

## DURATION

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The course consists of eight weeks web-based of instruction.

## PARTICIPANTS & CLASS SIZE

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Participants should include stakeholder representatives from various tribal environmental programs, the BIA, EPA, and the Indian Health Service. The ideal class size is 18 participants.

## FACILITIES AND EQUIPMENT

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Internet access is required along with a computer and printer. Each student will be provided with a textbook and a cd which can be used to download the required training materials.

## FUNDING

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Funding for class materials is currently provided by the BIA and EPA. There is no charge for instruction.

## SPECIAL NEEDS

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Participating organizations will be asked to provide access to tribal lands and federal facilities so course participants may conduct the environmental hazard assessment field exercise as part of their training. Prior to conducting the field survey exercise, appropriate approval should be sought from the tribal authorities.

## FIELD SURVEY EXERCISE

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The assessment survey will provide specific data about the potential environmental and occupational health issues facing the tribal community. Potential issues to be identified in the survey include:

- Radon
- Lead paint
- Asbestos
- Contaminated ground water or drinking water supplies
- Open pit dumps
- Pesticide use
- Stockpiled hazardous waste
- Abandoned and potentially contaminated BIA or Indian Health Service properties
- Hazardous materials use in industrial operations
- Hazardous materials storage in tanks
- Hazards arising from occupational or cultural practices
- Contaminated Fish Supplies

## FOR MORE INFORMATION

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United Tribes Technical College

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## Indian Country Environmental Hazard Assesment Program (ICEHAP)

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# ICEHAP

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**An online training  
program developed  
by volunteers for  
indigenous people  
and government  
employees.**

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**September 1 - October 31, 2008**  
**United Tribes Technical College**



*We're more than just a College, we're a  
Success Oriented Community*

*This course was developed for indigenous people wishing to solve or mitigate environmental problems on their lands.*

The course teaches participants to:

- Recognize environmental conditions that may cause harm to tribal community health
- Develop work-plans which can be used in writing grant proposals
- Survey their communities to identify environmental issues of concern
- Identify available and potential resources for environmental problem resolution

## PRESENTATION

The course is offered online through the United Tribes Technical College (UTTC).

## METHODS

Participants will spend about 2-5 hours a week on a variety of assignments to include on-line research, reading, and community based surveying activities that have been developed to facilitate the learning process. By the end of the instruction period, students are expected to develop a work plan that can be implemented to solve one of the community's environmental problems.



## ICEHAP

The goal of ICEHAP is to introduce participants to specific environmental problems that may cause harm to tribal communities. Participants will learn methods for identifying and assessing environmental health hazards in the home, workplace, and community. With the information provided, participants will be able to prioritize environmental problems and identify available resources for their resolution. A model will be presented to illustrate how a community-based approach can be taken to successfully solve a community environmental health problem. Specifically, participants will receive instruction on the following topics:

- Environmental Health
- Hazards and Hazard Control
- Exposure and Organism Response (Toxicology)
- Home Inspections
- Industrial Hygiene Surveys in the Workplace
- Environmental Site Assessments and the Due Diligence Process
- ICEHAP Survey Tool/Practical Field Exercise
- Community-based Environmental Problem Solving Model
- Work Plan Development
- Environmental Contamination and Chemical and Oil Accident Prevention

## WHAT PARTICIPANTS SAY...

- “I most definitely feel that this was a great experience for those working in the environmental field...I feel that by having interaction with our classmates made the online course feel like an actual classroom ...I feel the course has helped me better understand the environmental hazards that are present and at times, overwhelming in Indian Country.” (Cynthia Naha, Environmental Programs Coordinator - Inter Tribal Council of Arizona, Inc. Phoenix, AZ)
- “The practical aspect of developing a workplan and getting feedback from others in the field was a good final product that we can show for the completion of the course.” (Ethan W. Hinkley, Environmental Programs Division Head - Southern Ute Indian Tribe; Ignacio, CO)
- “The class was informative, challenging, rewarding and eye opening. I learned a lot about environmental issues from mercury levels in fish to toxic mold in our homes...[how] to conduct an environmental survey and write a workplan for the grant writing process.” (Will Trujillo, Education Outreach Assistant - Office of Environmental Technical Assistance; Eight Northern Indian Pueblos Council; Pojoaque, NM)

