	NEPA: Categorical Exclusions (CXs)	30 min	online
1620-16	NEPA: Determination of NEPA Adequacy (DNAs)	20 min	online

Recommended Topics to Explore (see [Part 3](#) of this Guide):

- Topics associated with NEPA-related litigation, or other areas of interest or need

8. Cooperating Agency / Tribe / Agency Partner

Includes: Federal, state, local, or tribal entities with increased responsibility for and access to the NEPA process and work products.

Responsibilities in NEPA: Responsible for engaging on projects in which they have special expertise and/or jurisdiction; encouraged to participate in internal scoping and meetings, review and suggest preliminary alternatives, and review and comment on pre-public versions of documents. NOTE: Agencies that are co-leads on a NEPA document might need additional training recommendations and should consult the BLM project manager for suggestions.

Purpose: This plan of study for Cooperating Agencies, Tribes, and Agency Partners provides a basic understanding of NEPA, the Council on Environmental Quality’s Regulations for implementing NEPA, the BLM’s NEPA process, and cooperating agency relationships.

Basic NEPA Training for Cooperating Agencies, Tribes, and Agency Partners

Course #	Course Name	Length	Type
1620-17	NEPA Concepts, Module 1 (NEPA) and Module 2 (CEQ Regulations)	3 hours	online
1620-02	NEPA Analysis Process for BLM	3 hours	online
1620-22.13	Building Cooperating Agency Relationships & Maximizing Coordinating Opportunities	90 min	online

Other Topics to Explore:

- [Public Engagement](#) (if you are not a Department of the Interior employee and want to view this training, contact David Korzilius for assistance at dkorzil@blm.gov).
- Additional topics and courses to explore depends on the interests and responsibilities of the cooperating agency, Tribe, or agency partner. Please review [Part 3](#) of this Guide or consult with the local BLM manager or planning or NEPA specialist for suggestions.
- The BLM welcomes tribes and agency partners to attend planning and NEPA courses with the local office staff. This includes both online training and classroom courses.

9. General Public

Includes: Individual citizens, interested public, interest groups, public meeting attendee, or other stakeholders; NEPA document reviewer or commenter; and agencies at local, regional, state, or national level that aren't involved in developing the NEPA document or don't have an official role by jurisdiction or expertise.

Responsibilities in NEPA: Participates in the NEPA process. For example, before or during scoping may provide data and insights on management of the area or identify alternatives and issues; may review and comment on public documents.

Purpose: This plan of study for the General Public provides a basic understanding of NEPA, the Council on Environmental Quality's Regulations for implementing NEPA, and the BLM's NEPA process, with the intent of improving the public's ability to effectively comment and participate in the NEPA process.

Basic NEPA Training for the General Public

Course #	Course Name	Length	Type
1620-17	NEPA Concepts, Module 1 (NEPA) and Module 2 (CEQ Regulations)	3 hours	online
1620-02	NEPA Analysis Process for BLM	3 hours	online

Other Topics to Explore:

- Additional topics to explore depends on the interests and responsibilities of the individual or group. Please review [Part 3](#) of this Guide or consult with the BLM National Training Center, or local BLM manager or planning or NEPA specialist for suggestions. Training that begins with "NB-" (NEPA Bytes) may not be immediately available to the general public; if you are interested in any of these courses, contact David Korzilius at the BLM National Training Center.

Additional Resources:

- CEQ A Citizen's Guide to the NEPA: Having Your Voice Heard
https://ceq.doe.gov/docs/get-involved/Citizens_Guide_Dec07.pdf
- CEQ Collaboration in NEPA: A Handbook for NEPA Practitioners
https://ceq.doe.gov/docs/get-involved/Collaboration_in_NEPA_Oct2007.pdf
- BLM A Desk Guide to Cooperating Agency Relationships and Coordination with Intergovernmental Partners
https://www.ntc.blm.gov/krc/uploads/623/BLM_DeskGuide_CA_Relationships_2012.pdf

Part 3 - Courses (Organized by topic)

Courses listed in this section are currently available through the BLM National Training Center. It is a mixture of online and classroom courses, formal training and informal supplemental training (NEPA Bytes, indicated with NB in the course #). As new courses are developed to meet training needs of BLM NEPA practitioners they will be added to the Curriculum Guide.

Web-based courses are available online “on demand” by clicking on the links in the Curriculum Guide, or through the course catalog in DOI Talent (formerly DOI Learn), or by going to the NEPA Training Corner Google site at <https://sites.google.com/a/blm.gov/nepa-training/home>.

This section is organized by topic: (See [Part 4](#) - Index for an alphabetical listing of training.)

[NEPA Basics](#)

[Level of Analysis](#)

[Scoping - Purpose and Need - Issues](#)

[Alternatives - Affected Environment](#)

[Direct - Indirect - Cumulative Impacts Analysis](#)

[Writing / Reviewing NEPA Documents](#)

[Administrative Record](#)

[Interdisciplinary Team Management](#)

[Contracting](#)

[Public Engagement](#)

Contact Tessa Teems (tteems@blm.gov) or David Korzilius (dkorzil@blm.gov) at the BLM National Training Center if you have questions.

NEPA Basics

1620-17 - NEPA Concepts, Mods 1 (National Environmental Policy Act) & 2 (CEQ Regulations)

Course Description: Overview of the National Environmental Policy Act (NEPA) and the Council on Environmental Quality (CEQ) regulations to implement NEPA. Module 1: NEPA – the spirit and the letter of the law. Module 2: CEQ regulations – basic understanding of the requirements of NEPA documents.

Prerequisites: None

Training Type: Online (DOI Talent [formerly DOI Learn] only)

Length: 3 hours

1620-02 - [NEPA Analysis Process for BLM](#)

Course Description: Basics of the NEPA process followed by the BLM, as described in Chapter 6 of the 2008 BLM NEPA Handbook. This course is also available on [YouTube](#).

Prerequisites: NEPA Concepts (1620-17)

Training Type: Online

Length: 70 minutes video + 7 exercises.

1620-01 - NEPA Compliance for BLM Managers

Course Description: Refresher for management teams on complying with the intent of NEPA and improving their ability to use NEPA documents as a basis for a reasoned decision consistent with the CEQ regulations. Topics include: 1) Purpose & Need (importance, management discretion); 2) Alternatives (adequate range, eliminating from analysis); 3) Environmental Consequences (how much analysis is enough, what needs to be analyzed); and 4) Decisions (writing a good decision, rationale for selecting the preferred alternative).

Prerequisites: NEPA Concepts (1620-17), NEPA Analysis Process for BLM (1620-02)

Training Type: Classroom

Length: 4 hours

1610-22.19 - [NEPA Problem-Solving, Part 1](#)

Course Description: BLM NEPA experts answer questions submitted in advance by BLM staff on the following topics:

- NEPA Process,
- Streamlining the NEPA Process,
- Tiering-Incorporation by Reference-Adopting Analysis,
- Public and ID Team Involvement,
- Alternatives

Prerequisites: None

Training Type: Online

Length: 90 minutes

Level of Analysis

1620-03 - [NEPA Analysis for EAs](#)

Course Description: Guidance on and practice to review, evaluate, and write environmental assessments, consistent with Chapters 6 and 8 of the BLM NEPA Handbook. Most effective when the entire interdisciplinary team attends.

Prerequisites: NEPA Concepts (1620-17), NEPA Analysis Process for BLM (1620-02)

Training type: Classroom

Length: 3 days

1620-12 - [NEPA: Categorical Exclusions](#)

Course Description: What is a categorical exclusion (CX), where to find CX lists, how to determine if extraordinary circumstances apply, and how to document a CX. Based on Chapter 4 of the BLM NEPA Handbook.

Prerequisites: None

Training type: Online

Length: 30 minutes of video + exercises (80 minutes total)

1620-16 - [NEPA: Determination of NEPA Adequacy](#)

Course Description: Review the determination of NEPA adequacy (DNA) worksheet, learn how to determine if an action can be approved using the DNA process, and learn how to prepare appropriate documentation. Based on Chapter 5 of the BLM NEPA Handbook.

Prerequisites: None

Training type: Online

Length: 20 minutes of video + 2 exercises (30 minutes total)

NB-08 - [Determination of NEPA Adequacy](#)

Course Description: Review of frequently asked questions regarding what a Determination of NEPA Adequacy is and how it can be used in the BLM's NEPA compliance efforts.

Prerequisites: None

Training type: Online

Length: 18 minutes

Scoping - Purpose and Need - Issues

1620-28 - Purpose and Need

Course Description: Introduces purpose and need as two distinct concepts; describes the relationship between purpose and need and the alternatives; and helps you to prepare a concise, well-defined purpose and need statement by providing practice exercises.

Prerequisites: NEPA Concepts (1620-17), NEPA Analysis Process for BLM (1620-02)

Training Type: Online (DOI Talent [formerly DOI Learn] only)

Length: 90 minutes

1610-22.11 - [Purpose and Need](#)

Course Description: Review guidance for purpose and need from the CEQ regulations, DOI regulations, and BLM NEPA Handbook, illustrating concepts with case studies and examples. Specific topics: Differentiating purpose from need, differentiating applicant from agency purpose and need, role, scope (range of alternatives), and timing.

Prerequisites: none

Training Type: Online Broadcast

Length: 100 minutes

NB-19 - [Purpose & Need](#)

Course Description: Regulatory requirements and guidance to develop a purpose and need statement for a NEPA document. Examples and court rulings provide further explanation.

Prerequisites: None

Training Type: Online

Length: 15 minutes

NB-14 - [Identifying Issues](#)

Course Description: Review of what issues are and are not. Efficiently identify issues in public scoping comments or from internal team discussions.

Prerequisites: none

Training Type: Online NEPA Byte

Length: 7:10 minutes

1620-07 - [Issue-Based NEPA Analysis Workshop](#)

Course Description: Identify issues to be analyzed in detail in a NEPA document, document reasons to drop issues from further analysis, and develop issue-based outlines for NEPA documents currently being worked on to streamline those documents.

Prerequisites: NEPA Analysis Process for BLM (1620-02), NEPA Analysis for EAs (1620-03)

Training Type: Classroom

Length: 1 day

1620-08A, B, C - [Facilitated Issue-Based NEPA Workshop](#)

Course Description: One-, two-, or three-day facilitated workshop following 1620-07, to apply the principles and techniques learned to real-world projects and NEPA analysis.

Prerequisites: Issue-Based NEPA Analysis Workshop (1620-07)

Training Type: Classroom

Length: 1, 2, or 3 days

NB-21 - [Establishing Spatial Boundaries](#)

Course Description: Tips for how and when to establish adequate spatial boundaries and provide appropriate rationale.

Prerequisites: none

Training Type: Online

Length: 10:28 minutes

Alternatives - Affected Environment

NB-04 - [Alternatives Considered but Eliminated](#)

Course Description: Summary of concepts taken from the BLM NEPA Handbook regarding alternatives considered but eliminated from detailed analysis. It focuses on sample rationales, pointing out what typically makes a good rationale.

Prerequisites: none

Training Type: Online

Length: 9:24 minutes

Direct - Indirect - Cumulative Impacts Analysis

1620-10 - [NEPA: Analyzing Impacts](#)

Course Description: Map out a cause/effect strategy by identifying measurable indicators and data needs, and agreeing on a methodology before beginning an impact analysis under NEPA. Learn how to write an impact analysis, document your assumptions and rationale, and avoid fatal flaws. Optional lesson on how to determine whether impacts are significant.

Prerequisites: 1620-17, 1620-02, 1620-28

Training Type: Online

Length: 60 minutes video + 5 exercises + self-assessment

NB-13 - [Tips on Analyzing Impacts](#)

Course Description: Tips on how to annotate and complete impact analyses using "writing prompts" to ensure cause/effect is captured, along with context, intensity, and a comparison to the effects from the no action alternative.

Prerequisites: none

Training Type: Online

Length: 4:32 minutes

1620-14A - [NEPA: Cumulative Effects Analysis, Module 1--Concepts & Methods](#)

Course Description: This is the first module in a 3-part series on how to improve cumulative effects analysis in your NEPA documents. Module 1 introduces you to the 7-step process from the BLM's NEPA Handbook (2008), and shows you how to incorporate cumulative effects analysis from scoping through the decision.

Prerequisites: None

Training Type: Online

Length: 25 minutes of video and 7 ungraded self-assessment questions

1620-14B - [NEPA: Cumulative Effects Analysis, Module 2--Intermediate Applications](#)

Course Description: Discussion of the cumulative effects process introduced in Module 1. Concepts are illustrated with four typical BLM actions—a timber sale, grazing permit renewal, right-of-way application, and plan of development to drill oil and gas wells. You can review just one or all four examples.

Prerequisites: Cumulative Effects Analysis, Module 1 (1620-14A)

Training Type: Online

Length: 45 minutes of video + 4 examples to review

1620-14C - [NEPA: Cumulative Effects Analysis Workshop, Module 3](#)

Course Description: Improving cumulative effects analysis in your NEPA documents. Instructors coach a BLM interdisciplinary team on a cumulative effects analysis for one of their projects.

Prerequisites: Module 1 (1620-14A) is required prior to taking this workshop. Module 2 (1620-14B) is recommended, but not required.

Training Type: Classroom

Length: 1 1/2 days

NB-07 - [Cumulative Effects Tips](#)

Course Description: Summary of the cumulative impacts analysis from the BLM NEPA Handbook and CEQ guidance into 7 steps. How to write a cumulative effects analysis using prompts that will help ensure a robust analysis that mirrors the 7 steps.

Prerequisites: none

Training Type: Online

Length: 15:01 minutes

NB-15 - [NEPA and Scientific Integrity](#)

Course Description: Review of requirements and processes that ensure scientific integrity is part of the NEPA process, especially now that the Department of the Interior recently released a revised Scientific Integrity Policy.

Prerequisites: none:

Training Type: Online

Length: 13:30 minutes

1610-22.20 - [NEPA Problem-Solving, Part 2](#)

Course Description: BLM NEPA experts answer questions submitted in advance by BLM staff on the following topics:

- Significance
- Effects
- Decisions
- Legal Challenges

Prerequisites: None

Training Type: Online

Length: 90 minutes

Writing / Reviewing NEPA Documents

1620-04 - Technical Writing

Course Description: Basic guidelines to cover most writing situations, with an emphasis on writing planning and NEPA documents. Three lessons: (1) Grammar, (2) Mechanics and Punctuation, and (3) Diction and Effective Sentences. Each in-depth lesson contains rules, examples, and practice exercises.

Prerequisites: None (diagnostic pre-test helps you identify areas where you need improvement)

Training Type: Online (DOI Talent [formerly DOI Learn] only)

Length: 6 hours

1620-06 - [Developing and Writing Effective Documents](#)

Course Description: Interactive approach to prewriting, writing, and document management. Plan and outline documents, work efficiently with in-house reviewers; review grammatical and punctuation concepts important to clear writing; use tools for managing multi-author documents and working with style guides.

Prerequisites: Technical Writing (1620-04) is recommended but not required.

Training Type: Classroom

Length: 3 days

NB-05 - [Avoiding Common Missteps in NEPA Documents](#)

Course Description: How to avoid 6 common pitfalls or missteps in NEPA documents: consistency in NEPA documents, spatial boundaries of analysis, impact indicators, alternatives considered but eliminated from detailed analysis, and issues.

Prerequisites: none

Training Type: Online

Length: 12:20 minutes

NB-11 - [Tips on Reviewing NEPA Documents](#)

Course Description: How to focus a NEPA document review for effectiveness and efficiency. Example provided is a simple EA, but can be scaled up for larger, more complex NEPA documents.

Prerequisites: none

Training Type: Online

Length: 8:31 minutes

NB-16 - [How to Structure a NEPA Document](#)

Course Description: How to structure a NEPA document to promote clear linear thinking and presentation of information. The focus is on overall presentation, as well as issues, alternatives, and analysis (affected environment and environmental consequences).

Prerequisites: none

Training Type: Online

Length: 9:16 minutes

NB-06 - [Creating Tables for NEPA Documents](#)

Course Description: Tips for using tables effectively, which can cut down on the amount of text in NEPA documents; examples of effective table use are included.

Prerequisites: none

Training Type: Online

Length: 13:23 minutes

NB-1620-06 - [Effective Documents](#)

Course Description: 26 segments (recorded from the 3-day Developing and Writing Effective Documents workshop), which can be used to improve your NEPA and other documents. Poor video quality, but the sound is good. Open PPT presentation and go to the appropriate slide(s) when listening to each segment. This link takes you to the PowerPoint slides and links to handouts. Individual links below take you to the videos.

Prerequisites: none

Training Type: Online

Length: varies by segment

NB-1620-06.01 - [Parallelism](#)

Course Description: Establish parallel structure in your writing. Slides 28-30.

Length: 6:19 minutes

NB-1620-06.02 - [Parallelism Example](#)

Course Description: Work through an RMP example in Slide 32.

Length: 3:18 minutes

NB-1620-06.03 [Outlining](#)

Course Description: Outline your document (examples provided are NEPA documents), benefits of outlining. Slides 36-41.

Length: 11:15 minutes

NB-1620-06.04 [Using Qs as a Writing Tool](#)

Course Description: Use questions to structure or outline your document. Slide 47.

Length: 2:10 minutes

NB-1620-06.05 [Using Qs Example](#)

Course Description: Work through affected environment using a geology example. Slides 48,49.

Length: 4:57 minutes

NB-1620-06.06 [Citing Sources](#)

Course Description: Components, format, and importance of citations. Slides 53-55.

Length: 7:44 minutes

NB-1620-06.07 What Not to Cite

Course Description: Types of information you do NOT need to cite. Slides 56, 57

Length: 3:44 minutes

NB-1620-06.08 What You Need to Cite

Course Description: Types of information you DO need to cite. Slide 58.

Length: 3:11 minutes

NB-1620-06.09 Citing Sources - Styles

Course Description: How to format your citations. Slides 64, 65, 67.

Length: 2:17 minutes

NB-1620-06.10 Paragraph and Topic Sentences

Course Description: Purposes of a paragraph and topic sentence. Slides 79-81.

Length: 4:09 minutes

NB-1620-06.11 Organizing Your Paragraph

Course Description: How different purposes of paragraphs require different organization. Slides 83-88.

Length: 16:26 minutes

NB-1620-06.12 Passive vs Active Voice

Course Description: What passive and active voice are and when to use each in a NEPA document. Slides 91, 92.

Length: 11:02 minutes

NB-1620-06.13 Wordiness and Foggy Writing

Course Description: Examples of wordiness and foggy writing and how to avoid them. Slides 95-100.

Length: 11:00 minutes

NB-1620-06.14 Punctuation - Commas

Course Description: When and how to use a comma (and when they're not needed). Slides 120, 121.

Length: 9:38 minutes

NB-1620-06.15 Punctuation - Semicolon

Course Description: When and how to use a semicolon. Slide 125.

Length: 3:22 minutes

NB-1620-06.16 Punctuation - Colon

Course Description: When and how to use a colon. Slide 126

Length: 1:54 minutes

NB-1620-06.17 [Punctuation - Hyphenation](#)

Course Description: When and how to use hyphens. Slides 127, 128.

Length: 6:47 minutes

NB-1620-06.18 [Punctuation - em dash and en dash](#)

Course Description: When and how to use em dashes and en dashes. Slides 129, 130.

Length: 8:32 minutes

NB-1620-06.19 [Numbers](#)

Course Description: How to use numbers in text and in units of measure. Slides 146-148.

Length: 23:28 minutes

NB-1620-06.20 [Setting Up Authors for Success](#)

Course Description: Common problems that authors of large documents encounter; basic information to gather before starting to write. Slides 158, 159. Also see [Handout 3 Document Development Checklist](#).

Length: 10:22 minutes

NB-1620-06.21 [Prepare a Style Guide](#)

Course Description: What to include in a Style Guide for a project. Slide 163. See [Handout 4, Style Sheet](#), and [Handout 5, Editorial Consistency Guidelines for an EIS](#).

Length: 2:58 minutes

NB-1620-06.22 [Have a Start-up \(Kick-off\) Meeting](#)

Course Description: Purposes and benefits of having a meeting to kick-off a project. Slide 164.

Length: 2:56 minutes

NB-1620-06.23 [Numbering Conventions](#)

Course Description: How to number tables, figures, impacts, and other elements in a document. Slide 165.

Length: 11:22 minutes

NB-1620-06.24 [Creating a Writing Template](#)

Course Description: Benefits of creating templates, walk through an EIS template. Slide 167. See [Handout 6, Basic Writing Template - EIS](#)

Length: 17:48 minutes

NB-1620-06.25 [Styles and Templates](#)

Course Description: Purposes and benefits of creating templates and using styles (e.g. in Word) for your documents. Slide 168.

Length: 4:41 minutes

NB-1620-06.26 [Tables](#)

Course Description: How to use text in tables, parts of a table, and tips for creating tables. Slides 186, 187, 188. See Table 3-1

Length: 10:19 minutes

Administrative Record

1610-22.12 - [Administrative Record](#)

Course Description: Review of legal framework for administrative records, difference between creating a project file and compiling an administrative record, and discussion of examples. Course page also includes copies of formal and informal guidance, sample filing plans/project file organizations, lands and range case files, and other references and resources.

Prerequisites: None

Training Type: Online

Length: 3 hours

Interdisciplinary Team Management

NB-03 - [12 Tips for Successful Interdisciplinary Team Meetings](#)

Course Description: Tips and techniques to improve the effectiveness of ID team meetings.

Prerequisites: None

Training Type: Online

Length: 10:35 minutes

1610-21 - [Working Effectively in Interdisciplinary Teams](#)

Course Description: Qualities of good teams and the factors that lead to team successes in the BLM. Tools and techniques that will improve interdisciplinary team skills. Participant Guide and team exercises to reinforce lessons.

Prerequisites: None

Training Type: Online

Length: 90 minutes video + exercises

1610-17 - [Developing & Maintaining High Performing Teams](#)

Course Description: Develop effective and cohesive interdisciplinary teams (newly formed or long-serving). Develop and define the team vision and mission, roles and responsibilities, operating procedures and ground rules. Outcomes include an updated team charter and problem process worksheet development.

Prerequisites: None

Training Type: Classroom

Length: 2 days

NB-12 - [Interdisciplinary Teams](#)

Course Description: 3-part training to improve and enhance an interdisciplinary (ID) team or field office staff. Take all 3 parts or just the one(s) that meet your needs. This link takes you to the PowerPoint slides, individual links below take you to the videos.

Prerequisites: none

Training Type: Online

Length: 31 minutes total

NB-12.1 - [Developing a Group Charter for ID Teams](#)

Course Description: Develop a group charter (for an entire field office or project-specific interdisciplinary team); i.e., set goals and establish roles and rules for effective interdisciplinary team development.

Length: 7:10 minutes

NB-12.2 - [Creating Cohesiveness & Social Capital for ID Teams](#)

Course Description: How to develop social capital and create a cohesive field office or team. Includes suggestions on how to celebrate success and hard work, create traditions, and strengthen team relations.

Length: 6:16 minutes

NB-12.3 - [Effective Group Decision-making](#)

Course Description: Group decision-making model based on collaborative integrative bargaining. Step-by-step instructions and examples are given. This is particularly useful to streamline decision-making in meetings.

Length: 17:05 minutes

NB-10 - [Facilitation](#) (as it applies to NEPA)

Course Description: Handful of basic facilitation concepts and their application to NEPA processes. It also provides resources for further study and application.

Prerequisites: none

Training Type: Online

Length: 8:01 minutes

[Facilitation Basics](#) (no course #)

Course Description: Overview for those new to meeting facilitation. The videos include: *[What Facilitators Do](#)*, *[The Facilitator's Toolbox](#)*, *[Setting the Stage](#)*, and *[Facilitating the Meeting](#)*.

Prerequisites: None

Training Type: Online

Length: 1 hour total

Contracting

1610.22.14, 15, 16 - [Contracting](#)

Course Description: 3-part training on how to improve contracting for planning and NEPA documents. This link takes you to the page with PowerPoint slides, transcripts, checklists, instruction memos, and other resources; individual links below take you to the videos.

Prerequisites: None

Training Type: Online

Length: 5 hours total

1610.22.14 - [Contract Initiation](#)

Course Description: What contracting is, when and why to consider contracting a planning or NEPA project; reviewed guidance; discussed ways to improve writing statements of work, requests for proposals, and memoranda of understanding; and how to evaluate proposals.

Length: 90 minutes

1610.22.15 - [Contract Management](#)

Course Description: How to improve the contracting process, including managing communication, managing day-to-day mechanics, managing the scope or statement of work.

Length: 90 minutes

1610.22.16 - [Contract Close-out](#)

Course Description: How to modify, fund, and successfully complete a contract, including the contractor's role in compiling an administrative record, responding to legal challenges.

Length: 120 minutes

Public Engagement

1620-33 - Public Meetings: Planning & Preparation

Course Description: Focus on developing and managing effective public meetings. Discuss how to structure and design meetings to effectively gain public input on projects and have productive communication exchanges to minimize public anger and opposition.

Prerequisites: None

Training Type: classroom

Length: 8 hours

NB-18 - [Public Engagement](#)

Course Description: 4-part training to increase your knowledge of the levels of public engagement, learn techniques to improve your interaction with the public, and better understand their concerns. Some of these topics would also be useful with other BLM staff and even with your non-work relationships. This link takes you to the page with PowerPoint slides and transcripts; individual links below take you to the videos.

Prerequisites: None

Training Type: Online

Length: 50 minutes total

NB-18.1 - [Four Levels of Public Engagement](#)

Course Description: Four levels of public engagement (info-sharing, consultation, collaboration and empowerment) and the most appropriate time to use them. Design mechanisms and implementation methods are provided for each level of engagement.

Length: 9:13 minutes

NB-18.2 - [Reflective Listening in Stakeholder/Public Meetings](#)

Course Description: Importance of reflective listening and re-framing to de-escalate conflict and genuinely engage during stakeholder/public meetings.

Length: 13:33 minutes

NB-18.3 - [The Art of Question-Asking in Stakeholder/Public Meetings](#)

Course Description: Importance of asking good questions to de-escalate conflict and genuinely engage with community members during stakeholder/public meetings.

Length: 9:35 minutes

NB-18.4 - [Effective Group Decision-Making](#)

Course Description: Group decision-making model based on collaborative integrative bargaining. Step-by-step instructions and examples are given. This is particularly useful to streamline decision-making in meetings.

Length: 17:05 minutes

1610-22.13 - [Building Cooperating Agency Relationships & Maximizing Coordinating Opportunities](#)

Course Description: Revised Cooperating Agency Desk Guide (2012), benefits and challenges of engaging cooperating agencies, how to establish a relationship with a cooperating agency, eligibility requirements, memorandum of understanding and memorandum of agreement, coordination vs cooperation, governor's consistency review, training and other resources.

Prerequisites: None

Training Type: Online

Length: 90 minutes

1610-25 - [Fundamentals of Negotiation for Natural Resources Conflicts](#)

Course Description: Prepare adequately for a natural resource negotiation; identify effective strategies to successfully negotiate a natural resource dispute; identify difficulties and pitfalls in natural resource negotiations before they become unmanageable.

Prerequisites: None

Training Type: Online

Length: 3 hours

NB-20 - [Responding to Comments](#)

Course Description: Review comments on a NEPA document, learn how to approach responding to each comment, apply the process to similar comments and other situations.

Prerequisites: none

Training Type: Online

Length: 11:09 minutes

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Appendix A - Background and Logistics

Background

The National Environmental Policy Act (NEPA), passed by Congress in 1969 and signed into law on January 1, 1970, established a landmark national environmental policy which, among other things, encourages environmental protection, public involvement and informed decision-making. It provides the means to carry out these goals by:

- Mandating that every Federal agency prepare a detailed statement of the effects of “major Federal actions significantly affecting the quality of the human environment.”
- Establishing the need for agencies to consider alternatives to those actions.
- Requiring the use of an interdisciplinary process in developing alternatives and analyzing environmental effects.
- Requiring that each agency consult with and obtain comments of any Federal agency which has jurisdiction by law or special expertise with respect to any environmental impact involved.
- Requiring that detailed statements and the comments and views of the appropriate Federal, State, tribal, and local agencies be made available to the public for review and comment. (BLM NEPA Handbook 2008, pp.1)

NEPA created the Council on Environmental Quality (CEQ), in the Executive Office of the President, to be the ‘caretaker’ of NEPA. CEQ issued final regulations for Implementing the Procedural Provisions of NEPA (40 CFR 1500-1508) in 1978 (revised in 1986), establishing procedures to ensure proper consideration of environmental concerns and requiring agencies to “make diligent efforts to involve the public in preparing and implementing their NEPA procedures” (40 CFR 1506.6(a)).

The BLM’s implementation of the NEPA process is guided by Chapter 11 of the Departmental Manual (DM) Part 516 (516 DM 11), Departmental Regulations (43 CFR 46), and the BLM NEPA Handbook (BLM NEPA Handbook, 2008).

Online vs Classroom Training

Studies show that employees who are new to the agency or new to a position often get more out of classroom training, especially for introductory and foundational NEPA classes. However, since most of the training in this Guide is online, not classroom, the supervisor and/or NEPA lead may need to set up some extra time for coaching. Online training is beneficial in that it has no travel cost and usually no tuition cost, is available anytime, and can be taken at the participant’s own pace and preferred time of day. The following bullets represent the types of training environments the BLM and Department of the Interior typically use and support:

- Use of online classes on an individual basis or as an interdisciplinary team exercise, with the team lead (or other experienced NEPA person) providing guidance and leading a discussion group afterwards.

- Statewide NEPA training by State Office program leads
- Brown bag forums with visiting NEPA specialists and senior project managers
- Mentoring programs for junior NEPA specialists
- Regular regional meetings among specialists--in person, on the phone or through video conference
- Online NTC-led and facilitated group sessions (Planning/NEPA Forums) focused on exploring specific NEPA-related topics or problem-solving

Training is most successful when senior leadership, managers, and supervisors support and encourage various ways to train, mentor, and foster experienced NEPA practitioners.

Course Credit

There are three avenues by which a learner may receive course credit for NTC-sponsored training:

1. attending an instructor-led course, signing the roster, and passing the post-test (if applicable);
2. taking and passing the post-test (if applicable) for an online DOI Talent course; or
3. self-certifying course completion in DOI Talent.

For questions on course credit, contact the National Training Center.

Tracking and Accountability

Training requirements and tracking are up to the supervisor. Tracking and accountability can be achieved using DOI Talent, the employee's Individual Development Plan (IDP), through informal agreement between the employee and supervisor, or with another method as determined by field office, district office, or state office management.