DEPARTMENT OF THE AIR FORCE
DCS/Logistics, Engineering & Force Protection
Directorate of Civil Engineers

CFETP 0401, 1301
Parts I and II
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Job Series 0401 and 1301
Natural Resource Management and Biologist/Physical Science

CFETP

CAREER FIELD EDUCATION AND TRAINING PLAN

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PREFACE

Welcome to the Career Field Education and Training Plan (CFETP) for Department of the Air Force (DAF) Natural Resource Management and Biologist/Physical Science!

This CFETP provides a description of recommended training, education, professional development, and experience to guide Department of the Air Force (DAF) Natural Resource Management and Biologist (0401)/Physical Science (1301) Series employees, thereafter, referred to Biologists/Physical Scientist, along their career path. The 0401/1301 series represent most Civil Engineering (CE) Career Field employees within the 04xx/13xx series listed in Table 1. While Biologists/Physical Scientists may also be found in other career fields, this CFETP focuses on positions specifically within the CE Career Field.

TABLE 1

Biologists/Physical Scientist Series

Series Description	Series
Natural Resources Management and Biological Sciences	0401
Entomology	0414
Toxicology	0415
Botany	0430
Rangeland Management	0454
Forestry	0460
Wildlife Biology	0486
General Physical Science	1301
Hydrology	1315
Chemistry	1320

In addition to the Biologists/Physical Scientists, this CFETP can also be used to help guide the career path of other persons in all the series listed in Table 1 plus the Environmental Engineering Series (0819), the Architect (0808), and the Archeologist Series (0193).

Serving in an environmental role is an exciting, challenging, and rewarding career. It is the bedrock of any federal action including stewardship of installation lands to support missions' needs, strategic basing actions, large construction projects, land acquisitions, leases, renovations of historic facilities, and facility footprint changes. DAF installations operate like small cities, and base level Biologists/Physical Scientists play a role supporting the

installation's Facilities Board and the Base Civil Engineer (BCE) who in turn, supports the decisions and actions of the Installation or Wing Commander.

This CFETP provides detailed information about the knowledge, skills, and abilities Biologists/Physical Scientists require to be successful in their careers. It includes typical career progression information, duties, and responsibilities relevant to the Biologist/Physical Scientist's career along with training strategies. It is intended to serve as a career roadmap for each Biologist/Physical Scientist, whether they are new to a base level position or have broad experiences at the intermediate and senior levels.

Typically, there are two career paths Biologists/Physical Scientists can follow. The first path follows a functional leader/technical expert path where the Biologists/Physical Scientists can either remain at the installation as a subject matter specialist (SMS) or become a Subject Matter Expert (SME) (e.g., Air Force Civil Engineer Center (AFCEC), Air Force Installation and Mission Support Center (AFIMSC) / Major Command (MAJCOM), or Headquarters Air Force level with the Directorate of Civil Engineers (A4C). The other path follows an enterprise leadership track. The functional leader/technical expert track emphasizes technical expertise, institutional memory, and functional depth within one's technical field. The functional leader/technical expert track is designed to provide development for those who aspire to be steeped in their functional expertise and provide continuity for the workforce. This track emphasizes technical expertise, institutional memory, and functional breadth within one's technical field. The enterprise leader track emphasizes depth and breadth of experience within and outside one's functional field, to include cross-functional and Joint assignments. The enterprise leader track values geographical or organization mobility and professional military education. The enterprise leader track is designed to provide a broad base of development for those who aspire to enterprise leader (e.g., Senior Executive Service track) positions.

The CE Civilian Career Field Playbook contains information relevant to the entire CE Career Field (here). Information includes but not limited to the Civilian Tuition Assistance Program (CTAP), centrally managed positions, vectoring, Civilian Development (CD) programs, Key Career Positions (KCPs), Civilian Strategic Leadership Program (CSLP), Career Broadening (CB), Functional Advisory Council (FAC), Development Team (DT), Force Renewal Programs, and Force Renewal Programs.

Part I – Career Field Information

1.1 SECTION A: INTRODUCTION TO PART 1 OF THE CFETP

1.1.1 Purpose of the CFETP

The Deputy Chief of Staff/Logistics, Engineering & Force Protection's Directorate of Civil Engineers (AF/A4C), the Assistant Secretary of the Air Force for Installations, Environment and Energy (SAF/IEE), and enterprise leaders throughout the Total Force are all committed to ensuring Biologists/Physical Scientists have the depth, breadth, knowledge, and capabilities needed to successfully serve the CE Enterprise and Air and Space Forces.

This CFETP was developed to support the objectives of the CE Human Capital Roadmap (here), which emphasizes the importance of "cultivating workforce talent" through advanced education and training, talent management, and development of civilian workforce expertise. Throughout this document, the reader will find information about opportunities for Civilian Development (CD), Professional Military Education (PME), Professional Continuing Education, and Advanced Education. There is also information about positions available throughout the DAF enterprise to help Biologists/Physical Scientists chart their career paths. This CFETP supports the following CE Human Capital Roadmap lines of effort:

1.1.2 CFETP Format

The CE Career Field Team developed professional credentials to progress within the CE enterprise, which include depth and breadth of experience, advanced academic degrees, CD, PME, and professional credentialing. These credentials play a role in individual career management and competitiveness for select jobs and training opportunities. With these professional credentials in mind, the document is divided into two parts: Part I focuses on career field information, education, experience, training, skills, and competencies required to help meet career goals and Part II provides detailed information on training opportunities and mentorship.

Part 1 Career Field Information: Informs management of the Biologist/Physical Scientist's career.

- Section A explains how to use this plan.
- Section B identifies career field progression information, duties/responsibilities, and training strategies.
- Section C describes recommended competencies related to a Biologist/Physical Scientist role and how to support successful community engagement.
- Section D indicates resource constraints.

Part 2 Training Standards: Provides relevant training information for Biologists/Physical Scientists.

- Section A details professional training and education requirements.
- Section B includes information on leadership and mentorship.

Appendices: Appendix A contains relevant key abbreviations/terms. Appendix B has a matrixed list of available courses to assist in career development.

1.2 SECTION B: DEPTH AND BREADTH OF EXPERIENCE

1.2.1 Career Progression Information

Career progression can vary substantially for each Biologist/Physical Scientist due to a variety of factors including personal goals, availability of positions at an installation, geographic mobility, professional credentialing, training, and continuing education. Within the first five to ten years, career goals should start to solidify and align with serving in a functional leader/technical expert role or an enterprise leadership role and establish the echelon or level of the CE enterprise that best meets the goals. For example, a goal to become a senior leader will drive career and education decisions differently than a goal to be a SME in a specific Biologist/Physical Scientist discipline or program. The intent of the CFETP is to focus the traditional Biologist/Physical Scientist on what is needed to be successful in their current role, and what they should do to achieve their career aspirations. In some cases, Biologists/Physical Scientists may enjoy the work they are doing at the installation level and may not want to relocate to other installations. In this case, the CFETP can still guide professional development to excel in their current position or prepare for other career opportunities at any level throughout of the Air Force.

There is no single, optimal career path to ensure career success. A successful career includes steady growth in job responsibility and professional development with a broad variety of experience. Periodically, personal situations should be reviewed along with the organization's needs to reassess career path goals. Consider personal strengths, weaknesses, training or experience gaps, commitment to the organization's mission, and short/long-term goals. Also consider the organization's needs, training resources, position availability, and promotion opportunities.

1.2.2 AF Enterprise Career Building Blocks

The structure of the Biologist/Physical Scientist workforce is described with career building blocks (CBBs) that arise from developing a broad level of experiences. Depending on the Biologist/Physical Scientist career path chosen, this can lead to serving as a General Schedule (GS)-14 SME or to a GS-15 leadership role, which can then open a path to serve at the senior executive service (SES) level. Figures 1 and 2 illustrate the CBBs for the enterprise leader track and functional leader/technical expert track, respectively. These CBBs were adapted for 0401/1301 based the "Department of the Air Force Civilian Career Roadmap for Enterprise Leaders and Functional Experts/Leaders" illustrated in Figures 3 and 4. There are examples of appropriate positions for various stages of the Biologist/Physical Scientist's career. Available at each level of the CE enterprise within each development level, the CBBs recommend professional experiences and/or organizational and educational accomplishments starting at initial level and progressing up to senior grades for both the functional leader/technical expert track and enterprise leadership track. Progression through initial, intermediate, and senior levels allows Biologist/Physical Scientists to obtain the depth and breadth of experience required to lead at the higher levels of the CE enterprise. However, environmental professionals should not assume quick advancement between GS grades within the three levels of the CE enterprise as the norm. Instead, it is expected that a significant part of the early career will focus on obtaining depth and breadth of experience by holding various positions at the installation and intermediate levels of the CE enterprise. Mobility to other installations may be required to broaden experiences outlined on the CBBs due to limited vacancies or size of the unit.

Initial Career Level. Training and education at the entry-level position (e.g., environmental technician or specialist) begins with meeting basic requirements of the biological and physical sciences occupational series, concentrating not only on development of technical skills but also on effective writing and briefing skills. The entry career level Biologist/Physical Scientist should pursue appropriate professional credentialing as well as consider higher education (e.g., related master's degree). When sufficient proficiency is attained, the initial career level Biologist/Physical Scientist may be assigned a program area to manage independently, or they may serve as the assigned Environmental Planning Function at the discretion of the Environmental Element/Flight Chief.

Figure 1. Department of the Air Force Biologist/Physical Scientist Career Building Blocks – Enterprise Leaders

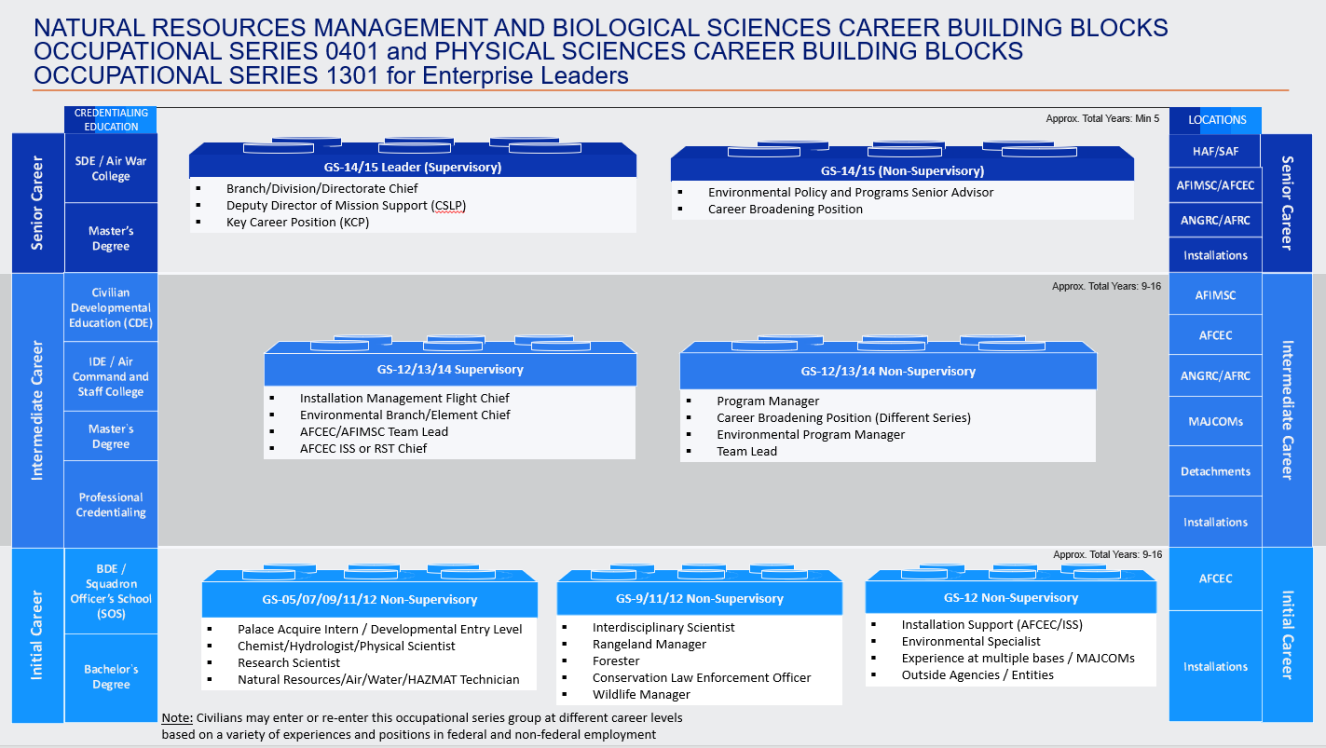


Figure 2. Department of the Air Force Biologist/Physical Scientist Career Building Blocks – Functional Expert/Leaders

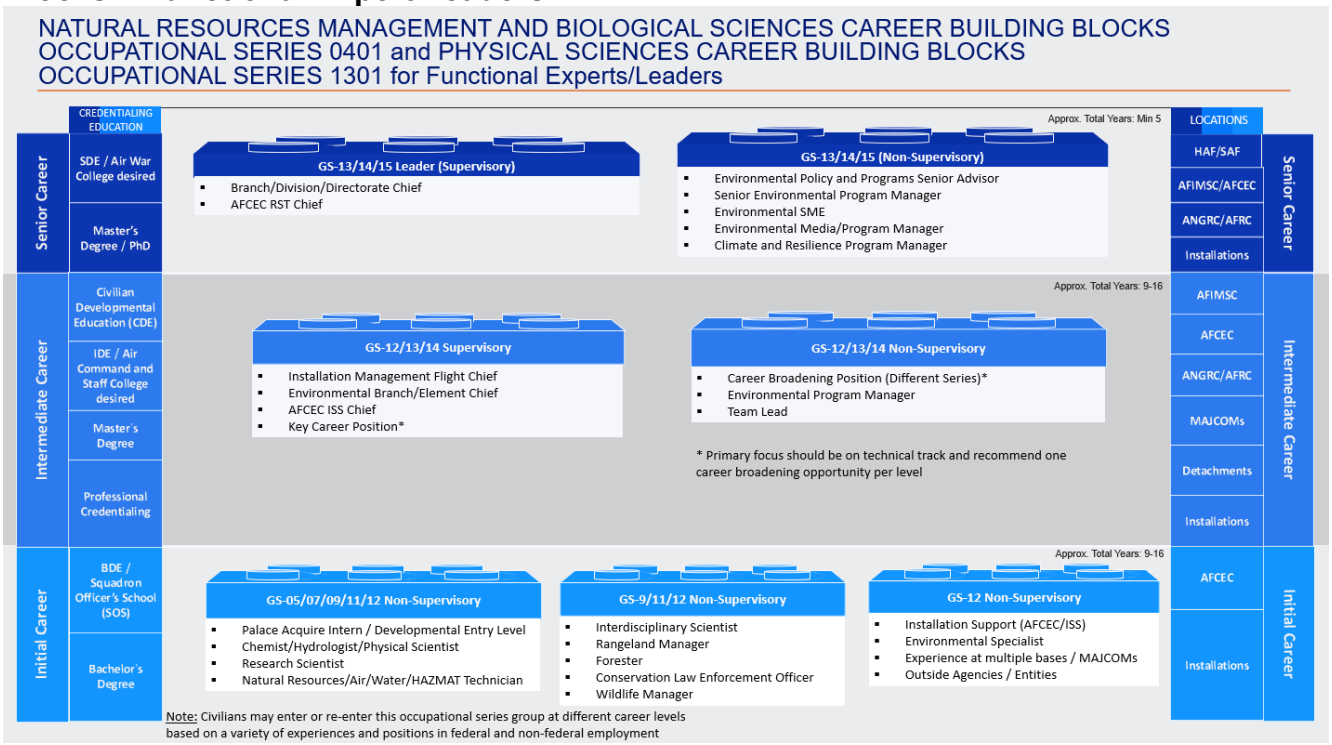


Figure 3. Department of the Air Force Civilian Career Roadmap for Enterprise Leaders

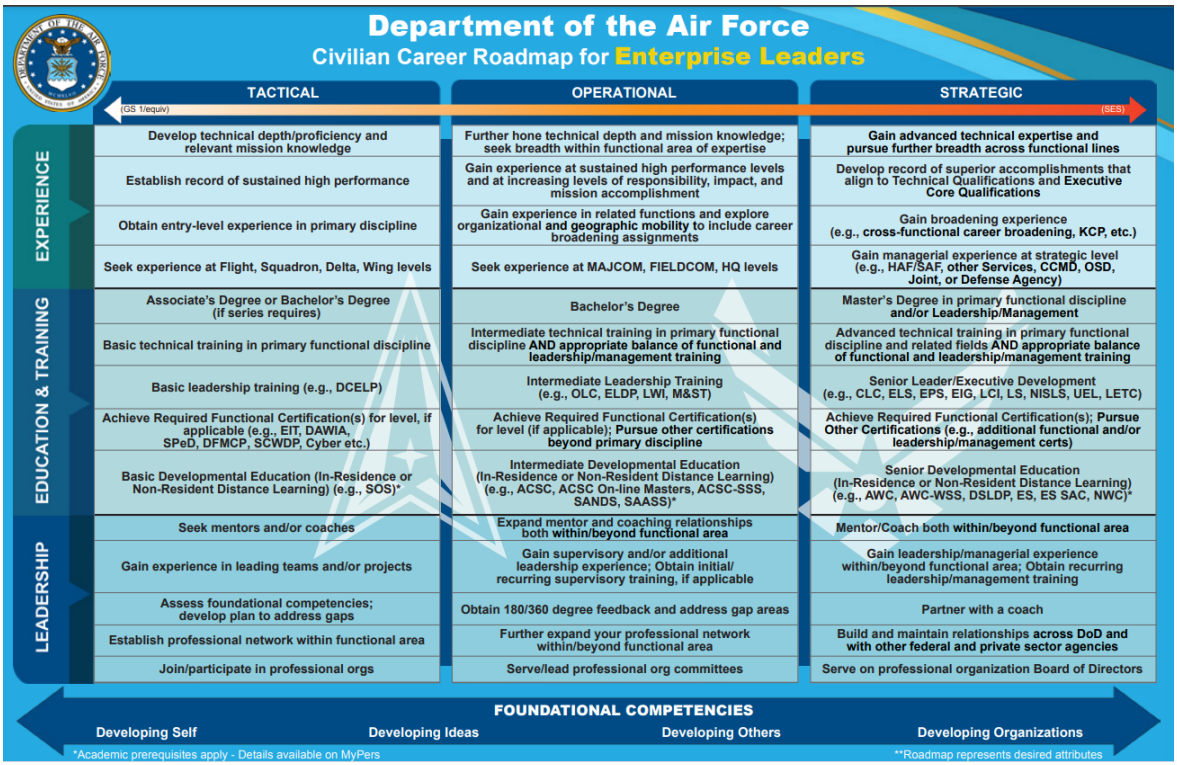
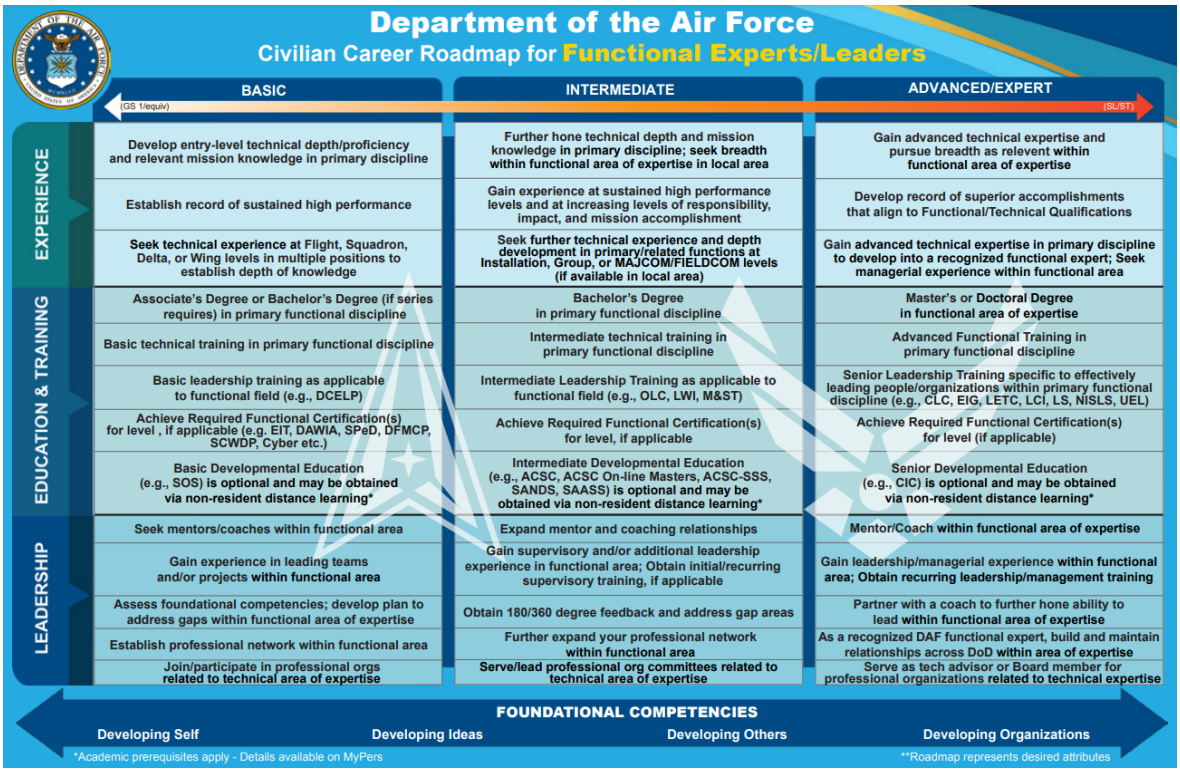


Figure 4. Department of the Air Force Civilian Career Roadmap for Functional Experts/Leaders



Initial Career Level (continued)
Typically, developmental positions are grades GS-05 through GS-11 and include:

- College graduates can gain entry level 0401/1301 positions needed to understand basic environmental requirements and practices. Entry level positions may include air quality technician, water quality specialist, natural resources/EIAP practitioner, etc. where the person is assisting the installation environmental program manager with daily activities needed to maintain and sustain compliance with all DoD, DAF directives and federal, state and local laws in the environmental quality and/or conservation programs.

Intermediate Career Level. At this level, the Biologist/Physical Scientist must be competent in the management of resources and direction of environmental activities for compliance with policy/guidance and environmental laws. Training and education are focused on preparing the employee to transition into either leadership or more complex technical positions at the installation, AFIMSC, AFCEC, Air National Guard Readiness Center (ANGRC), or at a MAJCOM. Individuals within this level provide advisement for the installation's environmental element/flight or first level supervisors in the environmental, portfolio optimization, project management, and operations engineering elements. The Biologist/Physical Scientist should have appropriate professional credentialing and may consider seeking higher education (e.g., related master's degree) and CD. Positions within this level are targeted at GS-12 to GS-13 and include:

- Environmental Program Managers at the installation level (e.g., Air Quality Manager, Natural Resources Program Manager, Cultural Resources Program Manager, Water Quality Manager, Fuels/POL Tank Program Manager, HazMat Manager, NEPA/EIAP Manager, Environmental Restoration Manager (RPM), etc.)
- Environment Branch and/or Element Chiefs at the installation
- Environmental Program Managers at AFCEC to include the Installation Support Sections and Regional Support Teams, AFIMSC, Headquarters Air Force Reserve Command (HQ AFRC), or ANGRC

Senior Career Level. These are normally AFCEC, AFIMSC, MAJCOM, AFRC, ANGRC, or Headquarters Air Force/Secretary of the Air Force (HAF/SAF) positions. These employees provide execution oversight of environmental resources and engagement in the formulation of strategic policies, plans, and programs. These positions typically engage with other federal services, DoD/OSD, and the Secretariat. Training and education at this level is focused on further developing executive/ managerial abilities/skills in support of environmental programs across the DAF enterprise as well as human capital. Positions within this level are targeted at GS-13 to GS-15 and include:

- Environmental Media Managers at AFCEC, AFIMSC and/or Detachments, HQ AFRC, or ANGRC, or MAJCOM level (e.g., Air Quality, Cultural/Tribal Liaison Officer, National Environmental Policy Act / Environmental Impact Analysis Process (NEPA/EIAP) SMEs)
- Environmental Policy and Programs Senior Advisor
- Deputy Director of Mission Support
- Environmental Program Managers at HAF (within the Directorate of Air Force Civil Engineers in A4CA and A4CP divisions)
- Branch/Division Chiefs at AFCEC, AFIMSC, MAJCOM, HAF or SAF/IEE/IEI

Management of the Biologist/Physical Scientist career beginning at the installation level will provide the broad level of experiences necessary to compete for positions at the intermediate and headquarters levels; and make individuals more competitive for leadership positions of increasing responsibility later in their career. A career path could consist of moving to positions at different levels of the CE enterprise as well as between service components, such as moving from the installation level to the intermediate level, then back to the installation level, then to the strategic level, then back to the installation level, in order to remain in touch with current issues facing CEs at the tactical and operational levels. Experiencing a broad variety of positions, both leadership and non-leadership, best prepares potential candidates to hold an Environmental SME position and senior leadership positions in the CE enterprise.

1.2.3 Master Development Plan (MDP)

The MDP is a comprehensive list of desired education, self-development, training, and typical assignments for each level of the career path. The MDP will assist the Biologist/Physical Scientist and their supervisors in the development of their Individual Development Plans (IDPs) and aligns with the CBBs. MDPs are shown in Table 2 for those pursuing a leadership role at the Installation, MAJCOM, AFCEC, AFIMSC, or HAF and Table 3 for pursuit of installation advisory roles such as a SME.

TABLE 2 - ENTERPRISE LEADER OCCUPATIONAL SERIES BIOLOGIST and PHYSICAL SCIENTIST

This MDP covers the following series from Table1 0401/1301; however, OPM qualification standards require positive education/Bachelor's Degree in relevant field to enter series.

Grade	Formal Education	PME/CD	Training	Certification	Experience	Typical Jobs
GS – 15	• Master's Degree (MA/MS/MBA/MPA) • PhD possible; applicants processing a PhD may be able to competitively apply	• Senior Development Education (SDE) completed • Consider other PME/CD courses	• AFIT CE Commander course(s)	• Advanced certification or credentials (e.g., fellow of the credential)	• Depth and breadth of experience is expected	• Air Staff • AFIMSC • Det • AFCEC • MAJCOM • Division Chief • Base senior leader • ANGRC

GS – 14	• Should have a Master's Degree (MA/MS/MBA/MPA)
	• Could pursue PhD
		• Obtain SDE
		• Consider others
		  • Academic Fellowships
		  • Leadership Seminars
		  • Short Courses add to competitiveness
		• Consider other PME/CD courses
			• AFIT CE Commander course(s)		• Seek broader leadership experience
					• Expert program manager role
						• Air Staff senior program manager
						• AFIMSC
						• AFCEC
						• MAJCOM branch chief
						• Deputy Director of Installation Support
						• ANGRC
						• Career Broadening
						• Base flight chief

GS – 13	• Obtain MS/MBA/MPA	• Obtain Intermediate Development Educations (IDE) Consider other PME/CD courses	• AFIT CE technical courses		• Seek leadership experience • Broad program management	• AFMISC • Det • AFCEC • MAJCOM • Career broadening • Base flight chief • ANGRC
GS – 12	• Pursue MS/MBA/MPA	• Obtain BDE • Consider other PME/CD courses	• AFIT CE technical courses	• Obtain certifications aligning with your technical area of expertise.	• Seek leadership / element leader / team leader position	• Program Manager
GS – 11	• Begin pursuing MS/MBA/MPA	• Consider BDE • Consider other CD courses	• WMGT 100 AF CE Basic Civilian Course • Additional AFIT courses		• Excel in current base-level role	• Program Manager
GS-5/7/9		• Palace Acquire • Consider others PME/CD courses	• WMGT 100 • WENV 101 Introduction to Environmental Management Course			• Base level

TABLE 3 -SUBJECT MATTER EXPERT (SME)
OCCUPATIONAL SERIES BIOLOGIST and PHYSICAL SCIENTIST
This MDP covers the following series from Table 1 0401/1301; however, OPM qualification standards require positive education/bachelor's degree in relevant field to enter series.

Grade	Formal Education	PME/CDE	Training	Certification	Experience	Typical Jobs
GS - 15	Positions are not available at this grade.					

GS - 14	• Should have a Master's Degree in technical discipline
	• PhD possible
		• Obtain SDE
		• Consider others
		  • Academic
		  • Fellowships
		  • Leadership Seminars
		  • Short Courses add to competitiveness
		  • Consider others CD courses
			• Advanced training in area of expertise	• Multiple certifications preferred	• Capstone – Air Force Subject Matter Expert	• AF SME
						• AFCEC
						• HAF
						• Career broadener
						• Base flight chief

GS - 13	• Obtain a Master's Degree in technical discipline • Pursue PhD in technical discipline	• Obtain IDE • Consider others • Consider others CD courses	• AFIT CE technical courses. • Industry and commercial courses in areas of expertise		• Seek technical experience. • Subject matter specialist. • Media manager. • Obtain leadership experience	• AFMISC • Det • AFCEC • MAJCOM • Career broadener • Base element / flight chief. • Technical Sub-AMP Manager • ANGRC
GS - 12	• Pursue Master's Degree in technical discipline	• Obtain BDE • Consider other CD courses	• AFIT CE technical courses • Industry and commercial courses in areas of expertise	• Obtain professional credential aligning with your technical area of expertise.	• Seek media area experience • Team leader position • Further develop technical skills	• Media subject matter specialist
GS - 11	• Begin pursuing a Master's Degree in technical discipline	• Consider BDE • Consider other CD courses	• Additional AFIT courses		• Excel in current base-level role • Grow technical skills in discipline	Base level
GS-5/7/9		• Palace Acquire • Consider other CD courses	• WMGT 100 AF CE Basic Civilian Course • WENV 101 Introduction to Environmental Management Course			• Base level

Each phase includes desirable training, education, and self-improvement from the previous phases/grade groups. Refer to Appendix B for more information on education opportunities and training resources.

MyVector provides resources for the career development of the Biologist/Physical Scientist including mentoring, career planning and knowledge sharing. The mentoring section of MyVector can be used to fine tune career goals, experiences, and plans. A mentor search capability is available, where the Biologist/Physical Scientist can search for a mentor by profile details or make a by-name request for a mentor. MyVector allows for knowledge sharing through forum-based discussion groups.

MyVector also includes several training resources. The site includes an "Air Force Competencies" section that has a competencies self-assessment function and related resources. The competencies include foundational ones such as developing self and developing others but also includes emerging topics such as "Digital Literacy". Based on the results of the self-assessment, the platform includes a "Competency Improvement Plan" with suggested videos, books, courses, and/or articles to help improve needed focus area(s). The courses recommended are linked to the Air Force e-Learning site (here) and are available online for free.

Biologist/Physical Scientist should also review and update their Civilian Career Brief located on MyBiz (here). The Civilian Career Brief is a document that contains an employee's important personnel information such as position, education, training, awards, and performance appraisals and help in career planning.

1.2.4.1 Individual Development Plan (IDP)

An IDP helps lay out both short-term and long-term professional career goals, and identifies knowledge, skills, and abilities needed to meet these goals. An individual can identify specific developmental assignments, positions, training, and activities he/she wishes to achieve and aid in discussions with the immediate supervisor in reaching the employee's goals. There are a variety of resources available online to develop an IDP. An IDP form suitable for all federal employees can be found on MyVector (here) and the DAF IDP Resource Guide is available (here). The CE Career Field Team (CFT) recommends use of MyVector to develop IDPs. MyVector is also used for career development opportunities. Applicants who apply for CD submit their applications through MyVector to obtain supervisor review and endorsement of their applications.

1.2.5 Depth and Breadth of Experience

Experiencing a wide variety of Biologist/Physical Scientist roles, beginning within the CE Squadron or Group at the installation level is an important part of gaining depth and breadth of experience, knowledge, and capabilities. Biologists/Physical Scientists should plan to hold an installation level position for a minimum of three to five years to gain and build functional depth of experience. It is also recommended that the Biologist/Physical Scientist should consider managing different environmental programs (e.g., Water, Hazardous Waste, Air, NEPA/EIAP, etc.) to broaden their understanding prior to obtaining a base level leadership position. Biologists/Physical Scientists can also obtain a diversity of experience by serving at more than one installation under different MAJCOMs or serving under different MAJCOMs at the same installation. Obtaining experience as an installation supervisor, such as the Environmental

Element Chief at the early stages of a career is essential to ensure advancement to an intermediate or headquarters level leadership position later in the career.

1.2.6 Geographic Mobility

For those willing and able to be geographically mobile, there may be more opportunities to achieve depth and breadth in career experiences. Effective civilian force development depends upon filling high-level positions with those who have a variety of work experiences. Holding positions at multiple installations exposes Biologists/Physical Scientists to a wider understanding of DAF missions. For example, experiencing operations at fighter or heavy aircraft, research and development, or training and education installation(s) provides unique and diverse experiences. Biologists/Physical Scientists should also consider the size of an installation and geographic location when considering breadth of experiences. Requirements at an overseas base are different from those at a Continental United States (CONUS) base, as are the requirements at a small single mission installation compared to a large multi-mission installation. Experience working with a Reserve Component mission will also provide an understanding of the benefits, limitations, authorities, and proper application of the different components to meet Total Force mission requirements. Variations in climate (e.g., southern coastal vs northern tier) can also provide breadth of experience. When applying for installation level leadership positions, this depth and breadth of experience may be an important factor for selection to fill a vacancy. This is increasingly true when applying for non-leadership or leadership positions at the intermediate and headquarters levels.

1.2.7 Professional Credentialing

Professional credentialing and/or higher education is highly desirable. This usually requires a commitment of time and money outside of the normal work environment, and employees are encouraged to discuss the various options with their supervisor and/or mentor. In a memo dated 21 Oct 21, HQ AF/A4C established policy for the credentialing of employees in the DAF Civil Engineering organizations (here). The DAF seeks to attract and develop employees who possess abilities in their profession as evidenced by credentialing. Credentialing is indicative of a workforce with strong technical skills, developed and exhibited through a rigorous program of education, experience, and testing. There are two tier levels of credentialing. Tier I identifies credentials most valued in a functional area based on extensive knowledge and experience. Often a license is granted by external agencies based upon a set of rigorous standards through testing and experience. Tier II credentials are those showing attainment of certain levels of competency or skill. The Biologist/ Physical Scientist are highly encouraged to obtain appropriate credential(s) to heighten their technical skill level.

Additional details on certifications may be found at the DoD Civilian Credentialing Opportunities On-Line (DCOOL) website (here). The site allows users to search by occupational series code or title and find general information on credentialing relating to the individual federal occupational series. Clicking on a credential title in the system provides detailed information about the credential, such as a description, its eligibility requirements, exam topics, and recertification requirements.

Expenses for training and professional registration can be paid by the unit. Specifically, Title 5, U.S.C., Section 5757, provides that an agency may use appropriated funds to pay for expenses for employees to obtain professional credentials, including expenses for professional accreditation, state-imposed professional licenses, and professional certification; and examinations to obtain such credentials. This authority may not be exercised on behalf of any

employee occupying or seeking to qualify for appointment to any position that is accepted from the competitive service because of the confidential, policy-determining, policymaking, or policy advocating character of the position. This authority is permissive, not mandatory. It does NOT establish an entitlement. Because the authority is codified in Title 5 U.S.C., Government Organization and Employees, this authority is only applicable to civilian employees and not to military members. The use of appropriated funds to pay expenses to obtain professional credentials does not extend to employees' memberships in professional organizations unless the membership is a prerequisite to obtaining the professional license of certification.

For those Biologist/Physical Scientist positions in the CE enterprise that do not require certification, selecting officials are encouraged to consider certification as an indicator of the candidates' professionalism, commitment to their field and excellence when evaluating candidates for promotion.

1.3 SECTION C: COMPETENCIES

1.3.1. Introduction

While most duties and responsibilities are position-specific, Biologists/Physical Scientists generally must demonstrate facilitation, collaboration, and functional analysis skills through leadership and core occupational competencies.

1.3.2 Leadership Competencies

CE General Competencies for Leadership include Information Management, Flow and Content, Action office skillset, building teams conflict resolution, and cost estimating. These require effective communication to all levels.

1.3.3 CE General Competencies

CE General Competencies are shown in Table 4. The Biologists/Physical Scientists competencies build from these. Specifically, Biologists/Physical Scientists require Natural Infrastructure Management competencies to facilitate CE's overall Asset Management competency.

TABLE 4: CE GENERAL COMPETENCIES

Technical	Asset Management	Fire & Emergency Management	Resource Management	Leadership
Laws, Guidance, and Directives	Planning	Prevention	Financial Management	Effective Communication
Processes	Programming	Protection	Force Management	Human Capital Management
Products	Life Cycle Management	Integrated Base Response and Recovery	IT Systems	Organizational Leadership
	Built Infrastructure Management			
	Natural Infrastructure Management			
	Facility Operations			

1.3.4 Environmental Competencies

Through self-assessment, a Biologist/Physical Scientist can determine the required skills necessary to develop their career. One should look at overall areas that are lacking and can tie to an education or training program or a job opportunity that will provide the experience. An individual can look at the Appendix B for training that is appropriate for their career progression. There are several steps that can be taken to gain or broaden their experience. A Biologist/Physical Scientist with no training in programming may take a course work in programming. In addition, an individual should consider taking other environmental positions within their organization to continue to expand their breadth and depth of experience.

The competency list is also a tool for supervisors to mentor and develop Biologist/Physical Scientist. Commanders/supervisors have knowledge of specific jobs and opportunities Biologists/Physical Scientists will need to meet the competency requirements in addition to having a balanced career necessary to achieve long range goals.

1.4 SECTION D: RESOURCE CONSTRAINTS

This section identifies known resource constraints, which preclude optimal and desired training from being developed or conducted, including information such as costs and manpower. Limiting resources will put strains on the career field to adequately cover all training. Priority will go to mission essential training courses, then focus on mission enhancement training. TCES continues to develop distance learning courses to mitigate the effects of resource limitations.

1.4.1 TDY Funding

Training opportunities exist away from the installation and personnel would attend in a temporary duty status (TDY) that pays for transportation, lodging, meals, and incidentals. Funding for TDYs come from various sources to include TCES, AFCEC, MAJCOMs, and the unit.

Part II – Training

2.1 SECTION A: PROFESSIONAL TRAINING/EDUCATION

2.1.1 Purpose

Formal training includes classes, either in person or through distance learning. Successful Biologists/Physical Scientists will establish technical competencies and understand the DAF culture. Understanding individuals will join the DAF Civil Service at different points in their careers; this CFETP is written to provide guidance to Biologist/Physical Scientists at any stage of their career. Training opportunities are listed in Appendix B.

2.1.2 Training

Career goals will likely evolve as an individual increases their depth and breadth of experience and moves to different positions within or among organizations. Perspectives and desires will contribute to shaping those goals as they navigate their careers. It is important to determine an ultimate career goal, in terms of leadership or technical track, as early as possible. Training decisions should be informed with the long-game in mind and may impact the type of training an individual should pursue.

The DAF defines Force Development as, "a deliberate process of preparing Airmen through the Continuum of Learning (training, education, and experience) with the required competencies to meet the challenges of the 21st Century." The below topics discuss additional ways to obtain training, education and experience through offerings available to DAF Civil Servants. Additional information about these and other topics is available at the CE CFT SharePoint site (here).

2.1.2.1 Request for DAF Training

With supervisor's approval, Biologists/Physical Scientists can request to attend training and education opportunities to increase their occupational knowledge. There are multiple ways DAF employees can follow to obtain approval and funding to attend training and education opportunities.

First, the DAF has program element code (PEC) 88751F to fund civilian functional/occupational training requirements across major commands, field operating agencies, direct reporting units, and force development flights. To identify annual training needs for the fiscal year, the Deputy Chief of Staff-Manpower, Personnel, and Services (AF/A1) issues a data-call to receive inputs using the Civilian Automated Training Input Program (CATNIP) for AF-wide consolidation. Funding for training is prioritized based on priority. Due to limited resources, funding focuses on priority 1 requirements. Biologists/ Physical Scientists discuss with their supervisor on how to add their training/education need(s) to the data call response. For the most current training priority categories, see DAFI 36-2670, Total Force Development.

If training needs cannot be funded through the data call described above, Biologists/Physical Scientists can request training entering the request in the AFCEC E-Dash training and TDY tool found (here).

A third way to obtain training funds is using organizational unit funds. Biologists/Physical Scientists would need to discuss with their supervisor the availability of these funds to meet training needs.

Finally, Air Force Institute of Technology (AFIT)-The Civil Engineer School has classes already funded for Biologists/Physical Scientists to attend. Go (here) to look for applicable classes to attend. A supervisor's approval is required along with completion of the online registration form. After being accepted, AFIT-The Civil Engineer School provides a Line of Accounting (LOA) for students to use in making travel arrangements. Rental cars are unit funded; not funded by AFIT. There is no tuition cost to attend a class except for students who are contractors.

2.1.2.2 Request ANG Training

The ANGRC provides funds to AFIT to cover the travel and per diem for all federally funded ANG personnel (installation and ANGRC) that have been approved by their supervisor and AFIT course director to attend environmental courses. Once approved by the individual's supervisor and course director, AFIT provides a line of accounting (LOA) for DTS and ANG personnel create their orders and attend training. ANG personnel follow local guidelines to ensure the training is documented in their training records (SF 182 process). Training and travel for non-AFIT courses will use funds validated and provided following the ANG PPBE process, and local procedures. This process is identified on the Virtual Environmental Management Office (VEMO); Training, Competence, and Awareness page (here).

2.1.3 SMART Program

Another option to obtain higher degrees is the Science, Mathematics, and Research for Transformation (SMART) Program. SMART provides educational and workforce development opportunities within the science, technology, engineering, and mathematics (STEM) portfolio, which is funded by the Department of Defense. SMART can provide scholarships, stipends, etc. to accomplish bachelors, master's or PhD degree in a STEM field. Current DoD civilians employed in a permanent or renewable term civilian position by a SMART Sponsoring Facility are eligible as a retention scholar. More information about the SMART Program, eligibility, application procedures, etc. can be found (here).

2.1.4 Professional Military Education (PME)

PME includes learning the history and strategic business of the DAF. Eligibility for each CD level of PME is based upon Biologists/Physical Scientists grade:

Basic Developmental Education (BDE)—GS-07 to 12, or equivalent (Squadron Officer School)

Intermediate Developmental Education (IDE) —GS-12 to 13, or equivalent (Air Command & Staff College)

Senior Development Education (SDE) —GS-14 to 15, or equivalent. (Air War College)

Completing PME courses at the appropriate level (distance learning or in-person) is important for advancement within the CE Career Field. Completing the previous PME course is not a prerequisite for starting the next PME course; individuals should take the PME course appropriate for their current grade.

Most programs do not require the applicant to be mobile; some include a short-duration TDY. Basic eligibility is two years of "Federal" civil service by the application deadline. For in-residence or to attend Air Command and Staff College – Online Master's Program, individuals would need to apply through MyVector during the annual call. Distance Learning programs for PME can be started at any time, if minimum requirements are met, by. applying directly to Air University. Completion of PME in-residence or by distance learning are valued the same and as such, individuals should consider the best option for their personal and professional circumstances.

Details on all CD opportunities are available on the myPers Civilian Force Development Home Page, to include PME, the various Academic programs, and Fellowships, and Leadership Seminars (here).

2.1.5 Temporary Duty (TDY)/Temporary Assignments

When considering areas an individual may be lacking in experience, they may consider a TDY or Temporary Assignment. TDY opportunities are available for both CONUS and OCONUS. Additionally, it may be possible to request a temporary assignment, or additional duty request, within their organization to gain the experience needed to more fully understand the many facets of the Engineering/Architecture workforce.

2.1.6 Documentation of Training

Use the IDP in MyVector to document training requirements and completion of formal training requirements. Each Biologist/Physical Scientist's career IDP should be developed with an understanding of the basic competencies and skills required to be a DAF CE functional leader/technical expert or Enterprise Leader. The IDP should be reviewed and updated annually.

2.1.7 Competencies

Biologists/Physical Scientists should have the occupational competencies to successfully perform their jobs as discussed in section 1.3.

2.1.8 Continuing Education Requirements

In addition to the formal training requirements, Biologists /Physical Scientists may be required to complete professional training in accordance with their respective certifications and credentials. The formal training courses through TCES count towards the continuing education requirements; however, there are many additional opportunities to continue to learn about DAF Environmental. A link to the TCES website is (here).

2.1.9 Symposium/Workshop Attendance

One opportunity for training that allows Biologists/Physical Scientists to receive many training hours in a short period is attending symposiums or workshops. Many DAF and larger DoD sponsored events include courses relevant to or geared towards any Biologist/Physical Scientist development path. Funding to attend these events is unit provided.

2.2 SECTION B: LEADERSHIP/MENTORSHIP

2.2.1. Mentoring for Department of the Air Force Biologists /Physical Scientists

Biologists/Physical Scientists at all levels should make it a priority to seek advice from more experienced DAF leaders, to include seeking advice and mentorship from military leaders, as well as senior civilians (e.g., SES mentor). DAF leaders, whether they are military or civilian leaders, as well as other senior personnel in various functional areas, have rich insights developed and learned through years of experience, and they are often excited to coach and mentor other professionals. When seeking this opportunity, Biologists/Physical Scientists should have questions prepared, have a vision/plan for the next 5-10 years included on an IDP, which may include plans for CD, career broadening, separation, retirement, etc., and have a resume ready. Prior to meeting with a mentor or coach, Physical Scientists should contemplate how they may be viewed by the mentor (i.e., consider the perspective of others when evaluating personal performance) and anticipate the types of questions the mentor may ask, such as career aspirations, work values, unique knowledge, skills, or abilities, and preferred types of work and learning. Additional information about mentoring is available (here).

Biologists/Physical Scientists at all levels should explore the competencies (discussed in Section 1.3 of this CFETP) then use the competencies to first self-assess their level of proficiency for each competency and identify a plan to develop these competencies by pursuing education, training and experience throughout his/her career to attain the highest level of proficiency possible. These plans should be identified in an IDP. Not all Biologists/Physical Scientists may achieve the desired level of proficiency; however, gaps that exist between expected and actual proficiency levels should be used as a discussion tool with mentors to help target growth and development issues. Biologists/Physical Scientists should discuss these gaps with their mentors and help identify training and experiences to be added to the IDP that might help to build upon these competencies. Biologists/Physical Scientists should focus on the competencies needed for the current assignment first, and then explore competencies needed for the next assignment.

Biologists/Physical Scientists may also wish to review mentoring resources on MyVector to be a mentor or a mentee (here). Finally, the Treasury Executive Institute offers online and in-person leadership courses and coaching for GS-14s through SES, or equivalent (here).

2.2.2 Career Path Summary for Department of the Air Force Biologists/Physical Scientists

There is no single, optimal career path to ensure career success for a Biologist/Physical Scientist. A successful career path includes steady growth in job responsibility and professional development with a broad variety of experience. Periodically, the Biologist/Physical Scientist should review their personal situation and their organization's needs in order to reassess their career path goals. They may consider personal strengths, weaknesses, training or experience gaps, commitment to the organization's mission, and short and long-term goals. Organizationally, the Biologist/Physical Scientist should consider their organization's needs, training resources, position availability, and promotion opportunities. How well a Biologist/Physical Scientist performs in his/her current position is an important factor in determining their future success.

Appendices

APPENDIX A: TERMS AND ABBREVIATIONS

AF/A1. Deputy Chief of Staff-Manpower, Personnel, and Services

AF/A4C. The Directorate of Civil Engineers. In accordance with Air Force Policy Directive (AFPD) 32-10, Installations and Facilities, AFPD 32-20, Fire Emergency Services, 18 HAFMD1-38 21 JUNE 2021 AFPD 32-30, Explosive Ordnance Disposal, AFPD 32-60, Housing, AFPD 32-70, Environmental Considerations in Air Force Programs and Activities, AFPD 32-90, Real Property Asset Management, AFPD 10-2, Readiness, and AFPD 10-25, Emergency Management, the Director of Civil Engineers formulates DAF Civil Engineer strategy, policy and implementation guidance supporting AF and DoD strategic goals and objectives, and manages CE enterprise governance to guide the development and execution of the associated strategy, policy, implementation guidance, and related oversight.

AFCEC. Air Force Civil Engineer Center. AFCEC provides civil engineering services and enterprise lifecycle leadership to AF and SF installations that enable the warfighter. AFCEC is installation focused and globally linked to provide best-practice solutions to Airmen…anytime and anywhere. AFCEC is the cornerstone of the CE enterprise by managing all centralized CE functions and optimizing key capabilities.

AFIMSC. Air Force Installation and Mission Support Center. One of the centers under AF Materiel Command, the AFIMSC is the single organizational entity in the AF providing intermediate-level installation and mission support capabilities to supported Major Commands (MAJCOMs) and installations across the full range of military operations.

AFIT. Air Force Institute of Technology. Located at Wright-Patterson AFB, OH, AFIT is the Air Force's graduate school of engineering and management as well as its institution for technical professional continuing education. A component of Air University and Air Education and Training Command, AFIT is committed to providing defense-focused graduate and professional continuing education and research to sustain the technological supremacy of America's air, space, and cyber forces. AFIT accomplishes this mission through four schools: the Graduate School of Engineering and Management, the School of Systems and Logistics, The Civil Engineer School, and the School of Strategic Force Studies. Information can be found here: https://www.afit.edu/

AMP. Activity Management Plan. A component of the DAF's Sustainment Management System.

ANGRC. Air National Guard Readiness Center. The Air National Guard Readiness Center is based at Joint Base Andrews, Maryland. Its mission is to ensure the combat readiness of Air National Guard units and act as a liaison between the National Guard Bureau (NGB) and the individual states and territories on Air National Guard operational activities.

BCE. Base Civil Engineer. Develops and implements civil engineer force employment and provides staff supervision and technical advice. Performs and manages Civil Engineer functions and activities to provide facilities and infrastructure supporting the United States and allies. Activities include programming, budgeting, project management, drafting, surveying, planning, feasibility studies, construction management, utilities operations, energy and environmental programs, land management, real property accounting, fire protection, explosive ordnance disposal, disaster preparedness programs, family housing and dorm management, and mobilization programs at base level. Serves on response teams and related installation support services. Advises commanders and government officials on effective use of Civil Engineer resources.

BDE. Basic Developmental Education. BDE programs are tactical level programs that introduce employees to the Air Force and DoD missions and prepare them for future leadership, managerial, and leadership roles. Key BDE programs include Squadron Officer School (SOS), the Defense Civilian Emerging Leader Program (DCELP) and the Developing Team Leader Course. Program eligibility requirements vary. See the Civil Engineer Career Field Team SharePoint for more information.

CBB. Career Building Blocks. The structure of the Biologist/Physical Scientist workforce is described with CBBs that arise from developing a broad level of experiences. See Figures 1-4.

CD. **Civilian Development**. The DAF CD program is central to the DAF's Civilian Leadership Development continuum that spans a civilian's professional career (see Part II, Section C for a link to the continuum). The programs included in the CD portfolio prepare civilians from the DAF, its sister services, and allied nations for positions of greater responsibility. Emphasis in these programs includes leadership, military doctrine and aerospace power. More information about available programs is (here).

CECOS. Naval Civil Engineer Corps Officers School. CECOS, located at Naval Base Ventura County, Port Hueneme, California, provides Seabees, Civil Engineer Corps (CEC) officers, facility engineers and environmental professionals with the necessary skills, knowledge and education to enhance lifelong learning and to provide quality support to the fleet. Information and course descriptions can be found (here).

CFETP. **Career Field Education and Training Plan**. A comprehensive, multipurpose document encapsulating the entire spectrum of training for a career field. It outlines a logical growth plan that includes training resources. The CFETP is designed to make career field training identifiable, eliminate duplication, and ensure the training budget is defensible.

CFM. Career Field Manager. The focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy

and guidance. Must be appointed by the Functional Manager (FM) and hold the grade of GS-15.

CFT. Career Field Team. Functionally oriented teams that execute Force Development policy and programs for civilians.

CONUS/OCONUS. Continental United States/Outside Continental United States. CONUS refers to United States territory, including the adjacent territorial waters, located within North America between Canada and Mexico. (JP 1)/ Areas outside the 48 contiguous states. Alaska and Hawaii are defined as non-foreign OCONUS.

CSLP. Civilian Strategic Leadership Program. The Air Force civilian enterprise development program designed to provide selected GS-13/14/15 (or equivalent) Air Force employees' competencies needed to build a federal corporate culture that drives for results, services customers, and builds successful teams and coalitions within and outside the organization. More information available in the CE Civilian Career Field Playbook (here).

CTAP. **Civilian Tuition Assistance Program**. Air Force civilian post-secondary Tuition Assistance (TA) supports civilians in their continued self-development and includes coursework at the associate, bachelor, master and doctoral levels. More information available in the CE Civilian Career Field Playbook (here).

DAF. Department of the Air Force. One of three military departments within the Department of Defense, the DAF is comprised of the U.S. Air Force and the U.S. Space Force.

DCOOL. **Defense Civilian Credentialing Opportunities On-Line**. DCOOL is a website focused on civilian credentialing opportunities for federal workers. The site provides information about certifications and licenses providing professional growth opportunities in their career areas. At the site, civilians can provide both general information on credentialing as well as specific information on credentials related to their individual federal occupational series. After searching on a federal occupational series by either code or title, users can view a list of credentials related to most or some of their job duties. Clicking on a credential title in the list provides detailed information about that credential, including a description of the credential, its eligibility requirements, exam topics, and recertification requirements. The site is available (here).

DBCE. Deputy Base Civil Engineer. This position serves as the Deputy to the Base Civil Engineer at a Department of the Air Force or Joint Base installation with responsibilities for all day-to-day support activities provided by the Squadron to the installation and tenant organizations.

NEPA/EIAP. National Environmental Policy Act / Environmental Impact Analysis Process.

GS. General Schedule. The General Schedule (GS) classification and pay system covers the majority of civilian white-collar federal employees (about 1.5 million worldwide) in professional, technical, administrative, and clerical positions. GS classification standards, qualifications, pay structure, and related human resources policies (e.g., general staffing and pay administration policies) are administered by the U.S. Office of Personnel Management (OPM) on a

government wide basis. Each agency classifies its GS positions and appoints and pays its GS employees filling those positions following statutory and OPM guidelines.

HAF/SAF. Headquarters Air Force/Secretary of the Air Force.

HQ AFRC. Headquarters Air Force Reserve Command. Located at Robins Air Force Base, Ga., HQ AFRC ensures its three numbered air forces, 34 flying wings, 10 flying groups, a space wing, a cyber wing and an intelligence, surveillance and reconnaissance wing. and other subordinate units are prepared to accomplish their total force missions.

IDE. **Intermediate Development Education**. IDE programs are operational level programs that continue the development and education of mid-career civilians and continue to prepare them to take on increased leadership, managerial, and leadership roles. IDE programs include Air Command and Staff College (ACSC), Executive Leadership Development Program (ELDP), Air Force Legislative Fellows Program (LEGIS), and others. Program eligibility requirements vary. Also see CD and Part II, Section C for a link to CD programs.

IDP. **Individual Development Plan**. A document used to record short- and long-range career goals, the specific competencies, knowledge, skills, and abilities necessary to meet current objectives, and training, education, and other professional development strategies used to develop the desired competencies. In conjunction with a performance assistance plan, the individual development plan assists in making civilian performance more effective in present and future positions and is used for civilians below the executive level. An IDP form suitable for all federal employees can be found on MyVector (here).

ISEERB. Interservice Environmental Education Review Board. ISEERB is a cooperative group consisting of representatives from all the Department of Defense components to accomplish interservice efficiencies in training and education. When a course is "ISEERB Approved," Subject Matter Experts (SMEs) from each component have reviewed the course and found it applicable to their service. Schools that host ISEERB approved courses agree to allow members of any other component to attend their courses. Information and a course schedule can be found (here).

KCP. Key Career Positions. Stepping-stones for individuals to gain expertise that may qualify them to move from functional experts to functional leaders. More information available in the CE Civilian Career Field Playbook (here).

MAJCOM. **Major Command**. The level of command below Headquarters Air Force (HAF) and directly above Numbered Air Forces (NAF). The Air Force is organized on a functional basis in the U.S. and a geographical basis overseas. The functional MAJCOMs are Air Combat Command (ACC), Air Education and Training Command (AETC), Air Force Global Strike Command (AFGSC), Air Force Materiel Command (AFMC), Air Force Reserve Command (AFRC), Air Force Special Operations Command (AFSOC), Air Mobility Command (AMC), and Air National Guard (ANG). The geographic MAJCOMs are U.S. Air Forces in Europe and Air Forces Africa (USAFE) and Pacific Air Forces (PACAF).

MDP. Master Development Plan. A comprehensive list of desired education, self-development, training, and typical assignments for each level of the career path.

NGB. National Guard Bureau. The National Guard Bureau ensure proper training, equipping and manning of the Army and Air National Guard so they can perform their missions as the primary combat reserve of the Army and the Air Force to fight and win the nation's wars, protect the homeland and assist communities in times of natural or human-caused disaster.

OPM. Office of Personnel Management. The U.S. Office of Personnel Management (OPM) serves as the chief human resources agency and personnel policy manager for the federal Government. OPM provides human resources leadership and support to federal agencies and helps the federal workforce achieve their aspirations as they serve the American people. OPM directs human resources and employee management services, administers retirement benefits, manages healthcare and insurance programs, oversees merit-based and inclusive hiring into the civil service, and provides a secure employment process.

OSD. Office of the Secretary of Defense. The principal staff element of the Secretary of Defense in the exercise of policy development, planning, resource management, fiscal, and program evaluation responsibilities. OSD includes the immediate offices of the Secretary and Deputy Secretary of Defense, Under Secretaries of Defense, Director of Defense Research and Engineering, Assistant Secretaries of Defense, General Counsel, Director of Operational Test and Evaluation, Assistants to the Secretary of Defense, Director of Administration and Management, and such other staff offices as the Secretary establishes to assist in carrying out assigned responsibilities.

PEC. Program Element Code. A seven-digit number with an alphabetical suffix that identifies a program, organization, or office. It is used to indicate the funding source for a program.

PME. Professional Military Education. Critical subset of developmental education that: 1) provides the nation with personnel skilled in the employment of air, space, and cyberspace power in the conduct of war, small scale contingencies, deterrence, peacetime operations, and national security; 2) provides DAF personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and 3) develops strategic thinkers, planners, and war fighters. In addition, professional military education programs strengthen the ability and skills of DAF personnel to lead, manage, and supervise.

SAF/IEE. The Deputy Assistant Secretary for Environment, Safety and Infrastructure. SAF/IEE is responsible for all matters pertaining to DAF built and natural infrastructure. This includes the life cycle management of real property interests, real property and facilities (including utilities) for planning, programming, acquisition, sustainability, utilization, and disposal to include any associated portfolio management of real property transactions; maintenance, repair and operation of all facilities, utilities, and land; military construction; privatization of utilities, military family housing, or other facilities or real property improvements; joint military-civil airfield usage; changes in legislative jurisdiction of Air Force Assistant Secretary for Installations, Environment and Energy (SAF/IE) Deputy Assistant Secretary for Installations (SAF/IEI) Deputy Assistant Secretary for Energy (SAF/IEN) Deputy Assistant Secretary for Environment, Safety, and Infrastructure (SAF/IEE) 23 HAFMD1-18 10 JULY 2014 real property; and annexation of installations by municipalities. SAF/IEE, working with AF/A7C, has specially arranged lines of authority to and oversight of the Installations Directorate within

the Air Force Civil Engineer Center (AFCEC), a field operating agency of AF/A4/7, that is responsible for executing and managing DAF real property acquisitions and disposals, providing corporate level portfolio management for DAF property. Except for EIAP, SAF/IEE is also responsible for all matters pertaining to DAF environment, safety, occupational health, radiation safety and radioactive materials management interests. This includes the planning, programming, implementation, operations, management, and interagency/intergovernmental coordination for all DAF programs, projects and activities subject to environmental, safety, occupational health, radiation safety and radioactive materials management requirements in law, regulation, international agreements, executive orders, DoD directives, instructions and policy, DAF policy directives, instructions and policy, and special agreements. SAF/IEE interfaces with outside organizations on matters concerning DAF -wide environment, safety, occupational health and built/natural infrastructure matters.

SDE. Senior Developmental Education. SDE programs are strategic level programs that provide for the deliberate development of senior civilian leaders. These programs provide a more strategic perspective that will prepare senior civilians to lead organization and programs to achieve results in the Joint, inter-agency and multi-national environments. SDE programs include Defense Senior Leader Development Program (DSLDP), Air War College (AWC), The Dwight D. Eisenhower School for National Security and Resource Strategy, and others. Program eligibility requirements vary. Also, see CD.

SES. Senior Executive Service. The Senior Executive Service (SES) lead America's workforce. As the keystone of the Civil Service Reform Act of 1978, the SES was established to "...ensure that the executive management of the Government of the United States is responsive to the needs, policies, and goals of the Nation and otherwise is of the highest quality." These leaders possess well-honed executive skills and share a broad perspective on government and a public service commitment that is grounded in the Constitution. Members of the SES serve in the key positions just below the top Presidential appointees. SES members are the major link between these appointees and the rest of the federal workforce. They operate and oversee nearly every government activity in approximately 75 federal agencies. The U.S. Office of Personnel Management (OPM) manages the overall federal executive personnel program, providing the day-to-day oversight and assistance to agencies as they develop, select, and manage their federal executives.

SMART. Science, Mathematics, and Research for Transformation (SMART) Program. SMART provides educational and workforce development opportunities within the science, technology, engineering, and mathematics (STEM) portfolio, which is funded by the Department of Defense.

SME. Subject Matter Expert. A subject matter expert has a unique blend of experience, education, and training to be an authority in their respective field of expertise.

STEM. Science, Technology, Engineering and Math.

TA. Tuition Assistance. Financial assistance for tuition, laboratory and other instructional fees for academic mission-related courses at accredited post-secondary academic institutions.

TDY. Tour of Duty Yonder. Travel or other assignment at a location other than the traveler's permanent duty station.

The Civil Engineer School (TCES). The Civil Engineer School is one of four schools within the Air Force Institute of Technology, located at Wright-Patterson AFB, OH. The Civil Engineer School provides professional continuing education to civil engineers and environmental professionals. Information and course descriptions can be found (here).

APPENDIX B: TRAINING COURSES AND RESOURCE INDEX

Basic Organization and Management Skills

Course Title	Description	Website/Source
Air Force Culture / Organizational Leadership	New employee orientation.	n/a
AFIT WMGT 100 Air Force Civil Engineer Basic Civilian Course	This course provides an introductory framework to the Civil Engineer career field and provides the foundation for further education and development. Topics include Air Force Civil Engineer core competencies/capabilities, organizational structure, and processes.	https://www.afit.edu/CE/
AFIT WMGT 101 Air Force Civil Engineer Basic New Officers Course	This course provides instruction in engineering, installation support, bed-down planning and leadership principles, and provides the foundation for further education and development. Topics include Air Force Civil Engineer structure, core competencies, processes and leadership.	https://www.afit.edu/CE/
AFIT WENV 101 Introduction to Environmental Management Course	This course provides an overview of pertinent laws, regulations, and Air Force policies and guidance governing compliance activities (e.g., air, water, special pollutants, hazardous waste management), and conservation (natural and cultural resources), with a brief overview of clean-up (restoration).	https://www.afit.edu/CE/
AFIT WENV 175 Environmental Management in Deployed Locations	This course provides an overview of Air Force policies, guidance, and practices governing compliance activities (e.g., water and wastewater, special pollutants, hazardous waste management), and conservation (natural and cultural resources), and site closure prior to redeployment for personnel in a deployed location.	https://www.afit.edu/CE/
TEACH General Environmental Compliance Course No. ENV100AFIT00005	Online short course provides general awareness training to the employee to describe the laws, regulations, and policies that apply to Environmental Compliance directives. The course discusses the key elements and advantages of effective Environmental Compliance and Air Force Policy commitments.	https://usaf.learningbuilder.com/
Environmental Reporting Module - Enterprise Environmental, Safety, and Occupational Health - Management Information System (EESOH-MIS)	Learn how to use the EESOH-MIS Environmental Reporting Module tool to meet AFCEC reporting requirements.	
Basic Environmental Law	Basic Environmental Law is an ISEERB-approved course that provides DoD personnel with a general survey of Federal environmental statutes and their implementing regulations. Environmental compliance theory and policy are also covered.	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/Environmental-Management/
Environmental Negotiation Workshop	This ISEERB approved course provides instruction on the negotiation and	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-

	communication skills necessary to achieve productive agreements with regulatory and public stakeholders.	Civil-Engineer-Corps-Officers-School/Courses/Environmental-Management/
Health & Environmental Risk Communication	This ISEERB approved course provides basic knowledge, skills, tools and techniques in risk communication fundamentals and processes to effectively communicate environmental issues to stakeholders of diverse interests and backgrounds	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/Environmental-Management/
CE Civilian Career Field Playbook	Contains information relevant for all civilians in the CE career field.	https://ceplaybooks.s3.us-east-1.amazonaws.com/files/ceccfd/Civil+Engineer+Civilian+Career+Field+Playbook_Final.pdf

Cultural Resources

Course Title	Description	Website/Source
CECOS Introduction to Cultural Resource Management Laws & Regulations	This class is an integrated overview of all pertinent laws and regulations needed to understand and fulfill cultural resource management responsibilities. ISEERB approved.	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/Environmental-Conservation/
CECOS Advanced Historic Preservation Law & Section 106 Compliance	This class addresses communications with related oversight agencies, standards for rehabilitation, use of historic properties, defining historic fabric, maintenance and repair of historic buildings, archeological resources, and Native American issues. ISEERB approved.	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/Environmental-Conservation/
Advisory Council on Historic Preservation (ACHP) Historic Preservation Section 106 Essentials	This class provides an overview of the Section 106 review process. This course focuses on applying the vocabulary and principles of the Section 106 review process in real-world scenarios.	https://www.achp.gov/training/classroom
Advisory Council on Historic Preservation (ACHP) Section 106 Practitioners Workshop	This class explores best practices in the application of the Section 106 review process. It is for individuals who participate in Section 106 reviews on a routine basis and need to develop or maintain fluency in Section 106 review in complex situations.	https://www.achp.gov/training/classroom
National Park Service (NPS) Archeological Resources Protection Act (ARPA)	The class uses case studies to underscore the nexus between ARPA and related cultural resource laws. This class affords the opportunity to explore different ways of using ARPA, embracing other disciplines within cultural resource management. Students learn to recognize looted sites and understand the appropriate response.	https://www.nps.gov/teachers/classrooms/learn-law-arpa.htm
Native American Graves Protection and Repatriation Act (NAGPRA)	This class instructs on the NAGPRA compliance process for Indian tribes, Native Hawaiian organizations, federal agencies, and museums. Explore how consultation can inform inventories, summaries, and cultural affiliation, and the resulting notices, repatriations, and dispositions.	https://www.npi.org/seminars/native-american-cultural-interests/nagpra-essentials
Office of the Secretary of Defense (OSD) American Indian Cultural Communications and Consultation (AICCC) (or Native Hawaiian/Alaska Native equal).	Training includes history of Indian laws and basis for DoD American Indian policy, federal law and policies that impact DoD relationships with Indian tribes, DoD's Instruction 4710.02: DoD Interactions with federally recognized tribes, introduction to tribal concepts and cultures, intercultural communication, and strategies for consulting with tribes.	https://www.denix.osd.mil/na/training/

Effective American Indian Communication and Consultation Course	This course provides valuable information for Air Force employees who consult with American Indian Tribes. The course will cover compliance with DoD Instruction 4710.02 and DAFI 90-2002.	https://www.denix.osd.mil/na/training/
TEACH Cultural Resources Awareness Course No. CRS100AFIT00002	Online short course provides an overview of cultural resources drivers and their application to cultural resources and sites unique to the installation.	https://usaf.learningbuilder.com/
TEACH Air Force Historic Properties Awareness Course No. CRS100AFIT00246	Online short course provides instruction on how federal laws apply to historic properties preservation. Students also learn the basic interactions between the National Historic Preservation Act and the National Environmental Policy Act in conserving historic properties	https://usaf.learningbuilder.com/
TEACH USAF Introduction to Tribal Relations Course No. CRS100AFIT00356	Online short course provides instruction on the history of the United States government relations with American Indians and Air Force consultation requirements.	https://usaf.learningbuilder.com/

Natural Resources

Course Title	Description	Website/Source
CECOS Natural Resources Management and Compliance	This class offers instruction in Natural Resources laws, regulations, policies, Executive Orders, DOD Instructions, and other guidance, noting Service-specific requirements. Other topics: stewardship, preservation, and process; fish, game, and wildlife management laws; protection of wetlands, waterways, and other protected ecological areas; Sikes Act and Integrated Natural Resources Management Plan (INRMP); and inter-service cooperation. ISEERB approved. Course is required for Natural Resources Managers.	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/Environmental-Conservation/
Department of the Interior, National Conservation Training Center, CSP3114: Endangered Species Act (ESA) of 1973 - Overview	This course provides a thorough overview of the various sections of the Endangered Species Act (ESA) in a computer-based format.	https://trainingcenter.fws.gov//courses/descriptions/BLM-TC-1730-36-FWS-CSP3114-Endangered-Species-Act-of-1973-Overview.pdf
Department of the Interior National Conservation Training Center CSP3116 Interagency Consultation for Endangered Species	For bases that have federal threatened or endangered species, this course provides basic instruction for conducting Section 7 Endangered Species Act Consultations. Students will understand Biological Assessments and Biological Opinions procedures.	https://www.fws.gov/sites/default/files/documents/NCTC-Course-Guide-for-Drupal.pdf#page=6
Department of the Interior, National Conservation Training Center, CSP2102: Migratory Bird Conservation - A Trust Responsibility	This course is designed to give participants a working knowledge of the legal and conservation implications of the MBTA, with special attention given to the responsibilities of the U.S. Fish and Wildlife Service through its programs for migratory bird conservation. Partnerships, resources, and initiatives that address migratory bird conservation will also be discussed in detail, providing participants an excellent overview of how they can further implement migratory bird conservation.	https://trainingcenter.fws.gov//courses/descriptions/CSP2102-Migratory-Bird-Conservation-A-Trust-Responsibility.pdf

Department of the Interior National Conservation Training Center, CSP3153 Developing a Biological Assessment Online	The Biological Assessment (BA) distance learning (DL) course provides an overview of the process and content required for developing a robust BA document under Section 7 of the Endangered Species Act (ESA)	https://trainingcenter.fws.gov//courses/descriptions/CSP3153-Developing-a-Biological-Assessment-Online.pdf
TEACH Natural Resources - Awareness Course No. NRS100AFIT00010	Online short course provides overview of natural resources drivers and their application to natural resources and sites unique to the installation.	https://usaf.learningbuilder.com/
TEACH Wetlands Course No. NRW100AFIT00029	Online short course provides general awareness training on wetland determinations, functions, characteristics and importance.	https://usaf.learningbuilder.com/
National Wildfire Coordinating Group (NWCG) Wildland Fire Certification Training	Personnel assigned to wildland fire duties cannot perform duties without NWCG certification training.	https://www.nwcg.gov/publications/training-courses
366 Training Squadron-Sheppard AFB Pest Management Certification J3AZR3E453 02AA	This course satisfies the requirements for initial certification under DoD 4150.7P	https://www.sheppard.af.mil/Contact/
DoD Pest Management Quality Assurance Evaluator/Installation Pest Management Coordinator Course (Initial Training)	This is a five-day course tailored to Quality Assurance Evaluators (QAE's) who monitor and evaluate contract management services but do not apply or directly supervise pesticide application themselves.	https://www.acq.osd.mil/eie/afpmb/training.html
DOD Pest Management Certification	Individuals who need DoD Pesticide Applicator certification. Specifically designed for personnel assigned to pest control duties.	https://www.acq.osd.mil/eie/afpmb/training.html
DoD Aerial Application of Pesticides Recertification	One week refresher course for civilian pest management and military preventive medicine personnel holding current DoD pesticide applicator certificates.	https://www.acq.osd.mil/eie/afpmb/training.html
Air Quality		
Course Title	**Description**	**Website/Source**
AFIT WENV 531 Air Quality Management	This course instructs on the basic technical and regulatory requirements of air quality management from a military and federal perspective and teaches methods to plan and guide a successful air quality program at the installation level. ISEERB approved.	https://www.afit.edu/CE/
AFIT WENV 532 Advanced Air Quality Management	This course instructs on advanced technical and regulatory requirements of air quality. The course builds on basic knowledge to effectively manage a complex and dynamic air quality program. ISEERB approved.	https://www.afit.edu/CE/
TEACH Air Quality Management Awareness Course No. AIR100AFIT00001	Online short course for general awareness training on the laws, regulations, and policies that apply to air quality management.	https://usaf.learningbuilder.com/
EPA Method 9 Certification Training (aka, Smoke School)	This course is required to become certified as a qualified observer. Students will learn how to assign opacity readings in 5 percent increments to 25 different black plumes and 25 different white plumes.	State and commercial smoke schools (e.g., California Air Resources Board [CARB], Illinois EPA, Carl Koontz Associates, Arizona Smoke School, Whitlow Smoke School, AeroMet). These are examples only and not an endorsement.

Air Compliance Training on the Air Program Information Management System (APIMS)	Courses provide initial training for Air Quality Managers on the use of APIMS. Specific courses include "Standard Air Emissions Inventory (AEI) Procedures Training" and "Custom Compliance Reporting Training."	https://www.surveymonkey.com/r/AFCEC_AQ_Training
Air Conformity Applicability Model (ACAM) Training	This course provides an overview of ACAM operation to simplify and automate air quality impact assessments under NEPA, General Conformity, and Environmental Effects Abroad; focusing on the hands-on use of ACAM for construction and flight operations scenarios.	https://www.surveymonkey.com/r/AFCEC_AQ_Training
Air Quality National Environmental Policy Act (NEPA)/Environmental Impact Analysis Process (EIAP) Training	Introduces the NEPA and the Air Force's EIAP; focusing on Air Quality impact assessments for NEPA and General Conformity.	https://www.surveymonkey.com/r/AFCEC_AQ_Training

Water Quality		
Course Title	**Description**	**Website/Source**
AFIT WESS 031 Construction Site Stormwater Seminar	This self-paced, web-based seminar delivers the fundamentals of construction site stormwater management planning and stormwater management operations.	https://www.afit.edu/CE/
State Specific Erosion and Sediment Control Responsible Personnel Certification	Trains individuals acting as the "Responsible Person" implementing and maintaining erosion and sediment controls under State law.	Various state specific regulator sources or private vendors.
AFIT WENV 541 Water Quality Management	The course provides instruction on technical, regulatory, and management topics concerning water quality (wastewater) compliance. Major subject areas are wastewater and stormwater. ISEERB approved.	https://www.afit.edu/CE/
AFIT WENV 542 Drinking Water Quality Management	This self-paced, web-based course provides instruction on technical, regulatory, and management topics concerning water quality (drinking water) compliance. ISEERB approved.	https://www.afit.edu/CE/
TEACH Storm Water Management – Awareness Course No. SWM100AFIT00026	Online short course provides general awareness training to describe the laws, regulations, and policies that apply to storm water quality management.	https://usaf.learningbuilder.com/
TEACH Safe Drinking Water Act Overview Course No. WTR100AFIT00283	Online short course provides instruction on drinking water history, the basic elements of the Safe Drinking Water Act, and drinking water responsibilities at DoD installations.	https://usaf.learningbuilder.com/
TEACH Water Quality Management – Awareness Course No. WTR100AFIT00028	Online short course provides general awareness training to describe the laws, regulations, and policies that apply to water quality management.	https://usaf.learningbuilder.com/

Restoration		
Course Title	**Description**	**Website/Source**
AFIT WENV 021 Introduction to Environmental Restoration	This course introduces students to the contaminants, science, regulatory framework, munitions response, and tools for interacting with regulators and the public.	https://www.afit.edu/CE/
AFIT WENV 417 Environmental Restoration Project Management Course	The course describes managing the Environmental Restoration process from site identification through site closeout. Some specific topics include regulations and rules, organization structure and processes, programming, project execution, information/data management, and regulatory/community relations.	https://www.afit.edu/CE/
AFIT WENV 441 Environmental Sampling Design and Data Quality Assurance Course	This course instructs students on applying the US EPA Data Life Cycle including the Planning, Implementation, and Assessment phases for remedial actions. ISEERB approved.	https://www.afit.edu/CE/
Hazardous Waste Operations and Emergency Response (HAZWOPER) - Specific to Cleanup Operations. 40-hour course.	According to OSHA standard 29 CFR Part 1910.120, HAZWOPER training is required for any workers who perform cleanup, emergency response, or corrective actions that involve the uncontrolled release of hazardous substances.	Private vendors.
Hazardous Waste Operations and Emergency Response (HAZWOPER) 8-hour refresher course.	This course covers an 8-hour annual refresher training for workers at hazardous waste sites.	Private vendors.
Defense Logistics Agency (DLA) - Transportation of Hazardous Material/Hazardous Waste Course (and refresher).	This course provides an understanding of the U.S. Department of Transportation (DOT) hazardous material regulations and the shipper's responsibilities. ISEERB approved.	https://www.fedcenter.gov/Bookmarks/index.cfm?id=31495
USACE Hazardous Waste Manifest/DOT Certification (and recertification)	This course provides initial training regarding regulatory requirements of the Hazardous Materials Transportation Act (HMTA) and the Resource Conservation and Recovery Act (RCRA) as it applies to the generation, transportation, and disposal of HAZMAT focusing upon hazardous waste. ISEERB Approved	https://ulc.usace.army.mil/CourseListDetailNewFy.aspx?CtrlNbr=223
CECOS Ecological Risk Assessment Course	This ISEERB course provides information on using Ecological Risk Assessment (ERA) in the restoration program. Instruction includes ERA components, site-specific ERA, technical oversight, performing ERA tasks, estimating risk based on the ERA, and CERCLA and RCRA regulatory processes.	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/Environmental-Restoration/
CECOS Uniform Federal Policy for Quality Assurance Project Plans (QAPP)	This course enables personnel to participate as a member of a project team using QAPP documents to develop, review, and implement defensible QAPPs.	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/Environmental-Restoration/

Petroleum, Oils, and Lubricants (POL), Tanks, & Spill Management		
Course Title	**Description**	**Website/Source**
TEACH Spill Management Course No. SPC100AFIT00020	Online short course provides general overview of Spill, Prevention, Control, and Countermeasures plan implementation.	https://usaf.learningbuilder.com/
TEACH Petroleum, Oils and Lubricants (POL) Management – Awareness Course No. POL100AFIT00014	Online short course provides general awareness training on the laws, regulations, and policies that apply to POL management.	https://usaf.learningbuilder.com/
TEACH Spill Prevention, Control, and Countermeasures (SPCC) Plan for Tank Managers Course No. POP100AFIT00300	Online short course enables students to list components of the Air Force SPCC requirements including training, response, prevention, reporting, and related requirements for tank management.	https://usaf.learningbuilder.com/
TEACH Storage Tank Management Course No. TKS100AFIT00022	Online short course enables students to gain basic knowledge about management of storage tanks, including both above and underground storage tanks.	https://usaf.learningbuilder.com/
Above Ground Storage Tank (AST) Inspector Training	This training enables the student to assure their organizations to meet regulatory requirements, obtain certification for inspecting shop-fabricated aboveground tanks, portable containers and small field-erected tanks. This certification expires after five (5) years.	Steel Tank Institute SP-001 or on AFCEC Fuels/POL/Tanks eDASH page https://stispfa.org/education/trainings-courses/sp001/
Underground Storage Tank (UST) Operator Certification	US EPA or state licensing to perform UST inspections.	EPA's National Enforcement Training Institute (NETI) or State approved training/certification providers.
POL Tank Manager's Course (Future)	This ISEERB course offers in depth POL tank compliance training for program managers including SPCC per 40 CFR 112 and UST regulation 40 CFR 280.	https://navalsafetycommand.navy.mil/Learning/NAVSAFENVTRACEN/Course-Schedule/
Environmental Impact Analysis Process (EIAP)		
Course Title	**Description**	**Website/Source**
AFIT WESS 250 Early Considerations in EIAP Seminar	This seminar's objective is for each student to understand their Environmental Impact Analysis Process (EIAP) role in the multiple project delivery process steps prior to the start of EIAP.	https://www.afit.edu/CE/
AFIT WENV 450 Environmental Impact Analysis Process (EIAP) Course	This course provides a fundamental understanding of the Air Force EIAP process. Key topics include National Environmental Policy Act (NEPA) law, roles and responsibilities, EIAP and planning integration, funding, affected environment, proponent responsibilities, Categorical Exclusion application, Environmental Assessments and Impact Statements, and public involvement.	https://www.afit.edu/CE/
TEACH WESS 150 Proponent Responsibilities in EIAP Seminar Course No. EIP101AFIT00201	This seminar provides an overview of proponent responsibilities including fundamentals of NEPA, defining the purpose and need of a proposed action, developing reasonable alternatives, what is the no-action	https://usaf.learningbuilder.com/

	alternative, how to complete the AF Form 813, and the proponent's role throughout EIAP.	
TEACH Introduction to EIAP Course No. NEP100AFIT00398	Online short course provides general awareness on the basics of NEPA as undertaken by the Air Force's EIAP.	https://usaf.learningbuilder.com/
TEACH Overseas EIAP Course No. ECE100AFIT00342	Online short course provides general awareness on the basics of NEPA as undertaken by the Air Force's EIAP and applied to actions at overseas locations.	https://usaf.learningbuilder.com/
Environmental Management and Inspection Systems		
Course Title	**Description**	**Website/Source**
AFIT WENV 020 Environmental Management Systems (EMS) Coordinator	This self-paced, web-based seminar provides an understanding of the Air Force Environmental Management Systems (EMS). Course content includes EMS Basics, cross-functional team (CFT) roles and responsibilities, coordinating activities between the CFT and ESOH Council, navigating eDASH/VEMO, maintaining your installation's site, and advice by EMS practitioners.	https://www.afit.edu/CE/
EMS Awareness - Installation Specific	Augments the AF EMS General Awareness Training. The purpose of this training is to provide installation-specific information regarding significant environmental issues attached to an installation's specific environmental responsibilities and established EMS requirements.	
AFIT WENV 350 EMS Auditing Course	This course instructs students on the EMS framework in conjunction with the Air Force Environmental Inspection Process. Instruction also includes steps in the EMS audit process and how the environmental management review process integrates with the Air Force Inspection System.	https://www.afit.edu/CE/
AFIT WESS 542 Environmental Quality Sampling Course	This course trains students in basic sampling techniques, completion of sampling paperwork, health and safety considerations, field testing techniques, and sampling equipment. Included is instruction on the Sampling and Analysis Plan, sampling strategies, and groundwater hydrology environmental laws. ISEERB Approved.	https://www.afit.edu/CE/
TEACH Environmental Inspection Process Course No. EIP100AFIT00012	This online short course provides general awareness training on the policies that apply to the Air Force inspection system. Students learn inspection terms, annual Environmental compliance checks documented in the finding tracker tool and the Management Internal Control Toolset (MICT).	https://usaf.learningbuilder.com/
TEACH EMS General Awareness Training Course No. EMS100AFIT00004	This online short course instructs on the environmental policy and procedures of EMS; environmental aspects; regulatory compliance issues and related actual or potential impacts; the importance of understanding roles and responsibilities in achieving regulatory compliance and conformity with the EMS; and consequences of departure from the EMS.	https://usaf.learningbuilder.com/

TEACH EMS Practitioner Course No. EMS100AFIT00067	This online short course provides a level of training on specific duties associated w/ the EMS Cross-Functional Team and Unit Environmental Coordinators.	https://usaf.learningbuilder.com/
TEACH EMS Senior Leader Course No. EMS100AFIT00069	This online short course is focused on providing instruction on the role of senior leaders in the Air Force's EMS.	https://usaf.learningbuilder.com/

Hazardous/Toxic Materials, Hazardous and Solid Waste

Course Title	Description	Website/Source
AFIT WESS 070 Hazardous Material Management Seminar	This self-paced, web-based seminar provides key instruction on the requirements of the Hazardous Material Management Process (HMMP) and how it impacts the use of hazardous materials in the workplace.	https://www.afit.edu/CE/
AFIT WENV 160 Qualified Recycling Program Management	This course teaches each student to understand the DoD requirements for operating a Qualified Recycling Program (QRP). Students will understand how to plan, establish and operate a QRP. ISEERB approved.	https://www.afit.edu/CE/
AFIT WENV 222 HMMP Course	This course provides instruction on the Air Force HMMP including the environmental, safety, and occupational health (ESOH) system. Students also learn risk reduction to minimize dependence on Hazmat and identify and track Hazmat in a manner that supports environmental compliance.	https://www.afit.edu/CE/
AFIT WENV 521 Hazardous Waste Management Course	Students learn the fundamental technical and regulatory requirements of hazardous waste management at Air Force and Space Force installations.	https://www.afit.edu/CE/
TEACH Toxic Material Awareness & Waste Management Course No. TSC100AFIT00027	This online short course provides general awareness training on common toxic materials found during construction activities. The course provides a general awareness of health concerns and personnel protective measures.	https://usaf.learningbuilder.com/
TEACH Emergency Planning & Community Right to Know Act (EPCRA) Course No. FMN100AFIT00071	This online short course provides general awareness training of the purpose or EPCRA and how the Air Force implements its procedures during and emergency	https://usaf.learningbuilder.com/
TEACH Hazardous Materials Management and Reporting - Emergency Planning and Community Right to Know Act [EPCRA] and Toxic Release Inventory (TRI) Course No. HMR100AFIT00009	This online short course instructs students on emergency planning, emergency release notification, Material Safety Data Sheet (MSDS) reporting requirements, Tier I/Tier II reporting requirements, toxic chemical release reporting, and other information required for EPCRA compliance.	https://usaf.learningbuilder.com/
TEACH Asbestos Management Course No. ASM100AFIT00017	Students in this course gain a basic awareness on effective management of asbestos on Air Force installations.	https://usaf.learningbuilder.com/
Asbestos State Certifications	This training is state-specific and provides appropriate certifications for asbestos handling personnel. Examples include Asbestos Contractor License, Asbestos Hazard Abatement Air Monitoring Technician	State environmental agency or private vendors

	Certification, and Asbestos Hazard Abatement Project Designer Certification.	
Lead Based Paint State Certifications	This training is state-specific and provides appropriate certifications for lead based paint remediation personnel. Examples include Abatement Worker, Risk Assessor, Sampling Technician, Abatement Inspector, or Abatement Supervisor.	State environmental agency or private vendors
TEACH WESS 010 Hazardous Waste Accumulation Seminar (USAF Annual RCRA Refresher) Course No. HWM301AFIT00171	This on demand course teaches each student to comprehend the technical and regulatory requirements of hazardous waste accumulation and be able to manage and operate compliant initial accumulation points within the work center at the installation level.	https://usaf.learningbuilder.com/
AFCEC - EPCRA Section 311/312 and EPCRA Section 313 Refresher Training Webinar	These courses provide refresher training for installation personnel responsible for EPCRA compliance and reporting requirements.	
CECOS Emergency Planning and Community Right-To-Know (EPCRA) and Toxic Release Inventory (TRI) Reporting	This live webinar emphasizes emergency planning, emergency release notification, MSDS reporting requirements, Tier I/Tier II reporting requirements, toxic chemical release reporting and information required for EPCRA compliance. ISEERB approved.	https://www.netc.navy.mil/Commands/Center-for-Seabees-and-Facilities-Engineering/Naval-Civil-Engineer-Corps-Officers-School/Courses/
Defense Logistics Agency (DLA) - Transportation of Hazardous Material/ Hazardous Waste Course (and refresher).	This course provides an understanding of the U.S. Department of Transportation (DOT) hazardous material regulations and the shipper's responsibilities. ISEERB approved.	https://resources.hr.dla.mil/downloads/trn/courses/fy22/EnvironmentalCoursesCatalogFY22.pdf
USACE Hazardous Waste Manifest/DOT Certification (and recertification)	This course provides initial training regarding regulatory requirements of the Hazardous Materials Transportation Act (HMTA) and the Resource Conservation and Recovery Act (RCRA) as it applies to the generation, transportation, and disposal of HAZMAT focusing upon hazardous waste. ISEERB Approved	https://ulc.usace.army.mil/CourseListDetailNewFy.aspx?CtrlNbr=223
AFCEC or Base Developed Hazardous Materials Module - EESOH-MIS.	Learn how to use the EESOH-MIS Hazardous Materials Module tool to meet regulatory reporting requirements.	
Hazardous Waste Operations and Emergency Response (HAZWOPER) 40-hour course.	This course is for those involved in clean-up operations, voluntary clean-up operations, disposal, emergency response operations, and storage, and treatment of hazardous substances or uncontrolled hazardous waste sites. Required for employees on a project consisting of Uncontrolled Hazardous Waste Operation.	Private vendors.
Hazardous Waste Operations and Emergency Response (HAZWOPER) 8-hour refresher course.	This course covers an 8-hour annual refresher training for workers at hazardous waste sites.	Private vendors.
TEACH Universal Waste – Awareness Course Number HWM100AFIT00406	This on demand course defines what a universal waste is and describes how to manage universal waste on Air Force installations.	https://usaf.learningbuilder.com/