



TENNESSEE EMERGENCY MANAGEMENT AGENCY *COMPREHENSIVE TRAINING PROGRAM (CTP)*

May 2024

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1 - Introduction

Emergency management training is a continuous cycle of professional development that addresses the application of knowledge, skills, and abilities (KSA). The goal is to ensure that all emergency management professionals in the state are equipped with the knowledge needed to respond to, manage, and recover from a disaster or emergency that may affect their jurisdiction. The training cycle has a beginning but no end; it is continuous. The training cycle provides a capability and threat-based focus to address the training needs of the emergency management community within the jurisdiction.

The emergency management training program will use the Threat Hazard Identification Risk Assessment/State Preparedness Review (THIRA/SPR) process to prioritize capabilities better and address the identified gaps to focus on training needs. This process will emphasize effectively managing the resources needed to provide quality training to meet identified needs.

The categories of training will include support to local government, the National Incident Management System (NIMS) and the Incident Command System (ICS), Emergency Preparedness, Mitigation, Incident Management (AHIMT), Hazardous Materials, Search and Rescue (SAR), Swift Water Rescue, Emergency Operations Center (EOC) (EMST), communications (COML and COMT), first responder requirements, and other topical emergency management subjects. Training and education must be a collaborative effort between TEMA and local governments with supported agencies.

This document is intended for the Tennessee Emergency Management Agency (TEMA) and state and local government partners to implement the training plan developed during their Integrated Preparedness Planning Workshop (IPPW).

This document replaces and supersedes all previous versions of the training program and related training guidance and policy and represents a comprehensive current standard of training program doctrine for TEMA in fulfilling responsibilities outlined under TCA 58-2-106 (B) (12). It also provides the general basis for the strategy and intent toward fulfilling all training-related responsibilities for emergency management-related federal grant programs to which TEMA may be an applicant or award recipient of federal funds.

1.1 Purpose

This document outlines TEMA's processes and procedures for managing and coordinating the Tennessee Emergency Management Training Program for all state and local emergency management and first responder organizations. As part of the IPPW effort, the training offered is designed to provide a means to develop, maintain, or improve capabilities to meet the needs identified in the IPPW.

1.2 Scope

This document applies to all TEMA employees, state agencies, local government, and selected non-profits who use TEMA's training program. It will not describe the credentialing process for individuals and teams; those processes will be identified in the individual program documents. However, it will describe credentialing Professional Development for TEMA Instructors in Section 3.

1.3 Goals and Objectives

This document serves as a framework for TEMA and its partners to implement and coordinate the training plan developed during the Integrated Preparedness Planning Workshop (IPPW), ensuring a cohesive and effective approach to emergency preparedness and response across the state. The following goals and objectives are designed to guide the continuous development of emergency management professionals, address critical training needs, and foster collaboration across local governments and supported agencies. These goals are pivotal in enhancing our collective capability to prepare for, respond to, and recover from emergencies and disasters that impact our jurisdiction.

Goal I

Enhance Professional Development: Ensure that all state emergency management professionals continuously develop their knowledge, skills, and abilities (KSA) through a structured training program, enabling them to effectively prepare for, mitigate, respond to, manage, and recover from various disasters or emergencies impacting the jurisdiction.

Objective I: Ensure that all emergency management professionals in the state receive comprehensive and ongoing training to enhance their knowledge, skills, and abilities (KSA) in disaster preparedness, mitigation, response, management, and recovery.

Objective IV: Collaborate closely with local governments and supported agencies to tailor training initiatives to meet specific community needs and enhance emergency preparedness, including mitigation efforts.

Objective V: Provide training in various categories, including but not limited to support to local government, the National Incident Management System (NIMS), the Incident Command System (ICS), Emergency Preparedness, Mitigation, Incident Management Teams (AHIMT), hazardous materials, search and rescue, swift water rescue, emergency operations center (EOC) operations, communications, first responder requirements, and other pertinent emergency management subjects.

Objective VI: Continuously assess and update the training curriculum to ensure relevance and alignment with updated risk assessments, evolving threats, technologies, and best practices.

Objective VII: Foster a culture of professional development among instructors to encourage lifelong, team-based, and organizational learning among emergency management professionals and entities and continuously improve course delivery across Tennessee.

Objective X: Support the overall goals and objectives outlined in the Integrated Preparedness Planning Workshop (IPPW), contributing to developing, maintaining, and enhancing capabilities necessary to mitigate, prepare for, respond to, and recover from emergencies and disasters statewide.

Goal II

Address Training Needs through THIRA/SPR: Utilize the Threat Hazard Identification Risk Assessment/State Preparedness Review (THIRA/SPR) process to identify and prioritize capability gaps, tailoring the training program to address these gaps and enhance the overall readiness and response capabilities of emergency management professionals.

Objective II: Utilize the Threat Hazard Identification Risk Assessment/State Preparedness Review (THIRA/SPR) process to identify and prioritize training needs based on capabilities and threats within the jurisdiction.

Objective III: Effectively address identified training gaps by allocating resources strategically and efficiently to provide a high-quality training program.

Objective IV: Collaborate closely with local governments and supported agencies to tailor training initiatives to meet specific community needs and enhance emergency preparedness, including mitigation efforts.

Objective IX: Provide clear guidance and procedures for TEMA employees, state agencies, and other stakeholders utilizing the training program, emphasizing accountability and compliance with established standards.

Goal III

Foster Collaborative Training and Coordination: Develop and implement a comprehensive training plan through collaboration with local governments and supported agencies, focusing on key emergency management categories such as NIMS, ICS, and EOC operations to ensure a cohesive and effective approach to emergency preparedness and response across the state.

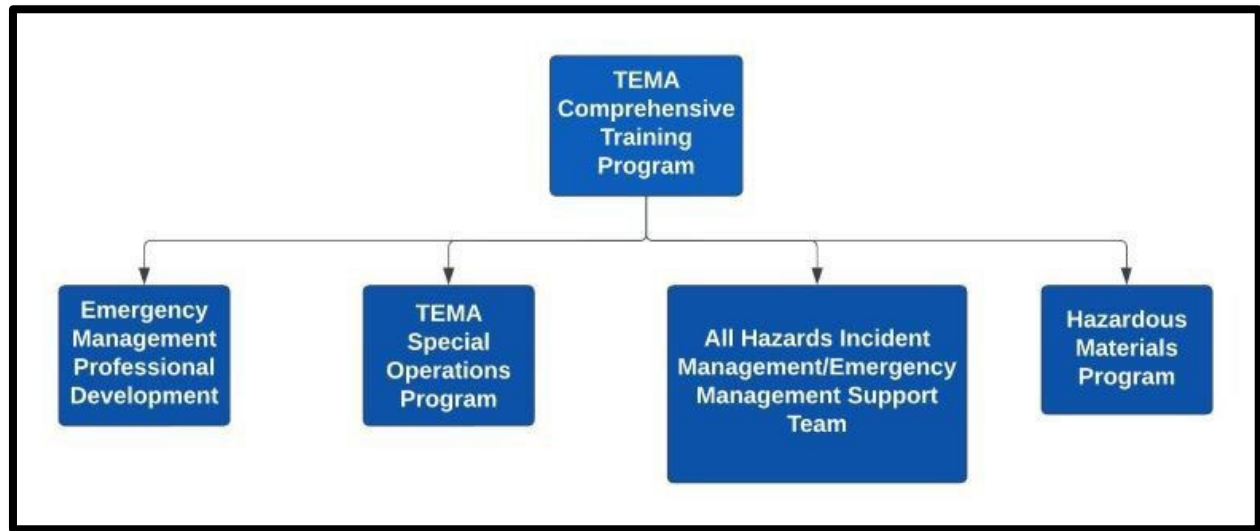
Objective III: Effectively address identified training gaps by allocating resources strategically and efficiently to provide a high-quality training program.

Objective IV: Collaborate closely with local governments and supported agencies to tailor training initiatives to meet specific community needs and enhance emergency preparedness, including mitigation efforts.

Objective V: Provide training in various categories, including but not limited to support to local government, the National Incident Management System (NIMS), the Incident Command System (ICS), Emergency Preparedness, Mitigation, Incident Management Teams (AHIMT), hazardous materials, search and rescue, swift water rescue, emergency operations center (EOC) operations, communications, first responder requirements, and other pertinent emergency management subjects.

Objective VIII: Ensure effective coordination and communication among TEMA, state agencies, local government, and selected non-profits to streamline training delivery and maximize effectiveness toward meeting capability targets, goals, and objectives.

Relationship between Training Program and Individual Programs



1.4 Authority – Tennessee Code Annotated (TCA)

TCA 58-2-106 (B) (12): Implementing training programs to improve the ability of state and local emergency management personnel to prepare and implement emergency management plans and programs. This includes a continuous training program and long-range improvement cycle for agencies and individuals that will be called on to perform critical roles in state and local post-disaster response and recovery efforts and for local government personnel on state post-disaster response and recovery strategies and procedures.

1.5 References

The primary references utilized in developing and maintaining the CTP are:

1. National Preparedness Goal ([National Preparedness Goal - Second Edition \(fema.gov\)](#))
2. Tennessee Instructor Qualification System (TN-IQS) Program Guidance.
3. FEMA. National Incident Management System Training Program. [FEMA NIMS Training Program](#)
4. NFPA 1041
5. TCA 58-2-106 (B) (12).

1.6 Approval

Summary: This Training Program Guideline establishes procedures for approving and implementing agency-specific documents, including, but not limited to, policies, plans, procedures, and operations guides, that will govern State of Tennessee emergency management training through Tennessee Emergency Management Agency (TEMA) personnel and the state's emergency management program.

Responsible Agency: TEMA is the proponent of this guidance. TEMA holds the authority to establish rules and regulations over it and other agencies concerning emergency management and incidents by TCA 58-2-118 to TCA 58-2-123.

Applicability: All personnel of TEMA, as well as local agencies and departments within the State of Tennessee as they relate to Tennessee's Emergency Management Training Program, shall follow the procedures established in this guideline.

This document replaces and supersedes all previous versions of the training program and related training guidance and policy and represents a comprehensive current standard of training program doctrine for TEMA in fulfillment of the responsibilities outlined under TCA 58-2-106 (B) (12).

This document provides the general basis for the strategy and intent toward fulfilling all training-related responsibilities for emergency management-related federal grant programs to which TEMA may be an applicant or award recipient of federal funds.

Please send your comments and suggestions to TEMA, Preparedness Division, Training Section, Tennessee Emergency Management Agency, State of Tennessee, Post Office Box 41502, 3041 Sidco Drive, Nashville, TN, 37204-1502.



Patrick C. Sheehan

Director

TN Department of Military

Tennessee Emergency Management Agency

1.7 [Record of CTP Changes](#)

The TEMA Training Section will track and record all changes made within the CTP in the summary table below. Section 2.2 of the CTP outlines the record of change procedures.

Change Number	Date	Section of the CTP	Summary of Change	Completed By
1	5/1/2024	Entire CTP	Complete CTP Revision	D. Matthews
2	9/3/2024	Section 1.3	Fixed Formatting for EMAP	D. Matthews

2 - Training Program General Information

The management planning process will be cyclic and supported by the annual Integrated Preparedness Planning Workshop (IPPW). The IPPW defines the yearly training requirements or needs and scheduled or planned events and describes the threat requirements for the year. The State of Tennessee Integrated Preparedness Plan (IPP) will be facilitated by the Preparedness Division, supported by all TEMA program managers and Executive leadership, and approved by the TEMA Director. The Preparedness Division will work with the Operations and Field Services Division to define regional training requirements and the incorporation of the requirements into an overall state program described in the annual Integrated Preparedness Plan (IPP). The IPP will address the gap analysis in the SPR by scheduling and allocating planning, training, and exercise resources. When needed and requested, state agencies will support with available resources. This document replaces and supersedes all previous versions of the training program and related training guidance and policy and represents a comprehensive current standard of training program doctrine for TEMA in fulfillment of responsibilities outlined under TCA 58-2-106 (B) (12). This document provides the general basis for the strategy and intent towards fulfilling all training-related responsibilities for emergency management-related federal grant programs to which TEMA may be an applicant or award recipient of federal funds.

The Training and Exercise Branch manages the instruction and curriculum program for TEMA courses and credentials for TEMA instructors.

2.1 Sources for Identifying Course Needs

The IPPW is the primary of the state's identification of programmatic training needs and gaps. In addition to programmatic methods, actual world events may also identify gaps that need to be met in addition to those that be forecasted by the participants at the IPPW. In cases where training is time-sensitive to implement an immediate need for corrective action, the agency or jurisdiction that identifies these needs should:

1. Coordinate with the appropriate county EMA and TEMA Regional Office to identify current training opportunities, eligibility criteria, and minimum attendance standards for courses supported by federal grant dollars and available qualified instructor resources.
2. Coordinate with the appropriate county EMA and TEMA Regional Office to schedule training based on minimum attendance standards for courses supported by federal grant dollars and available instructor and support resources.
3. Identify the need to sustain this capability with the county EMA for inclusion into the next upcoming IPPW.

2.2 CTP Development and Maintenance

The Comprehensive Training Program Guidance (CTP) update process involves a systematic approach to ensure its effectiveness and relevance over time. This maintenance process ensures the CTP remains a living document that can grow and adapt to changing conditions.

Section 2.2 provides an overview of the maintenance, revision, and evaluation process the State of Tennessee utilizes for the CTP and its associated annexes, procedures, and guidelines. **Figure 1** establishes an overview of the CTP update schedule, **Figure 2** establishes an overview of the CTP signature approvals needed to complete the update process, and **Figure 3** identifies the key members of the CTP Revisional Committee. These three figures will be expanded upon throughout the remainder of this section.

Figure 1: CTP Update Schedule

CTP Components	Maintenance	Revision	Evaluation
CTP Guidance (Base Document)	Continuously with Annual Checks	At least once every 5 years	Annually *
Supplemental Annexes (Functional, Support, & Continuity)	Continuously with Annual Checks*	At least once every 5 years*	Annually *

*Unless stated otherwise within the actual document itself.

Figure 2: CTP Update Approvals

CTP Components	Maintenance	Revision
CTP Guidance (Base Document)	<ol style="list-style-type: none"> 1. Training and Exercise Branch Administrator 2. TEMA Training Program Manager 3. TEMA Assistant Director of Preparedness 	<ol style="list-style-type: none"> 1. Training and Exercise Branch Administrator 2. TEMA Training Program Manager 3. TEMA Assistant Director of Preparedness 4. Director of TEMA
Supplemental Annexes (Functional, Support, & Continuity)	<ol style="list-style-type: none"> 1. Training and Exercise Branch Administrator 2. TEMA Training Program Manager 	<ol style="list-style-type: none"> 1. Training and Exercise Branch Administrator 2. TEMA Training Program Manager 3. TEMA Assistant Director of Preparedness*

Figure 3: CTP Revisional Committee

Committee Members for Revision Process	
1.	Training and Exercise Branch Administrator
2.	TEMA Training Program Manager
3.	TEMA Team Development Program Manager
4.	TEMA HazMat Program Manager
5.	TEMA HazMat Administrative Assistant
6.	4 TEMA Regional Director's
7.	4 TEMA Regional EM Specialist IIs

2.2.1 CTP Maintenance Process

The CTP's maintenance process ensures all content is kept current. This is done by conducting regular reviews of the CTP and making minor updates within the CTP as necessary. While the CTP's revision process addresses major updates and process improvements, the maintenance process focuses on minor updates such as correcting grammatical errors, documenting newly developed forms, and updating processes stored in the CTP and associated annexes. Because of this lesser degree of effort, the maintenance process requires fewer signature approvals than the revision process, and the maintenance process doesn't require changing the date on the plan cover page.

Minor updates are defined as organizational, procedural, or situational changes that constitute less than 20 percent of the content needing updates within the reviewed CTP document or changes made within a specific document, requiring no more than one additional CTP Annex to be updated. If, during the maintenance process, it is discovered that the necessary updates go beyond the definition of a minor update, then the CTP revision process is to be followed. Additionally, if it is determined that no updates are needed within the reviewed CTP document during the maintenance process, a memo will be drafted stating that no modifications will be necessary.

CTP Guidance

The CTP Guidance (Base Document) maintenance process will consist of TEMA Training Section representatives reviewing the entire document annually to see if any minor updates are necessary. If portions of the CTP Core Plan require minor updates, then the TEMA Training Section will make the necessary changes and document those updates within the "Record of Changes" box at the beginning of the CTP. In that order, all minor updates are to be approved by the TEMA Training & Exercise Administrator, the TEMA Assistant Director over the Preparedness Division, and the Director of TEMA. The updated plan will then be added to the Share Drive as the most current document to be referenced.

CTP Supplemental Annexes

The maintenance process for the CTP Supplemental Annexes will consist of the TEMA Training Section conducting a complete review to see if any minor updates are needed within the document. This review should be conducted annually unless the process is stated otherwise within the document.

If portions of the document require minor updates, the TEMA Training Section will make the necessary changes. Those updates should be documented within the “Record of Changes” box at the beginning of the annex only if those boxes apply to the specific document. If those tracking boxes do not apply to the document, representatives should follow the processes described within the document.

All minor updates must be approved by the TEMA Training & Exercise Branch Administrator and the TEMA Training Program Manager. The updated documents will then be added to Share Drive or the learning management system as the most current document to be referenced.

2.2.2 CTP Revision Process

The purpose of the CTP’s revision process is to offer an opportunity for numerous stakeholders to provide input to improve the content and organization of the CTP and its associated annexes. While the CTP’s maintenance process is designed to address minor updates, the revision process is focused on engaging the CTP Revisional Committee and addressing significant updates, such as reorganizing the structure of training processes, creating new annexes to the CTP, and rewriting significant portions of the CTP. Because of this increased effort, the revision process requires more signature approvals than the maintenance process and requires changing the plan’s cover page date.

If, during the revision process, the CTP Revisional Committee determines that the needed updates fit the classification of a minor update instead of a significant update or that no update in content is required at all, then the CTP revision process must still be followed with the appropriate signatures of approvals and the date change on the plan’s cover page.

CTP Guidance

The revision process for the CTP Guidance (Base Document) will consist of the TEMA Training Program Manager establishing meetings with the CTP Revisional Committee to review and gather input regarding needed updates or improvements to the CTP. This revision process is to occur at least once every five (5) years and should, at a minimum, include representation from each TEMA Regional Office.

If portions of the CTP Guidance require updates, then the TEMA Training Section will make the necessary changes. The TEMA Assistant Director of Preparedness will notify the Director of TEMA that the plan update is ready to be reviewed by the Director’s CTP Revisional Committee Members, as identified in **Figure 3**. The Committee will collectively evaluate the updates made to the CTP Guidance and may provide additional recommendations to be completed.

Once the CTP Revisional Committee’s recommendations are addressed, the TEMA Training Section will document all updates made within the “Record of Changes” box at the beginning of the Base Plan and change the effective month/year throughout the CTP Guidance. In that order, the CTP will then be approved by the TEMA Training & Exercise Branch Administrator, the TEMA Assistant Director over the Preparedness Division, and the Director of TEMA.

Upon receiving the Director's signature approval, the CTP Guidance will, at a minimum, be electronically distributed as a PDF to all Emergency Services Coordinators (ESC), TEMA employees, and county emergency management directors in Tennessee. The TEMA Training Section will be responsible for dispersing the CTP.

CTP Supplemental Annexes

The revision process for CTP Supplemental Annexes will consist of the TEMA Training Section establishing a meeting(s) with relevant stakeholders to gather input regarding needed updates or improvements to the document. This review should be conducted at least once every five (5) years unless the process is stated otherwise within the document itself.

If portions of the document require updates, then the TEMA Training Section will make the necessary changes and notify the TEMA Training & Exercise Branch Administrator when they are completed. The TEMA Assistant Director of Preparedness will notify the Director of TEMA that the document update is ready to be reviewed by the Director's CTP Revisional Committee. Members of the committee, as identified in **Figure 3**, will collectively evaluate the updates made to the document(s) and may provide additional recommendations to be completed.

Once the CTP Revisional Committee's recommendations are addressed, the TEMA Training Section will update the document's month/year to the current date and list all updates made in the "Record of CTP Changes" box at the beginning of the CTP Guidance. All updates must be approved by the TEMA Training & Exercise Branch Administrator and the TEMA Training Program Manager.

2.2.3 CTP Approval Signatures

TEMA Assistant Director for Preparedness:

Name: _____ Signature: _____

TEMA Assistant Director for Operations & Field Services:

Name: _____ Signature: _____

TEMA Assistant Director for Mitigation & Recovery:

Name: _____ Signature: _____

TEMA Chief of Staff:

Name: _____ Signature: _____

TEMA Director:

Name: _____ Signature: _____

2.2.3 CTP Evaluation Process

The CTP's evaluation process ensures the State Training Program incorporates external efforts into the plan updates. This is done primarily by identifying and incorporating lessons learned and corrective actions following an IPPW. Still, it can also be done by identifying and incorporating recognized best practices, process feedback, changing training requirements, and new processes.

The evaluation process begins by reviewing any changes in funding doctrine, grant guidance, or structural enhancements to TEMA's organization and hierarchy for roles and responsibilities that relate to the CTP or associated annexes. This evaluation process can be conducted simultaneously with the CTP's maintenance and revision process or performed separately, such as following an IPPW to address training corrective actions promptly.

Unless the document states otherwise, the TEMA Training Section will conduct the evaluation process annually for the CTP Guidance (Base Document) and the CTP Supplemental Annexes.

After identifying training corrective actions from the evaluation source(s), the corrective actions should be incorporated using either the maintenance procedures outlined in Section 2.2.1 or the revision procedures outlined in Section 2.2.2, depending on whether the incorporation meets the definition of a minor update or major update to the document.

3 - Eligibility for TEMA Training

Training offered through the Tennessee Emergency Management Agency (TEMA) is available to citizens of the State of Tennessee (of legal age, 18 or older). These members may attend the event at no cost to them, providing they are employed or volunteering in one of the disciplines of emergency management, emergency medical service, health care, search and rescue, fire service, government administrative, hazardous materials, emergency communication, law enforcement, emergency management volunteers, or other emergency service organizations.

Members from the private sector are welcome to attend training with validation of need. Training provisions for private sector organizations are often defined under the Department of Homeland Security guidelines or other federal grants. TEMA will support the private sector and whole community training participation under applicable policies to the best of our ability. Local Emergency Planning Committee (LEPC) members, Federal government employees, non-governmental organizations, and private entities partnering with local government in an emergency response capacity at the discretion of the course requester will be eligible for TEMA training on a space available basis. TEMA-supported courses are open to all eligible participants. TEMA provides training following its responsibilities outlined under TCA 58-2-106 (B) (12).

TEMA participates in federal programs that provide funding to support training through emergency management-related federal grant programs. TEMA may be an applicant or award recipient of federal funds. These opportunities include minimum criteria for the number of attendees that support an appropriate level of student participation in connection with resource commitments required to sustain the event.

These considerations and criteria are not superseded by desires to create course delivery instances that are homogenous to any particular organization or jurisdiction, and TEMA reserves the right to reschedule, fill, or cancel as needed or determined to be appropriate for any and all courses it provides or sponsors with eligible participants up to the host maximum capacity. Participating or hosting agencies, organizations, or jurisdictions may not alter this eligibility criteria or restrict attendance to any TEMA-supported class.

Participants will be prioritized by the agency to meet the needs of the state and its jurisdictions.

4 - Integrated Preparedness Planning Workshop (IPPW)

4.1 Integrated Preparedness Plan

The annual Integrated Preparedness Plan (IPP) will serve as the annual planning document for programmatic planning, training, and exercise projection across all TEMA program areas and sections, regardless of funding source. The Integrated Preparedness Plan Workshop, or IPPW, is the process by which the IPP is developed and coordinated with all state and local partners.

4.2 TEMA Training Section

The Preparedness Division will conduct the annual IPPW. The IPPW aims to project a yearly strategy for planning, training, and exercise activities that address priority capability areas and close capability gaps as described in the current THIRA/SPR for the following Federal Fiscal Year. The Training Section will consolidate the training needs assessment, including input from all levels of government, including state and local, first responders, key public officials (e.g., county emergency management directors and state Emergency Services Coordinators), volunteer organizations, non-profits, and other partners, as applicable. The IPP will contain the State's training goals, state and regional priorities, projected courses, and a calendar of projected events.

4.3 Improvement Planning

The Preparedness Division will integrate improvement planning items from real-world events and exercises as a basis for future planning, training, and exercise as part of the preparedness cycle and a progressive series of preparedness activities that build capabilities and close capability gaps.

4.4 Process Timeline

This Preparedness cycle is an annual and ongoing requirement. Attendees at the regional IPPW should develop a specific agency/jurisdictional planning, training, and exercise schedule that will be coordinated with the state IPPW. As such, the process will start in January, with TEMA staff and senior executives providing state priorities based on federal guidance. Local priorities will be consolidated at the regional level and incorporated into an overall state strategy for the calendar year. Each region is expected to conduct a regional IPPW and consolidate the regional training and exercise requests to submit to the Training and Exercise Branch at the state IPPW. Each state agency can provide input to the overall IPP process through its Emergency Services Coordinator (ESC). The schedule should allow adequate time for a building-block exercise planning and training delivery progression. The State IPPW will be scheduled annually. The State IPP is forwarded to FEMA Region IV following TEMA Director approval.

IPPW participants should anticipate that the IPPW will require one day for conduct. Workshop participants will focus on the following activities:

- **Planning:** Identify the roles and responsibilities within the functional concept of operations and in alignment with the current emergency capabilities to address threats and hazard concerns.
- **Identify training opportunities:** Identify opportunities to address the IPPW training goals to maintain, improve or add capabilities.
- **Link priority threats and core capabilities to calendar years:** Identify which priority threats and core capabilities to focus on as a state, local jurisdiction, or agency in which calendar years.
- **Update exercise schedule:** Update the calendar with exercises that meet the definition of the various types of exercises.

4.5 Components

State Exercise and Training Strategy: The current state of preparedness activities, planning, training, equipment, and exercises from all agencies and programs should be discussed. Priorities gleaned from the jurisdiction or agency strategy should be identified and disseminated to participants as part of the IPPW.

Capabilities-Based Planning: An overview of capabilities-based planning should be conducted. Jurisdiction or agency priorities should be clearly defined and discussed regarding state and FEMA priorities. Jurisdiction or agency priorities should be linked to IPPW. Core capabilities that should be addressed to attain jurisdiction or agency priorities should then be listed and compared with roles and responsibilities as outlined in plans and procedures (TEMP, BEOP, etc.) along with training and exercises to help the jurisdiction or agency obtain those capabilities and achieve those priorities.

Integrated Preparedness Plan: The Integrated Preparedness Plan is the roadmap for accomplishing priorities described in the jurisdiction or agency strategy. The plan should include the training and exercise schedule for the ensuing three years.

Threat Hazard Identification Risk Analysis (THIRA): The THIRA is a critical component of the needs assessment process to determine exercise and training requirements. It will identify capability targets that correspond with functional public safety-related needs the agency has identified. This analysis will guide the jurisdiction's training needs for the following year.

Stakeholder Preparedness Review: The Stakeholder Preparedness Review (SPR) assesses a jurisdiction's current capability levels against the capability targets identified in the Threat and Hazard Identification and Risk Assessment (THIRA). Using the targets from the THIRA, jurisdictions recognize their current capability and how it changed over the last year, including lost, sustained, and built capabilities. Jurisdictions also identify capability gaps related to Planning, Organization, Equipment, Training, and Exercises and indicate their intended approaches for addressing gaps and sustainment requirements.

5 - Funding and Financial Management

Funding for training may come from a variety of funding sources. Each funding source will have specific eligibility and reporting requirements; in many cases, the program and funding source have overlapping requirements. The following list illustrates only some potential funding sources that support various programs. Funding from other sources may supplement those listed here, and in some cases, other programs that TEMA does not participate in may support program activities included here. This list is not all-inclusive:

Program:	Funding Source:
Emergency Management:	Emergency Management Performance Grant (EMPG)
Homeland Security:	State Homeland Security Program (SHSP)
Hazardous Materials:	Hazardous Materials Emergency Preparedness (HMEP)
Search and Rescue:	Emergency Management Performance Grant (EMPG)
Public Assistance Funding:	Public Assistance Grant Program (PAGP)
Hazard Mitigation:	Hazard Mitigation Assistance (HMA) Grants
Radiological Training:	Department of Energy (DOE) / Tennessee Valley Authority (TVA) / Southern States Energy Board (SSEB) Grants
Communications Unit Leader (COM-L) / Technician (COM-T):	Department of Homeland Cybersecurity and Infrastructure Security Agency Grant (USDHA/CISA) Emergency Management Performance Grant (EMPG)
All Hazards Incident Management Team (AHIMT):	Emergency Management Performance Grant (EMPG)

5.1 Travel

Unless specified in the training announcement, TEMA does not reimburse attendees for travel, lodging, or per diem. If travel costs are authorized via prior approval, the instructors and students will follow the reimbursement process communicated by the TEMA Training Section. In all cases, approved travel and any reimbursement for actual travel costs will follow administrative processes provided by TEMA following and as per the Tennessee Department of Finance and Administration Policy 8 Comprehensive Travel Regulations in accordance with the provisions of TCA 4-3-1008(3).

TEMA Program managers must prepare and submit budgets annually, including anticipated costs for training events, course materials, costs for instructors, etc., that are eligible under their program funding sources. In addition to identifying anticipated costs within the budget, program managers must comply with Department of the Military and TEMA policies for all expenditure requests. Timelines and criteria for submission of these requests are in accordance with these policies. Documentation requirements follow criteria outlined in programmatic guidance for each program funding source. They are also subject to both state and federal law, as appropriate, to determine eligibility for these expenditures.

5.2 Training Materials

1. Training materials (student manuals, handouts) will be provided at no cost to the attendee.
2. Materials may be provided electronically.
3. Materials may not be available in any language other than English.
4. Local instructors with an approved course request will coordinate all materials through the TEMA Regional Office to support the training.

5.3 Training Materials Print Request

TEMA Regional office identifies the training materials to include (student manuals, handouts, etc.) and the total number of products needed no less than 120 days before delivery.

The training materials request is sent to the TEMA Training Section no less than 90 days before a course start date to print training materials with the State print shop. If materials are needed sooner than the 90-day period, there is no guarantee that TEMA Training will be able to furnish the material physically, and an alternative digital solution may need to be utilized.

6 - Policies and Procedures

This section will outline the process for requesting training at the agency/organizational level and for the individual.

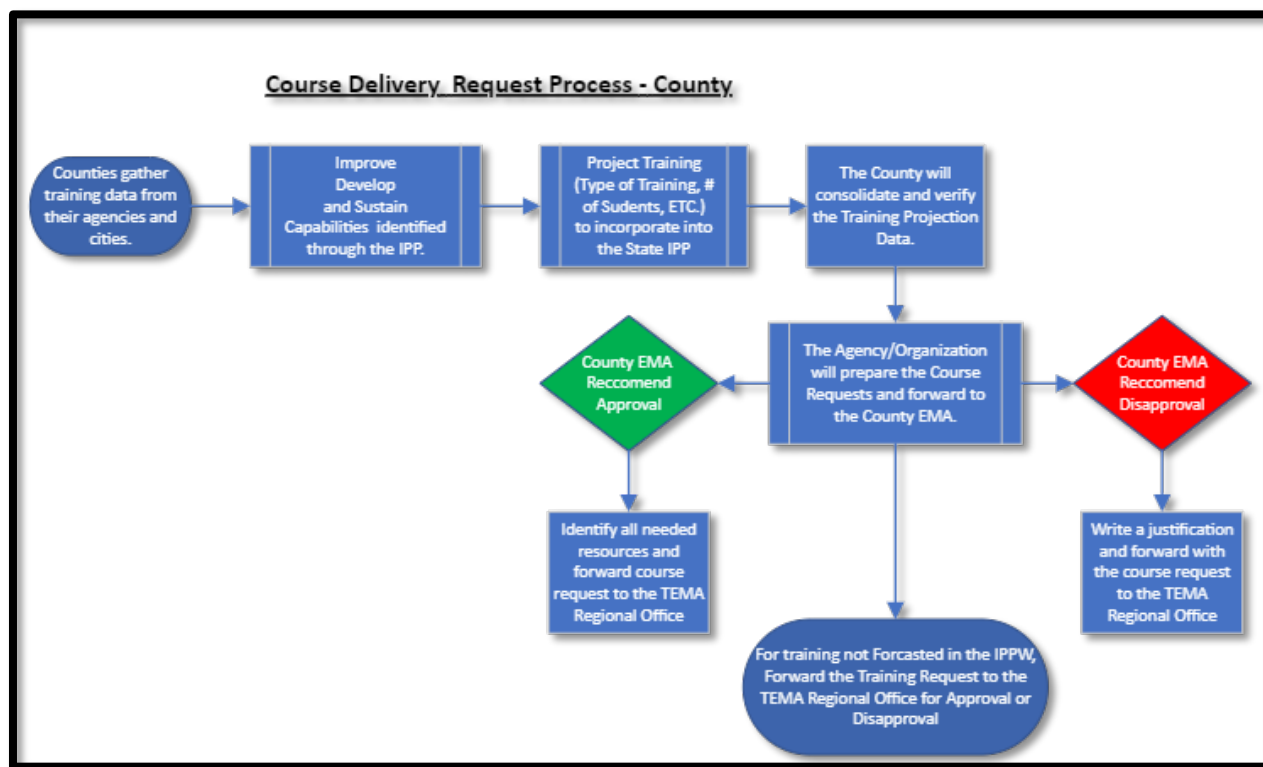
6.1 Course Requests

Counties, Agencies, and organizations may request a training course. The process will be linked to the IPP developed by the state.

6.1.1 Course Delivery Request Process – County EMA

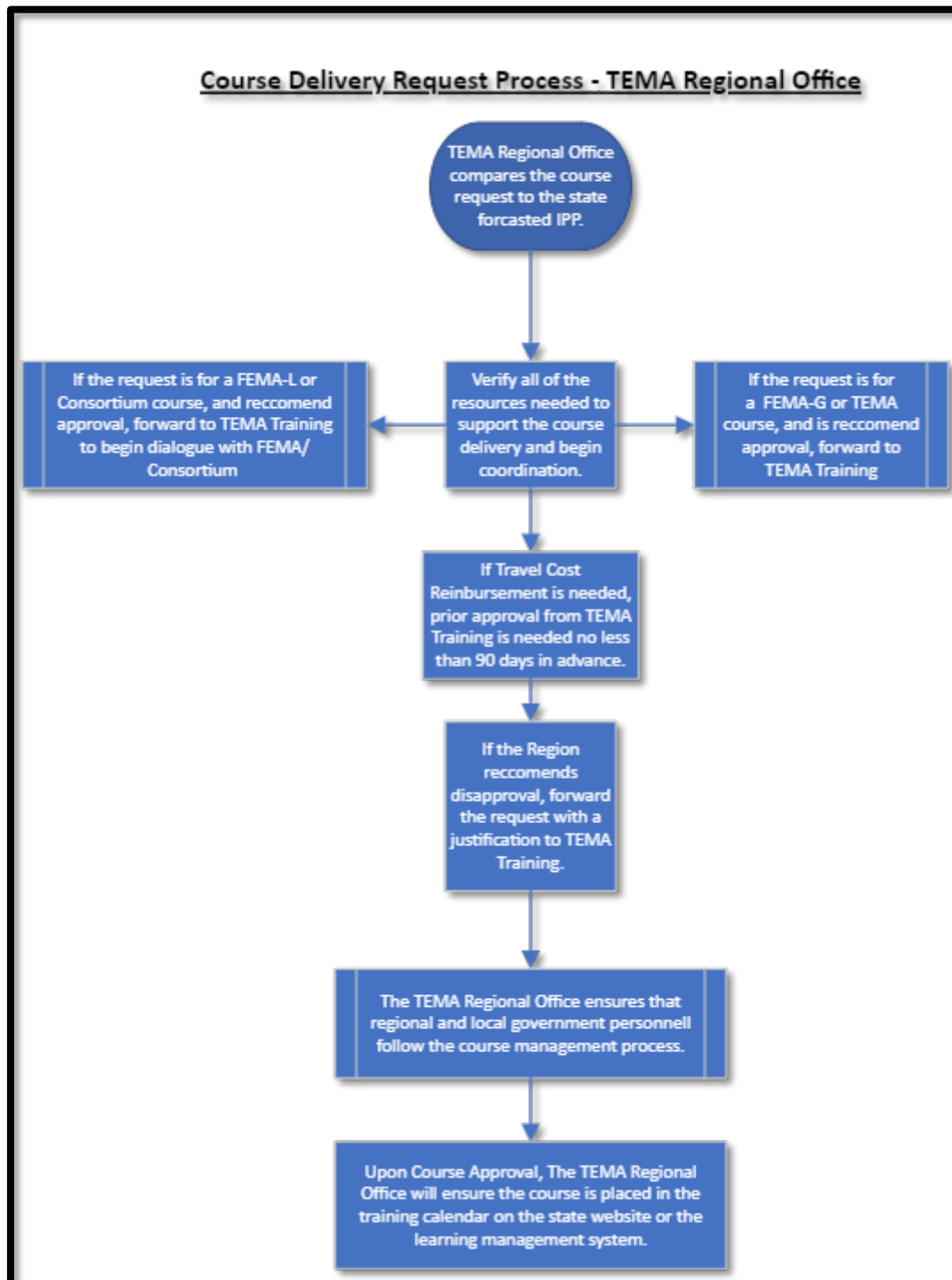
1. Counties, with input from cities or agencies, identify and project training based on the need to improve, develop, and sustain capabilities identified through the Integrated Preparedness Planning Workshop (IPPW).
2. Agencies identify the type of training and the number of personnel who need the training for the upcoming year to ensure inclusion in the state IPP.
3. Counties will consolidate and verify the projected training. The agency/organization will prepare and forward the training requests to the County EMA.
 - 3.1. If the County EMA recommends disapproval, it must justify the reason and forward the request to the TEMA Regional Office. The TEMA Regional Office will work with the agency and the local EMA to resolve the reasons for the disapproval and resolve the issues.
 - 3.2. If the County EMA recommends approval, it identifies resources to support the training internally and forwards the request to the respective TEMA regional office.
4. For training not forecasted in the IPPW, a training request is forwarded to the TEMA Regional Office for recommendation on approval or disapproval.

**Note* Unless previously coordinated with the State Training Officer, all training courses requested will be Open Courses unless the requesting County will fill the required number of seats for the course. This ensures efficient resource allocation and encourages agency collaboration, promoting a diverse learning environment. By prioritizing open courses, the county maximizes the opportunity for knowledge sharing and professional development across various departments and disciplines.*



6.1.2 Course Delivery Request Process – TEMA Regional Office

1. TEMA Regional Office compares the course delivery request against the forecasted state IPP.
2. If TEMA Regional support is needed based on an eligible request, the TEMA Regional office verifies that they have the resources available to support the training or coordinates for the required resources.
 - 2.1. If the request is for a FEMA G or TEMA course and recommended for approval, forward the approved request to the TEMA Training Section.
 - 2.2. If the request is for a FEMA L course or Training Partner Course (consortium) and is recommended for approval by the TEMA Regional Office, forward the request to the TEMA Training Section to coordinate with the FEMA / Training partner for approval and delivery.
3. If travel cost reimbursements from TEMA are needed, the Training section's prior approval is required no less than 90 days in advance.
4. If the region recommends disapproval, forward justification to TEMA training for further review and adjudication.
5. The TEMA Regional Office ensures that local government and regional personnel follow the course management process.
6. For all FEMA G courses or TEMA courses, once approved, the appropriate TEMA Regional Office will ensure the course is posted to the training calendar on the state website or the learning management system.



6.1.3 Course Delivery Request Process – TEMA Training Section

FEMA L/Consortium Course Requests

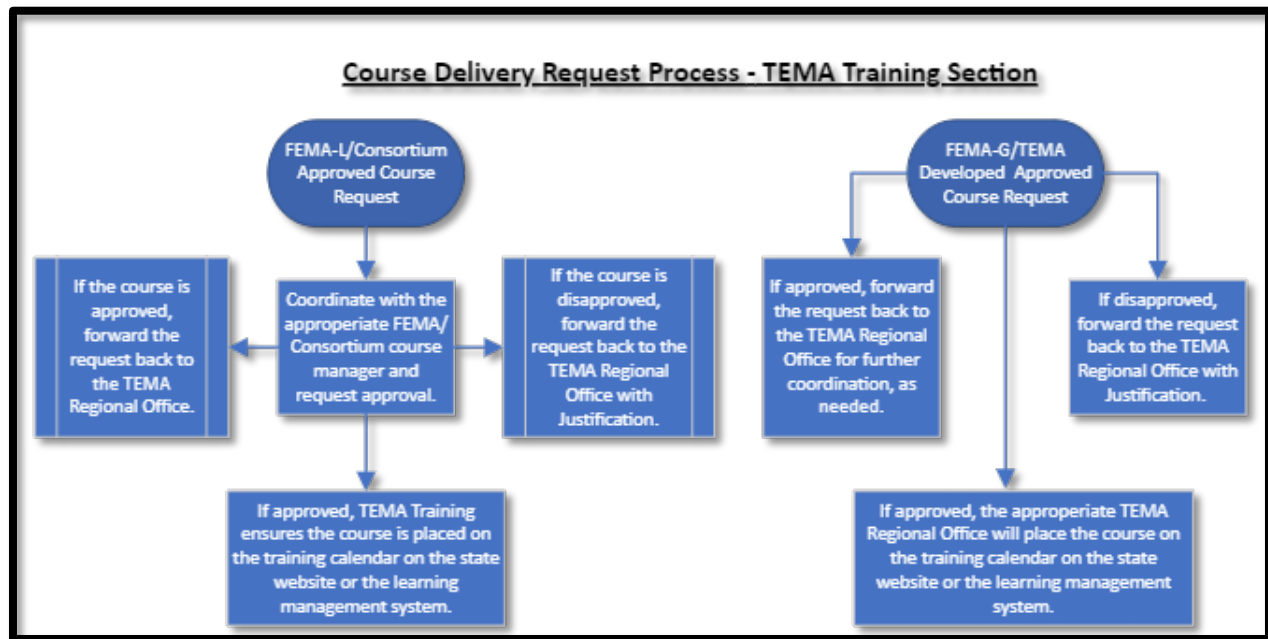
1. If the TEMA Training Section receives a course request with a recommended approval for a FEMA L course or Training partner course, TEMA Training will:
 - 1.1. Coordinate with the appropriate FEMA course manager/training partner and request approval.
 - 1.2. If the course request is approved, TEMA Training will forward the approved course request back to the regional office and continue coordination as needed.
2. The TEMA Training Section will ensure the course is posted to the training calendar on the state website.
3. If the course request is disapproved, TEMA Training will forward the disapproved course request back to the regional office with justification.

FEMA G/TEMA Developed Course Requests

1. If the TEMA Training Section receives a course request with a recommended approval for a FEMA G course or Tennessee S or H course, TEMA Training will:
 - 1.1. Forward the approved course request back to the regional office and continue coordination as needed
 - 1.2. The appropriate TEMA Regional Office will ensure the course is posted to the training calendar on the state website or the learning management system.
2. If the course request is disapproved, the TEMA Training Section will forward the disapproved course request back to the regional office with justification.

If State agencies, through their ESC, submit a request to the TEMA Training Section, the TEMA Training Section will coordinate with the appropriate TEMA Region in which training will be conducted for notification and support as necessary.

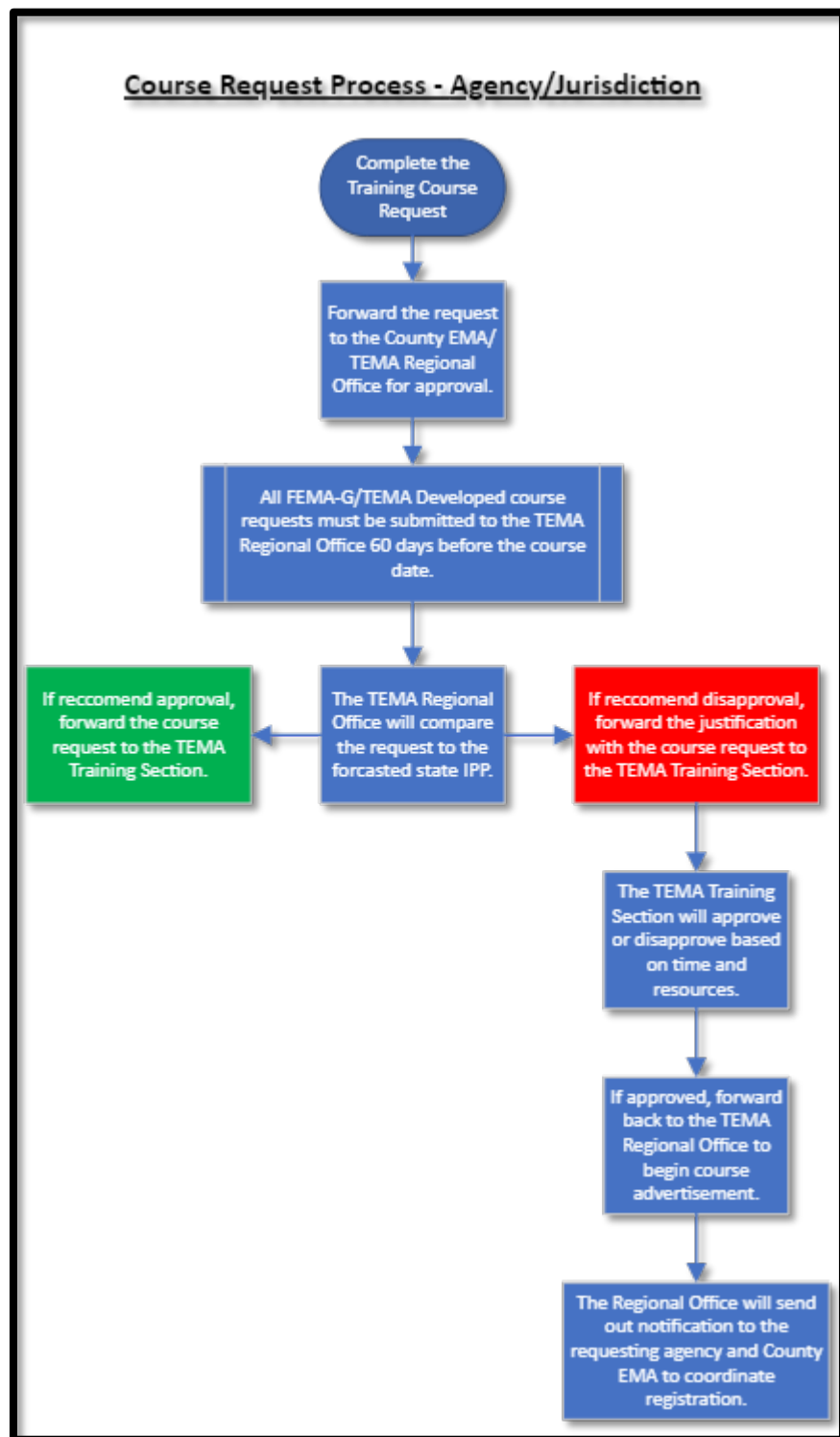
If travel costs are authorized, reimbursement will be in accordance with TEMA Travel Policy and eligibility criteria under the appropriate grant or funding program that supports the event.



6.2 Course Delivery Request Process – Agency/Jurisdiction

Requests for FEMA-G/TEMA Training Courses:

1. Complete the [Training Course Request](#).
2. Request a recommendation of approval or disapproval from the county EMA director or the TEMA regional office.
3. All TEMA/FEMA-G Course Requests must be submitted to the TEMA Regional Office no less than 60 days before the anticipated start of the course.
4. The TEMA Regional Office will confirm the request, compare the request to the State IPP, and ensure resources are available to support the training and dates.
5. The TEMA Regional Office will:
 - 5.1. Recommend Approval- Forward the course request to TEMA Training.
 - 5.2. Recommend Disapproval—Write a justification for disapproving the course and send it with the course request to TEMA Training for final adjudication.
6. The TEMA Training Section will review the request, approve or disapprove based on available resources and timing, and notify the Region and county within five (5) days.
7. The request will be returned to the Regional Office. If approved, the course will be advertised on the training calendar on the TEMA website, registered in the TEMA Training Management System, and made available for student registration.
8. The Regional Office will notify the requesting agency and County EMA Director to coordinate registration.

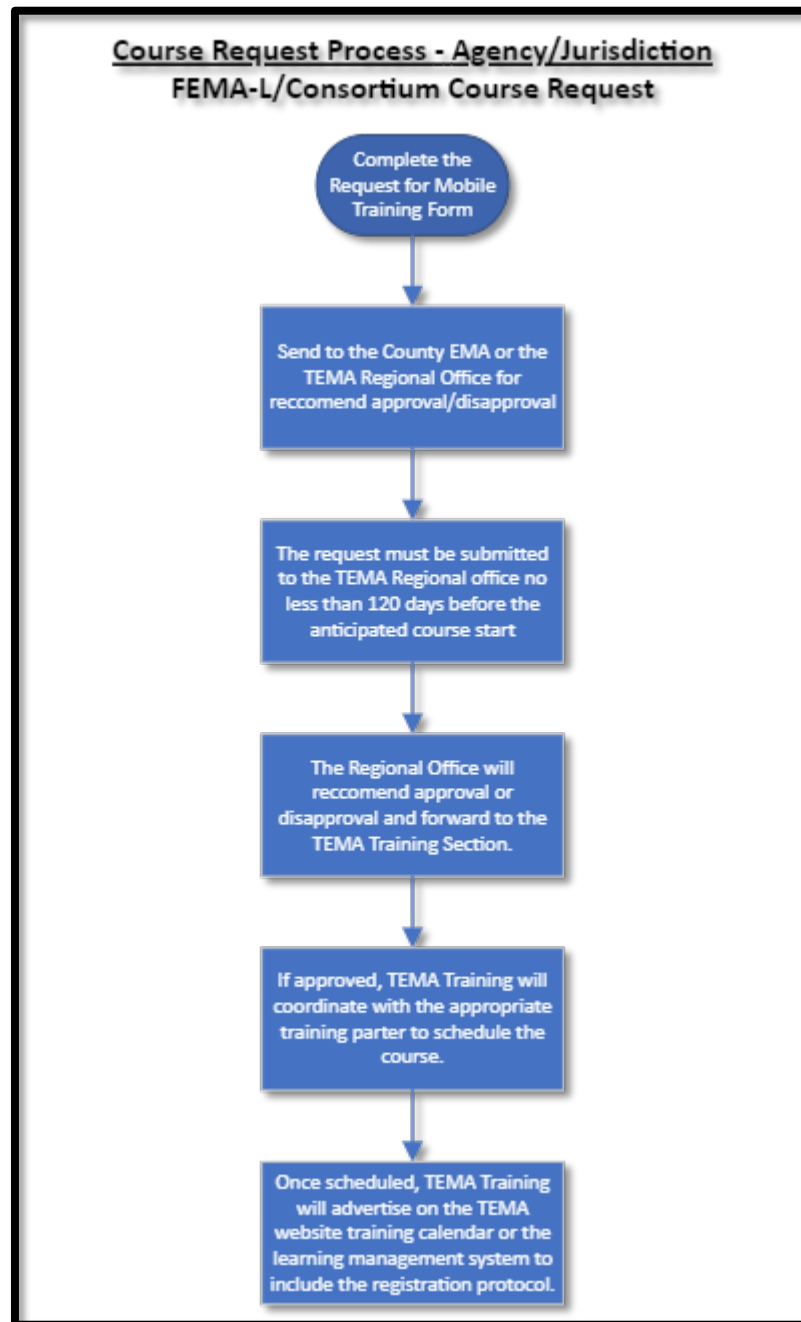


6.3 & 6.4 Course Delivery Request Process – Agency/Jurisdiction

FEMA-L/Consortium Course Request

1. Complete TEMA form. [Request for Mobile Training](#)
2. Send the request to County EMA or the appropriate TEMA Regional Office for a recommendation of approval/disapproval.
3. The course request form must be submitted to the TEMA Regional Office at least 120 days before the anticipated course start (the timeframe depends on the availability of funding and course delivery).
4. TEMA Regional Office will recommend approval or disapproval and forward the request to TEMA Training.
5. TEMA Training will review the course request and approve or disapprove as needed.
6. If approved, TEMA Training will coordinate with the appropriate Training Partner to schedule training or facilitate coordination with course POC.
7. Once the course is scheduled, TEMA Training will advertise on the TEMA website training calendar and/or the learning management system to include the registration protocol.

At his or her discretion, the Director of TEMA may order additional courses to be delivered.



6.5 Individual Course Applications

There are different requirements based on the delivery agency. The following is a description of how an individual will request training.

1. The individual requesting training must obtain approval from their agency.
2. The agency that employs or sponsors the student participant is responsible for the cost of overtime and backfill.
3. Unless specified in the training announcement, TEMA does not reimburse attendee travel.

6.5.1 Student Application for TEMA Training Courses

1. Individuals will complete the [TEMA Student Application](#) and attach documentation of all required prerequisites. This may be in the form of certificates of completion, a FEMA transcript, or a TEMA Transcript.
2. The student application packet must be approved by the agency having jurisdiction and forwarded to the TEMA Regional Office or the TEMA Training Section as appropriate.
 - 2.1. The Student Application packet should be submitted no less than 14 days before the course start date.
 - 2.2. The TEMA Regional Director or the TEMA Training Section has the discretion to accept late course applications on a space-available basis.
3. The TEMA Regional Office will review the application:
 - 3.1. If complete, they will sign off on the application and include it in the Lead Instructor Packet.
 - 3.2. If incomplete, it will be returned to the agency having jurisdiction for correction and resubmittal.
4. The TEMA Training Section will notify applicants of acceptance into courses they are hosting no less than 30 days before the course starts.
 - 4.1. For FEMA-L Courses, TEMA Training will send a student welcome email no less than 30 days before the course starts, which includes the coupon code and job aid for EMI NETC registration.
 - 4.2. For TEMA Training Courses, TEMA Training will send a student welcome email upon acceptance into the course with a copy of the updated Student Manual.

5. The applicant will be placed on a standby list if the course is full. The TEMA Regional Office or TEMA Training Section will contact the applicant if space becomes available.
6. The TEMA Regional Office will provide the host county EMA with a roster of course attendees to share that information with the host agency.



6.6 Emergency Management Institute (EMI)/ National Domestic Preparedness Consortium (NDPC)

Student Applications

Each provider has specific requirements. The links below will allow you to access their website. Download and follow the directions to register for training.

- Emergency Management Institute (EMI) / National Emergency Training Center (NETC)
 - For EMI resident courses (“E” courses) and field deliveries of the National Emergency Management Basic Academy courses (L0101-0105 and L0110), applicants should use the “Online Training Application” - https://training.fema.gov/netc_online_admissions/
 - For all other courses, applicants should use the General Admission Application, FEMA Form FF-USFA-FY-21-101- <https://training.fema.gov/apply/forms/fema-form-ff-usfa-fy-21-101-formerly-119-25-0-1.pdf?d=2021-03-11>
 - Further instructions can be found here: <https://training.fema.gov/apply/>
- Center for Domestic Preparedness (CDP)

Applicants can find and apply for residential training using this link: <https://cdp.dhs.gov/training/resident>.

 - Information on scheduling and applying for non-resident training can be found at this link: <https://cdp.dhs.gov/training/non-resident>.
- The Energetic Materials Research and Testing Center (EMRTC) at New Mexico Tech (NMT) EMRTC uses online course registration. You can find and apply for training using this link: <http://www.emrtc.nmt.edu/training/>
- The National Center for Biomedical Research and Training (NCBRT) <https://www.ncbrt.lsu.edu/>
- The National Emergency Response and Recovery Training Center (NERRTC) <https://nationalcpc.org/teex-nerrtc.html>

- The U.S. Department of Energy's National Nuclear Security Administration (NNSA) Nevada Site Office (NSO) <https://www.energy.gov/nnsa/national-nuclear-security-administration>
- Transportation Technology Center, Inc. (TTCI) <https://www.railway-technology.com/contractors/training/transportation-technology-centre-inc/>
- National Disaster Preparedness Training Center at the University of Hawaii (NDPTC) <https://ndptc.hawaii.edu/>

7 - Course Management

All TEMA program managers have a role and a responsibility to coordinate with the TEMA Training Section on funding and programmatic requirements to support program-specific training. The following course code list will be utilized throughout the course management process:

S	State-designed, developed, and delivered course
H	Hazmat State designed, developed, and delivered course
SAR	Search and Rescue State designed, developed, and delivered course
E	FEMA EMI Resident courses held at EMI
G	FEMA EMI developed and maintained - State-delivered courses
IS	FEMA EMI Independent Study courses – online learning
K	FEMA EMI managed - Web-based courses held via an online platform
L	FEMA EMI developed and maintained - Resident courses held off-site
V	FEMA EMI developed and maintained - Resident courses held via video teleconference

7.1 Coordination

Coordination will include:

1. Notifying the State Training Program Manager.
2. Information to include in the course request:
 - 2.1. Dates for the training, primary and alternate.
 - 2.2. Location
 - 2.3. Invitations- course announcement
 - 2.4. Travel Authorization/Travel Reimbursement Eligibility
 - 2.5. Instructor coordination (to include meeting and orienting incoming instructors)
 - 2.6. Course materials
 - 2.7. Coordinate with TEMA Training to publish the courses on the website's training calendar.
 - 2.8. Receive and confirm all course applications (roster)

7.1.1 TEMA Training Responsibilities

1. Publish on the TEMA Training Calendar on the state website and/or the learning management system.
2. Receive and confirm all student applications (roster) for TEMA Training hosted courses.
3. Notify Applicants of their acceptance into the course and provide pertinent welcome information (times, locations, etc.) for TEMA Training-hosted courses.
4. Preparation of certificates or packet submission to the certifying authority

7.1.2 Lead Instructor Responsibilities

1. The Lead Instructor is responsible for ensuring that the course material utilized is the most current approved version.
 - 1.1. Instructors are encouraged to present information based on real-life experiences. However, the TEMA course material will not be altered without the approval of the State Training Officer.
2. Ensure that the class delivery location is adequate for the total number of students scheduled to attend.
 - 2.1. This includes all equipment needed to complete the course delivery. If additional equipment is required, contact your TEMA Regional Office or the TEMA Training Section for equipment such as projectors, computers, PowerPoint presentations, flip charts, etc.
3. Ensure that the [TEMA Course Roster](#) is completed and legible by all students attending the course.
4. Conduct training.
5. All instructors will ensure that the course material is taught with the highest level of professionalism.
 - 5.1. Encourage student participation.
 - 5.2. Ensure all topics are covered while answering any questions that may arise.
 - 5.3. Ensure all Test Answers are kept away from students.
 - 5.4. If a student must conduct a retest, the Lead Instructor will determine when it will be administered. All retests must be conducted before the course is completed.

6. Evaluate Instructor in Training candidate as applicable.
7. Upon completion of the course, the following documentation must be submitted to your TEMA Regional Office within fourteen (14) days of course completion:
 - 7.1. [Training Course Report](#) – This allows TEMA Training to track all instructors' progress toward instructor certification and recertification.
 - 7.2. Training Course Roster(s) (sign-in roster)
 - 7.3. All Test answer sheets, to include failed test(s) and re-test(s)
 - 7.4. [Student Evaluation Forms](#)
 - 7.5. [Instructor Evaluation Forms](#) (if applicable)
 - 7.6. Travel reimbursement documentation if eligible

**Note* Please allow 60 days after all course documentation has been submitted to TEMA Training or the appropriate TEMA Regional Office for TEMA Course Certificates to be generated and delivered by your DC.*

7.1.3 Student Code of Conduct

1. **Respect and Professionalism**
 - a. Respect for Others: Treat all instructors, staff, and fellow students respectfully and courteously. Avoid any form of harassment, discrimination, or bullying.
 - b. Professional Attire: Dress appropriately for all training sessions and adhere to the dress code as specified by the training program.
2. **Punctuality and Attendance**
 - a. Timeliness: Arrive on time for all training sessions. If unable to attend, inform the instructor or coordinator in advance.
 - b. Full Participation: Attend all scheduled training activities and remain for the entire session unless prior arrangements have been made.
3. **Academic Integrity**
 - a. Honest Work: Submit original work for all assignments, exams, and assessments. Avoid plagiarism, cheating, or dishonest behavior.
 - b. Accurate Representation: Do not falsify your qualifications, experience, or attendance information.
4. **Preparedness and Engagement**
 - a. Preparation: Come prepared with the necessary materials and complete any pre-course assignments or readings.
 - b. Active Participation: Engage actively in discussions, exercises, and other training activities. Contribute to group work and collaborative tasks.

5. Safety and Compliance

- a. Follow Safety Protocols: Follow all safety guidelines and protocols provided during the training. Report any safety concerns or incidents immediately.
- b. Emergency Procedures: Familiarize yourself with emergency procedures and participate in all drills and safety exercises.

6. Confidentiality and Privacy

- a. Confidentiality: Maintain the confidentiality of any sensitive information shared during the training. Do not disclose such information without authorization.
- b. Respect Privacy: Do not share personal information or images of others without their consent.

7. Use of Technology

- a. Appropriate Use: Use technology responsibly and only for training during sessions, including computers and mobile devices.
- b. No Disruptions: Ensure that electronic devices do not disrupt the training. Silence phones and other devices during class.

8. Respect for Property

- a. Care for Equipment: Carefully treat all training equipment and materials. Report any damage or malfunction to the appropriate authority.
- b. Cleanliness: Keep training areas clean and tidy. Dispose of trash properly and respect shared spaces.

9. Collaboration and Teamwork

- a. Cooperative Attitude: Work collaboratively with peers during group activities. Value the input and contributions of others.
- b. Constructive Feedback: Provide and accept feedback graciously. Use feedback to improve your performance and help others do the same.

10. Commitment to Continuous Improvement

- a. Lifelong Learning: Embrace opportunities for ongoing professional development and learning. Stay informed about best practices in emergency management.
- b. Reflect and Improve: Reflect on your experiences and continuously seek ways to improve your skills and knowledge.

11. Reporting and Accountability

- a. Report Violations: Report any violations of this Code of Conduct to the appropriate authority within the training program.
- b. Accept Responsibility: Accept responsibility for your actions and behavior. Understand that violations of this code may result in disciplinary actions, including dismissal from the training program.

Acknowledgment

By participating in the Tennessee Emergency Management Agency training courses, students agree to adhere to this Code of Conduct. Maintaining high standards of behavior and professionalism is essential for creating a productive and respectful learning environment.

7.1.4 TEMA Instructor Code of Conduct

1. **Professionalism and Integrity:**
 - a. Model Professionalism: Always demonstrate professional behavior, serving as a role model for students. Dress appropriately and adhere to the established dress code.
 - b. Integrity: Uphold the highest standards of integrity in all actions and interactions. Avoid any form of dishonesty or unethical behavior.
2. **Respect and Inclusivity:**
 - a. Respect for All: Treat all students, fellow instructors, and staff respectfully and courteously. Foster an inclusive environment free from harassment, discrimination, or bullying.
 - b. Encourage Diversity: Value diverse perspectives and experiences. Ensure that all students feel welcomed and included in all activities.
3. **Preparation and Organization:**
 - a. Thorough Preparation: Prepare thoroughly for each training session. Ensure that all materials and resources are ready and available.
 - b. Organized Delivery: Deliver content in an organized and clear manner. Follow the curriculum and training schedule as planned.
4. **Effective Communication**
 - a. Clear Communication: Communicate clearly and effectively with students, providing instructions and information in an easily understandable way.
 - b. Open Dialogue: Encourage questions and open dialogue. Be approachable and available to address student concerns and provide additional support as needed.
5. **Knowledge and Expertise**
 - a. Subject Mastery: Maintain a high level of expertise in the subject matter. Stay updated on the latest developments and best practices in emergency management.
 - b. Continuous Learning: Engage in ongoing professional development to enhance teaching skills and subject knowledge.
6. **Fairness and Impartiality**
 - a. Fair Treatment: Treat all students fairly and impartially. Avoid favoritism and ensure all students have equal opportunities to participate and succeed.
 - b. Objective Assessment: Grade assignments and assessments objectively and consistently based on established criteria.
7. **Confidentiality and Privacy:**
 - a. Confidential Information: Respect the confidentiality of student information and any sensitive material shared during the training. Do not disclose such information without proper authorization.
 - b. Student Privacy: Protect the privacy of students. Avoid sharing personal information or images without their consent.
8. **Safety and Compliance:**
 - a. Safety First: Prioritize the safety and well-being of all participants. Adhere to and enforce all safety protocols and guidelines during training sessions.

- b. Emergency Preparedness: Be familiar with and prepared to implement emergency procedures. Conduct regular safety drills and ensure students are aware of protocols.
- 9. **Professional Boundaries:**
 - a. Appropriate Relationships: Maintain professional boundaries with students. Avoid interactions that could be perceived as inappropriate or compromise professional integrity.
 - b. Conflict of Interest: Disclose any potential conflicts of interest and avoid situations where personal interests could conflict with professional responsibilities.
- 10. **Use of Technology:**
 - a. Responsible Use: Use technology appropriately and responsibly in the classroom. Ensure that all digital resources are used for educational purposes and that online conduct is professional.
 - b. Data Security: Protect the security and confidentiality of digital information and resources.
- 11. **Feedback and Improvement:**
 - a. Constructive Feedback: Provide timely and constructive feedback to students to help them improve and succeed.
 - b. Self-Reflection: Reflect on teaching practices and seek feedback from students and peers to improve instructional methods continuously.
- 12. **Reporting and Accountability:**
 - a. Report Violations: Report any violations of this Code of Conduct or unethical behavior to the appropriate authority within the training program.
 - b. Accept Responsibility: Accept responsibility for actions and decisions. Understand that violations of this code may result in disciplinary actions, including dismissal from the instructor role.

Acknowledgment

As a Tennessee Emergency Management Agency instructor, you agree to abide by this Code of Conduct. Upholding these standards is essential for creating a productive, respectful, and effective learning environment.

7.1.5 TEMA Regional Office Responsibilities

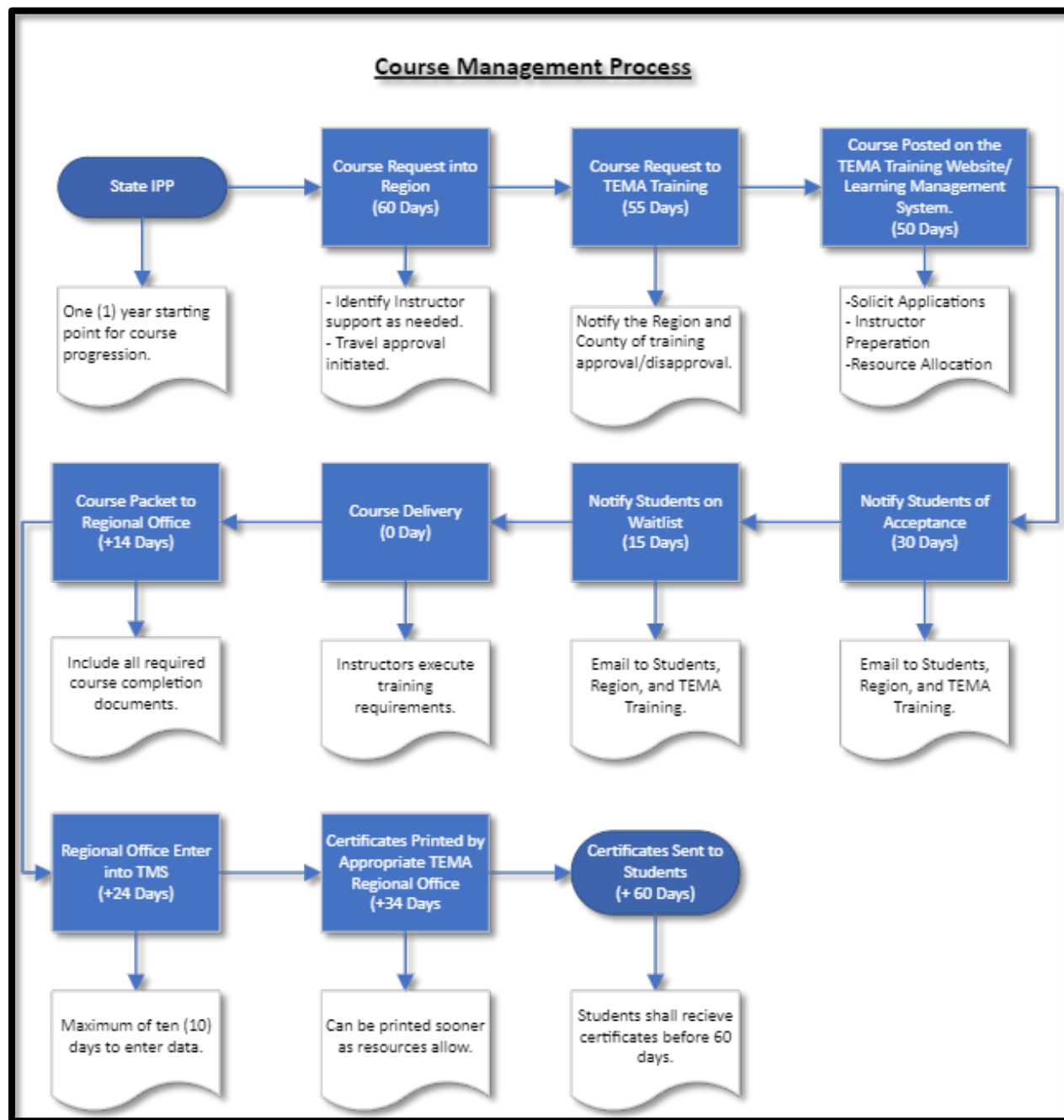
1. Receive and confirm all course applications for regionally hosted courses (roster)
2. Notify applicants of acceptance into the course and provide pertinent welcome information (times, locations, etc.)
3. Receive the completed packet from the Lead Instructor
4. Input applicable data from course documentation into the Training Management System / Learning Management System
5. Forward all documentation to the TEMA Training Section
6. Responsible for printing and distributing training certificates no more than 60 days after course completion.

7.2 Records Management

All training records series, including class rosters, certificates of completion, and evaluation forms, must be maintained in accordance with TEMA Policy 17: Records Management & Retention ([LINK](#)). Examples of these records include:

1. Course Code
2. Course Title
3. Class Attendees
4. Student Personnel Count
5. Exams
6. TEMA Training Report Certificates
7. TEMA Training Course Rosters

All records listed must have a paper copy filed for a minimum of one (1) year unless the record is integrated into a digital storage system.



Annex A: TN Instructor Qualification System (TN-IQS) Program Guidance

1 - Purpose

This document is intended to guide the Tennessee Emergency Agency (TEMA) and emergency services personnel in using the TN Instructor Qualification System (TN-IQS). The TN-IQS establishes the qualification system for all State Training Instructors utilized in all TEMA programs through experience, training, and demonstrated performance. The TN-IQS requires new and current/potential instructors to verify prior learning and training requirements utilizing the Instructor Task Book to be formally certified as an instructor. The qualification process provides consistent standards for every instructor during the certification and re-certification process.

The TN Instructor Qualification System (TN-IQS) Guide:

1. Establishes and explains the qualification requirements for public service training instructors.
2. Defines the concepts used in the qualification process.
3. Outlines the process for evaluating and documenting the accomplishments of trainees and current/potential instructors.
4. Establishes the process for obtaining instructor qualification and re-qualification.
5. Describes the roles and responsibilities of all TN-IQS participants.
6. Create a standardized professional environment for instructors to grow and develop their abilities to train public service professionals.

1.1 Background

The Tennessee Emergency Management Agency (TEMA) recognizes a performance-based qualification system as the fairest and most equitable system. The TN-IQS is designed to standardize how trainees gain the experience needed to become instructors while incorporating the recognition of prior learning for current trainers to obtain credentialing for courses they have previously been certified to instruct. The TN-IQS also represents a superior approach to instructor qualification as compared to other approaches, such as handoff modules and “train-the-trainer” course elements. All instructors whom have obtained or currently believe they are qualified under these legacy programs for instructor qualification are encouraged to apply for Recognition of Prior Learning (RPL) as established by and in accordance with the TN-IQS program.

1.2 Applicability and Scope

This document applies to all State Training Instructors and trainees in the State of Tennessee, including instructors for all TEMA programs, who are seeking or maintaining instructor qualifications. The TN Instructor Qualification System (TN-IQS) Guide outlines the process for evaluating and documenting the accomplishments of instructor trainees and current/potential instructors, establishing the process for obtaining instructor qualification and re-qualification, and describing the roles and responsibilities of all TN-IQS participants. The TN-IQS provides consistent standards for every instructor during the certification and re-certification process, ultimately enhancing the overall effectiveness of emergency management training in Tennessee.

2 - Qualification System Definitions

Definitions and Common Terminology:

Adjunct Instructor

The individual who is the secondary point of contact during course delivery and will instruct modules as assigned by the Lead Instructor.

Applicant

An individual who has requested or has been assigned to request an applicable ITB and does not have a prior TN-IQS qualification.

Behavior

A description of an observable activity or action that groups similar tasks necessary to perform the specific activity. See also **Competency** and **Task**.

Certification

The process of authoritatively attesting that instructors meet qualifications established for instructor roles and are qualified as lead or adjunct instructors. Certification ensures personnel possess the standard training, experience, and professionalism levels to train future emergency managers.

Competency

Competency is a broad description that groups together the behaviors necessary to perform a specific function. Competencies are a national benchmark agreed to by major ICS training organizations. These competencies form the basis for position-specific training, Instructor Task Books (PTBs), job aids, and other performance-based documents. See also **Task** and **Behavior**.

Credentialing

Credentialing provides documentation identifying personnel and authenticating and verifying their qualification(s) for a particular instructor position.

Criteria

A listing within the instructor qualifications includes the minimum criteria an instructor candidate must meet for qualification. These defined criteria will be the basis for evaluating candidates.

Currency

Successful performance in a course delivery or training event at least once within the Currency Interval indicated in the Instructor Qualification Requirements.

Decertification

A process whereby an instructor's qualifications or credentials are removed, making him/her ineligible for an instructor role.

Evaluator

An Evaluator is an individual responsible for evaluating an instructor trainee using the standardized criteria for a specific role or function described in the Instructor Task Book. The Evaluator must be qualified as a lead instructor. For program inception, the evaluator will be an approved individual seeking qualification.

Instructor Qualification Review Board (IQRB)

The IQRB is the final approving authority for all applications throughout the TN-IQS process. This includes implementing and removing credentialing as well as reinstating credentials. The IQRB shall comprise four (4) Regional Directors, the TEMA Hazardous Materials program manager, the TEMA Team Development program manager, the TEMA Training program manager (Chairperson), and an Administrative Secretary.

Instructor Task Book (ITB)

The Instructor Task Book (ITB) describes the minimum competencies, behaviors, and tasks required to qualify or recertify for a position. It documents a trainee's performance of given tasks.

Instructor Task Book Initiation

The action of formally issuing an ITB to a trainee under the guidelines in the IQS.

Instructor Trainee

An individual approved by their supervisor or sponsoring entity preparing to qualify for an instructor position is credentialed as a trainee once prerequisites are met and the ITB has been initiated. Trainees are eligible for formal, on-the-job training to increase their understanding and capability of being instructors.

Lead Instructor

The lead instructor is the main point of contact during course delivery. The Lead Instructor manages the adjunct instructor roles and is designated as the Evaluator for any Instructor Trainee who may participate as a member of the instructor cadre.

Prerequisite Qualification

Required qualification(s) an individual must possess or obtain before an ITB can be initiated.

Prerequisite Training

The course specific training an individual must have completed before an ITB can be initiated.

Qualification

The process of enabling personnel to perform the duties of an instructor and documenting their demonstration of the capabilities and competencies required by the TN-IQS.

Qualifying Authority

The Qualifying Authority is the official with authority to review and evaluate documentation, confirm the completion of relevant instructor requirements, and determine whether the trainee should be granted certification. The Training and Exercise Branch Administrator for TEMA is the Qualifying Authority.

Recertification

A process by which the instructor's qualifications will be verified by the TEMA Training Section in conjunction with the Instructor Qualification Review Board (IQRB) on a three-year cycle to have their credentials recertified.

Recommended Training

Training whose completion is not required to qualify for a position but which is recommended to support the position. This training is identified as a recommendation that may guide an individual to increase knowledge and skills. This may be acquired through on-the-job training, work experience, or training. Recommended training is how personnel can prepare for instructor performance evaluation by obtaining specific knowledge and skills required to perform tasks identified in the ITB.

Revocation

Canceling certification and withdrawing credentialing documents from personnel no longer authorized to possess them.

Subject Matter Expert (SME)

The individual possesses specific technical knowledge or skills and performs instruction under the supervision of the lead instructor.

Task

A description of an action or activity needed to perform successfully as an instructor. Instructor trainees must demonstrate completion of required tasks during the performance of a behavior. See also **Competency** and **Behavior**.

3 - Instructor Qualification Requirements

3.1 Charting Instructor Responsibilities

Qualification is defined as enabling personnel to perform the duties of specific positions and documenting their demonstration of the capabilities and competencies that being an instructor requires. The commitment, drive, expertise, and abilities of TEMA Credentialed Instructors significantly impact the organization's capacity to respond efficiently to disasters and meet the requirements of the public, communities, regions, and the state. The TN-IQS framework facilitates the growth and support of instructor personnel by enabling them to synchronize their task and accountability objectives and ambitions with the demands of the state and its agencies. Once an instructor trainee is qualified, they must continue to perform their responsibilities professionally.

3.2 The Instructor Code of Conduct

The instructor code of conduct is the core philosophy for all personnel throughout the TN-IQS process. Each applicant is responsible for reading and understanding the code of conduct before submitting any ITB application for review to the TEMA Training Section. Any ethical violation of the instructor's code of conduct will result in an immediate review by the IQRB and the possible termination of all instructor credentials.

The Instructor Creed

As a member of the Tennessee Emergency Management Agency Instructor Program, I pledge to uphold the highest standards of professionalism, integrity, and expertise as an instructor. I understand the importance of providing quality training to personnel across the state. I am committed to ensuring that every student receives the knowledge, skills, and practical experience they need to excel in their roles. I will strive to create a positive, inclusive learning environment that fosters collaboration, critical thinking, and effective communication. I will continually seek to improve my knowledge and skills and remain current on the latest practices and technological developments. I recognize the tremendous responsibility of being an instructor and am dedicated to empowering the next generation of public service professionals to serve their communities with excellence and compassion.

4 - Instructor Standards, Expectations, and Professionalism

Instructors shall follow and promote the ideals of honesty, courtesy, capability, personal development, accuracy, and the exchange of knowledge when dealing with students, other instructors, the public, employers, and the educational training agency. The instructor shall adhere to the following principles:

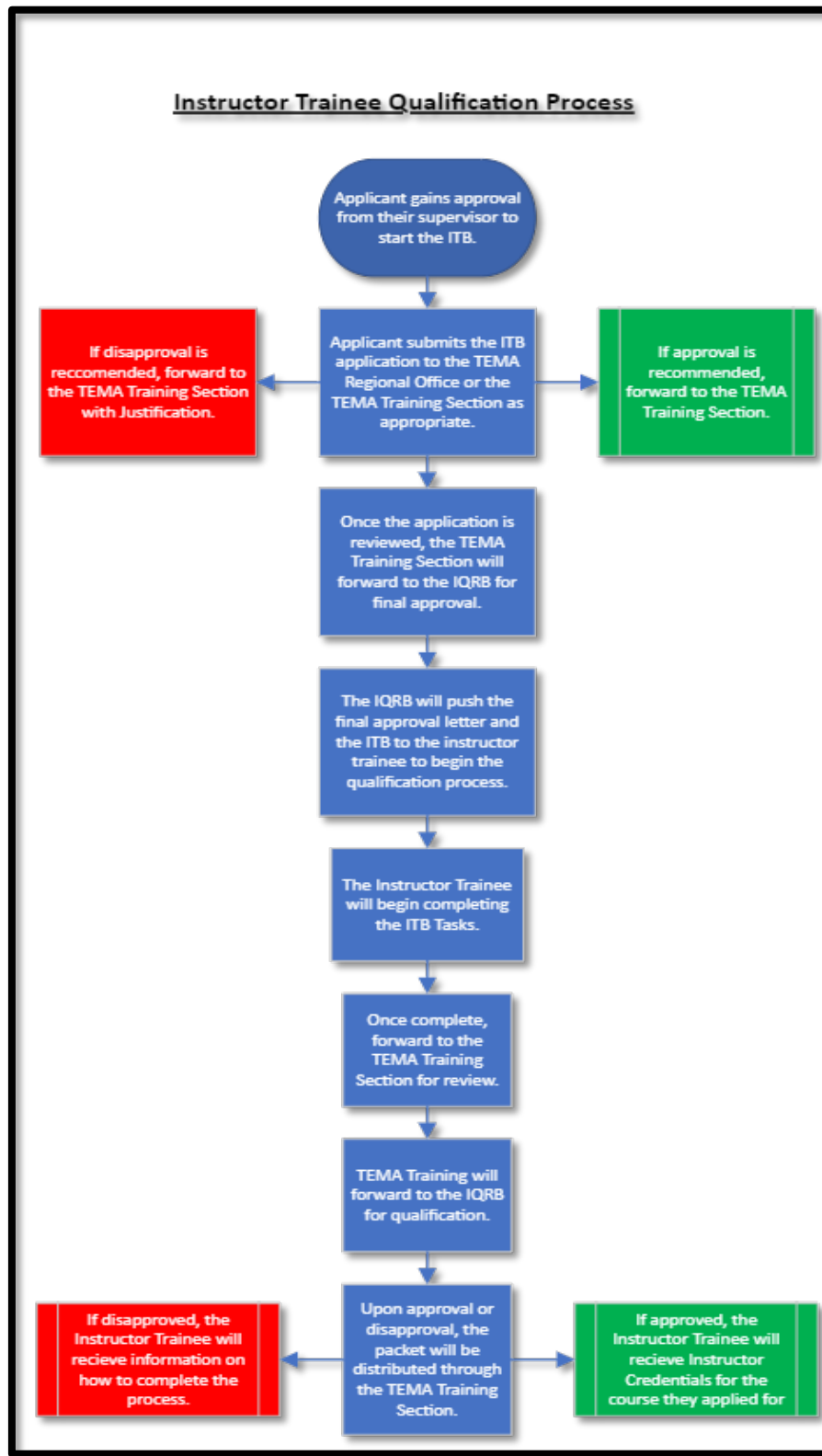
1. Instructors will constantly be aware of all learning styles and adapt the class to meet those learning needs using various teaching methods.
2. Instructors will create an environment in the class that will encourage the greatest learning opportunity.
3. Instructors will professionally conduct all educational and training opportunities and offer qualified learning to the highest standard.
4. Instructors will strive to continuously improve their skills as instructors, trainers, and teachers.
5. Instructors should communicate directly with the course location host to ensure that all audio-visual equipment and room setup are in place before the training.
6. Accommodate students who need tests read to them or, when possible, give them extra time to complete exams. If a student cannot complete an exam in the allotted time, TEMA Training Section staff will plan with that student to allow them to test at another time.
7. Instructors must be prepared to use their laptops when instructing at various locations.
8. Instructors will not publicly criticize students, other instructors, FEMA, TEMA staff, or policies.
9. Be considerate of students and treat them with respect and dignity, regardless of gender, place of origin, race, physical or mental disabilities, sexual orientation, religion, political beliefs, or economic status.
10. Be prepared for each course.
11. Start and end courses and all breaks at scheduled times.
12. Be available during the course hours for student questions, and if you cannot answer a question, refer students to the appropriate TEMA Training Section staff or the State Training Officer.
13. Respond promptly to student requests, questions, or comments relevant to the course.
14. Never penalize a student for raising a legitimate complaint about the course if that complaint is raised appropriately and civilly. Advise the student to write the complaint on the course evaluation form so TEMA Training Section staff can take appropriate action.
15. Ensure each student completes all course-related activities/exercises and participates fully in each course; failure to abide by this expectation may result in course failure.
16. Instructors will not use profane, insulting, harassing, or offensive language.
17. Instructors will not use multimedia, audio, or video demonstrations containing inappropriate images, language, or content.
18. Instructors are expected to dress in business casual attire or clothing that is proper for the training environment (i.e., slacks, skirts, and collared shirts). For example, a search class will have different clothing requirements than an ICS 402 course. Under no conditions are t-shirts, hats, jeans, shorts, tank tops, flip-flops, or tennis shoes to be worn while instructing. (Exception: hats are allowed for outdoor events.)
19. Conduct a safe instructional experience that meets the course objectives and embraces community safety.

20. Train participants and students to perform to the best of their ability and competency.
21. Serve the profession with honor.
22. Conduct themselves in a manner that will command respect and confidence.
23. Instruct courses in accordance with program guidelines, guidelines, instructor policies, circulars, and regulations of these entities.
24. Present only those principles, practices, and information representing accepted state and national standards.
25. Promote health and safety standards that protect everyone participating in the training.
26. Attend recognized training courses, seminars, workshops, and/or conferences at least once a year to increase knowledge and improve instructional skills.
27. Maintain a positive attitude and focus on the course instruction with the attention expected by the students, the State of Tennessee, and the Tennessee Emergency Management Agency.

5 -Steps for Instructor Qualification:

5.1 Trainee Process:

1. **Step 1:** Applicant gains approval from their supervisor and submits the ITB application to the TEMA Regional Office or the TEMA Training Section for recommendation of approval or disapproval.
 - 1.1. If Approval is Recommended, forward the application to the TEMA Training Section.
 - 1.2. If Disapproval is Recommended, forward the application to the TEMA Training Section with the written justification.
2. **Step 2:** Once the TEMA Training section has reviewed the application and made any changes, it is forwarded to the Instructor Qualification Review Board (IQRB) for final review and approval.
3. **Step 3:** The IQRB will then push the final approval letter with the ITB to the instructor trainee to begin the qualification process.
4. **Step 4:** The instructor trainee will begin completing the tasks outlined in the ITB.
5. **Step 5:** Upon completion of the ITB, the trainee will submit the signed ITB to the TEMA Training Section for review.
6. **Step 6:** The TEMA Training section will forward the application to the IQRB for final qualification approval.
7. **Step 7:** Upon IQRB approval or disapproval, the packet will be distributed to the instructor trainee through the TEMA Training section.
 - 7.1. If approval from the IQRB is recommended, the instructor trainee will be issued an instructor credential for the course they applied for.
 - 7.2. If disapproval from the IQRB is recommended, the Instructor Trainee will receive information on the next steps to completing their instructor credentialing.



6 - Recognition of Prior Learning Process

Current/Potential Instructor

1. **Step 1:** Candidates will compile all documents recognizing prior learning for instructor credentialing and submit them to their TEMA Regional Office or the TEMA Training Section with a letter of recommendation from their supervisor.
2. **Step 2:** The TEMA Regional Office will compile all recognition of prior learning packets and recommend approval or disapproval.
 - 2.1. If approval is recommended, forward the application to the TEMA Training Section.
 - 2.2. If disapproval is recommended, forward the application to the TEMA Training Section with a written justification.
3. **Step 3:** Once TEMA Training has reviewed the application and made any changes, it is forwarded to the IQRB for final review and approval.
4. **Step 4:** The TEMA Training section will send reminder emails in the weekly training bulletin reminding instructors to submit applications during the initial phase of the TN-IQS.
5. **Step 5:** The IQRB will review and approve all Recognition of Prior Learning (RPL) applications. Once the approval/disapproval status has been made, the IQRB will push the final credentialing qualification letters to the TEMA Training Section.
6. **Step 6:** The TEMA Training Section will forward the credentialing letters and instructor certification to the candidates.



7 - Credential Recertification Process

Instructors seeking recertification must apply for recertification, a letter requesting recertification from their immediate supervisor stating that they will be instructing for the department/agency that employs them and the Tennessee Emergency Management Agency. The application and letters should be submitted through the TEMA Regional Office. Any certification or accreditation issued by TEMA may be suspended, revoked, or limited for cause at any point. Those instructors within 90 days of their qualification expiration date who have yet to teach a qualified course within the past three years should work with their Region to recredential their instructor status.

Recertification Documentation Required:

1. Recertification Application
2. Verification of course delivery completed in a three-year period.
3. Document professional development – eight hours recommended.

8 - Credential Reinstatement Process

Instructors who fail to teach a course within three years of certification or recertification will no longer be qualified to instruct courses for TEMA. An individual who is in this category will be required to:

1. Recomplete the appropriate ITB requirements for the specific course before becoming requalified to instruct for TEMA for that course.
or -
2. Serve as an adjunct instructor under the supervision of a qualified instructor and teach at least two modules of the course in question. The supervising instructor will submit documentation to support the recertification.
3. It is at the discretion of the regional director and the state training officer as to which option may be allowed.

Once the reinstatement documents have been completed, the packet will be submitted to the TEMA Training Section through the regional office. The TEMA Training section will submit the packet to the IQRB for official review and approval. Upon approval and reinstatement, the State Training Officer will notify the instructor and email the packet to them.

**Note* If instructor credentialing was revoked due to a violation of the instructor code of conduct, there is an automatic two (2) year wait period before the reinstatement packet can be submitted and reviewed by the IQRB.*

9 - Roles and Responsibilities of Participants Implementing TN-IQS

The successful administration of the TN-IQS relies on the crucial contributions of Multiple Branches and Program Managers. Five (5) key positions oversee the system's actual operation. The Program Managers are responsible for implementing and maintaining the Instructor Task Books (ITB) within their respective areas. The TEMA Training Section provides strategic guidance to ensure the efficiency, effectiveness, and integrity of the TN-IQS. The IQRB evaluates employees' qualifications against established standards and recommends fair and consistent qualification or re-qualification. Lead instructors/evaluators are vital in qualifying and mentoring trainees during the instructor qualification process. Lastly, Instructor Trainees are responsible for completing and submitting the instructor and ITB applications and must adhere to the core principles of an instructor throughout the process.

9.1 TEMA Program Managers

Program Managers will ensure that each course needing an instructor role has an updated ITB. Each ITB must include the General Instructor Qualifications and the specialized qualifications for the course. Program managers will ensure that their ITBs are updated to reflect the changes made as the course requirements evolve.

9.2 TEMA Training Section

1. The TEMA Training Manager will chair the group and ensure all applications are reviewed and submitted according to the Comprehensive Training Plan (CTP).
2. The TEMA Training Section ensures the trainees' integrity and verifies all applications for correctness before submitting them to the IQRB.
3. The TEMA Training Section will also maintain and update the master list of all credentialed instructors throughout the TN-IQS process.
4. The TEMA Training Section will establish an IQRB through written direction to impartially review an individual's training and experience before qualification or re-qualification.

9.3 Instructor Qualification Review Board

The Instructor Qualification Review Board (IQRB) is a standing committee with continuous appointment. It aims to evaluate new and existing employees and stakeholder qualifications against established standards and provide fair and consistent recommendations for qualification or re-qualification. The IQRB members will review and approve instructor trainee and current/potential instructor applications.

The TEMA Training Section is responsible for establishing the initial composition and standards for the IQRB and providing recommended staffing.

IQRB Board Members
TEMA East Regional Director
TEMA Middle Regional Director
TEMA Southeast Regional Director
TEMA West Regional Director
TEMA Hazardous Materials Program Manager
TEMA Team Development Program Manager
TEMA Training Program Manager
TEMA Training and Exercise Branch Administrator (chairperson)
Administrative Secretary (Training Specialist II)

The IQRB will review the trainee's or candidate's training and experience documentation, complete qualification or re-qualification packages, and make recommendations to the TEMA Training Section. The Instructor Qualification Review Board is responsible for the following:

1. Reviewing and recommending qualification applications to the TEMA Training Section.
2. Providing validation of completed Instructor Task Books.
3. Facilitating the requalification/reinstatement process in coordination with the TEMA Training Section.
4. Making final determinations on requalification/reinstatement after losing certifications for all positions.
5. Voting on new instructor applications with completed ITBs.
6. Voting on recognition of prior learning applications for current/potential instructors.
7. Voting on recognizing adult education requirements in place of TEMA Instructor Methodology.

The IQRB shall comprise four (4) TEMA Regional Directors, three (3) additional voting members, and the TEMA Training Specialist II, who will act as Administrative Secretary. The Chairperson will be responsible for scheduling and conducting meetings of the IQRB as needed. If there is a tie, the Chairperson will have the tie-break vote. The Vice-Chairperson will support the Chairperson and serve as Chairperson in their absence. The Administrative Secretary will develop meeting notes, create agendas, coordinate meetings, receive committee documents, and store meeting records.

9.4 Appeal Process for Instructors

1. Notification of Non-Qualification

- a. **Initial Notification:** Instructors notified that they do not qualify as an instructor will receive a formal notification detailing the reasons for their non-qualification.
- b. **Right to Appeal:** The notification will inform the instructor of their right to appeal the decision and provide details on the appeal process.

2. Submission of Appeal

- a. **Written Appeal:** Instructors must submit a written appeal to the TEMA Instructor Qualification Review Board within 30 days of receiving the non-qualification notification.
- b. **Appeal Content:** The written appeal should include:
 - i. Instructor's full name, contact information, and instructor identification number (if applicable).
 - ii. A detailed explanation of the reasons for the appeal, addressing the specific points mentioned in the non-qualification notification.
 - iii. Any supporting documentation or evidence that may help to substantiate the appeal (e.g., certifications, letters of recommendation, proof of experience).
 - iv. Any additional information the instructor believes is relevant to the appeal.

3. Acknowledgment of Appeal

- a. **Receipt Confirmation:** Upon receiving the appeal, the Review Board will send an acknowledgment of receipt to the instructor within 10 business days. This acknowledgment will include an estimated timeline for the review process.

4. Review Process

- a. **Initial Review:** The Review Board will conduct an initial review of the appeal and supporting documents to ensure that all necessary information has been provided.
- b. **Additional Information Request:** If additional information is needed, the Review Board will contact the instructor to request specific documents or clarification. The instructor will have 15 days to provide the requested information.
- c. **Comprehensive Review:** The Review Board will conduct a comprehensive review of the appeal, considering all submitted materials and any additional information provided.

5. Decision Making

- a. **Deliberation:** The Review Board will deliberate on the appeal, considering the instructor's qualifications, experience, and any new evidence presented.
- b. **Vote:** The Review Board members will vote to determine the appeal's outcome. A majority vote is required for a decision.

6. Notification of Decision

- a. **Written Decision:** The instructor will receive a written notification of the Review Board's decision within 60 days of the initial receipt of the appeal. This notification will include:

- i. The decision of the Review Board (upholding or overturning the non-qualification decision).
- ii. A detailed explanation of the reasons for the decision.
- iii. Any further actions required by the instructor, if applicable.

7. Finality of Decision

- a. **Final Decision:** The Review Board's decision is final and binding. There are no further avenues for appeal within the Tennessee Emergency Management Agency.

8. Reapplication

- a. **Future Application:** Instructors whose appeals are denied may reapply for qualification after addressing the specific deficiencies noted in the Review Board's decision. A reapplication may be submitted no sooner than six months from the final decision date.

9. Record Keeping

- a. **Documentation:** All documentation related to the appeal, including the written appeal, supporting materials, correspondence, and the final decision, will be maintained in the instructor's file for record-keeping purposes.

By following this appeal process, instructors will have a fair and transparent opportunity to contest their non-qualification and provide additional information for reconsideration.

TN-IQS Approval Signatures

TEMA Assistant Director of Preparedness:

Name: _____ Signature: _____

TEMA Director:

Name: _____ Signature: _____

Annex B: TEMA Staff Training Plans

1 - Required Training

Some positions and or agency requirements have minimum training requirements.

1.1 Day-to-Day Operations Required Training

The following courses are required for TEMA staff to conduct day-to-day operations.

Course Name	Course Number	To Be Completed
TEMA Basics – TEMA 101	S-101	Within six months of Employment
Cyber Security Training	STS-Cybersecurity	Annually
Documenting Performance	Edison	As outlined by DOHR
Employee Essentials	Edison	As outlined by DOHR
Writing Smart G.O.A.L.S.	Edison	As outlined by DOHR
G.R.E.A.T Customer Service	Edison	As outlined by DOHR
Performance Management 2.0 Webinar for Employees (online)	Edison	As outlined by DOHR
Respectful Workplace	Edison	As outlined by DOHR
Respectful Workplace Refresher Training (online)	Edison	Annually
Introduction to Incident Command **(PDS)	IS-100	Within 1 st Year of Employment
Introduction to Exercises (PDS) **	IS-120	Within 1 st Year of Employment
ICS for Single Resources **(PDS)	IS-200	Within 1 st Year of Employment
Principles of Emergency Management (PDS) **	IS-230	Within 1 st Year of Employment
Emergency Planning (PDS) **	IS-235	Within 1 st Year of Employment
Leadership & Influence (PDS) **	IS-240	Within 1 st Year of Employment
Decision Making and Problem Solving (PDS) **	IS-241	Within 1 st Year of Employment
Effective Communication (PDS) **	IS-242	Within 1 st Year of Employment
Developing and Managing Volunteers (PDS) **	IS-244	Within 1 st Year of Employment
Introduction to Hazard Mitigation	IS-393	Within 1 st Year of Employment
National Incident Management System (NIMS) **(PDS)	IS-700	Within 1 st Year of Employment
NIMS Intrastate Mutual Aid – Introduction	IS-706	Within 2 nd Year of Employment
National Response Framework – Introduction **(PDS)	IS-800	Within 1 st Year of Employment

Note Additional information on required training for State Employees can be found in the [Employee Handbook](#).

1.2 EOC Activation Training

Course Name	Course Number	To Be Completed
Basic Emergency Operations Center Management and Operations	IS-2200	Recommended within 1 st Year of Employment
Emergency Operations/ICS Interface	G191	Recommended within 2 nd Year of Employment
National Disaster Recovery Framework – Overview	IS 2900	Recommended within 1 st Year of Employment
Dept. of Energy - Emergency Worker Training ***	S119	Required Annually
Tennessee Valley Authority - Emergency Worker Training ***	S120	Required Annually

1.3 TEMA Staff Recommended Training

Course Name	Course Number	To Be Completed
Public Information Officer Awareness	IS-29. a	Recommended within 2 nd Year of Employment
Military Resources in Emergency Management	IS-75	Recommended within 2 nd Year of Employment
Livestock in Disasters	IS-111a	Recommended within 1 st Year of Employment
Social Media Platforms in Disaster Management	PER-304	Recommended within 2 Years of employment
Exercise Evaluation and Improvement Planning	IS-130	Recommended within 2 nd Year of Employment
Forms Used for the Development of the Incident Action Plan	IS-0201	Recommended within 2 nd Year of Employment
Anticipating Hazardous Weather & Community Risk	IS-271	Recommended within 3 rd Year of Employment
Role of Voluntary Agencies in Emergency Management	IS-288	Recommended within 3 rd Year of Employment
Introduction to Continuity of Operations	IS-1300	Recommended within 2 nd Year of Employment
National Preparedness Goal and Systems Overview	IS-2000	Recommended within 2 nd Year of Employment
ICS Intermediate for Expanding Incidents	G300	Recommended within 2 nd Year of Employment
Intermediate EOC Functions	G2300	Recommended within 2 nd Year of Employment
Basic Academy		No sooner than after 1 st Year of Employment
Advanced Academy		No sooner than after 5 th Year of Employment

For TEMA Staff, Program Managers will develop training plans for each staff position they supervise, including current and potential job responsibilities, while providing refresher training as needed.

Training required as outlined in the [EMPG Appendix H: Training p. H-14](#).

FNF per FEMA REP requirements as outlined under [NUREG-0654/FEMA-REP-1](#)

1.4 TEMA In-Service Training

Course Name	Course Number	To Be Completed
Weapons Qualification (If assigned, in accordance with TEMA policy)	S-105	Annually
Emergency Vehicle Operations	S-100	Annually
	Vanessa K Free	Annually
	EVOG	Within the 1 st Year of Employment
Agency In-Service		Annually

1.5 TEMA Regional Field Staff

Course Name	Course Number	To Be Completed
Damage Assessment	S-715	Within 1 st Year of Employment
(MERRTT) Modular Emergency Response Radiological Transport	H202	Within 1 st Year of Employment
National Traffic Incident Management (TIM) Responder Training	FWHA-NHI-133126A	Within 2 nd Year of Employment
Hazardous Materials Operations	H-306	Within 2 nd Year of Employment
Type 3 All Hazards Incident Management Team	O305	Within 2 nd Year of Employment
CVSA Level VI Inspection Training		Within 2 nd Year of Employment
AHIMT Liaison Officer Course	L0956	Within 2 nd Year of Employment
FEMA Multi-Hazard Emergency Planning for Schools	IS-362.a	Recommended within 4 th Year of Employment
FEMA Debris Management Planning Course	E0202	Recommended within 3 rd Year of Employment
FEMA Individual Assistance Operations Course	E0357	Recommended within 3 rd Year of Employment
Lost Persons Behavior (2-Day)		Recommended within 2 nd Year of Employment
FEMA Public Assistance Operations Course	E0376	Recommended within 3 rd Year of Employment
(MERRTT) TEMA Rad	H203	Recommended within 2 nd Year of Employment
(MERRTT) TEMA Rad Train-the-Trainer	H404	Recommended within 3 rd Year of Employment

1.6 TEMA State On-Call Training

Course Name	Course Number	To Be Completed
Mission Assignment Overview	IS-293	Within the 1 st Year
Joint Domestic Operations Course (JDOC)		Within the 2 nd Year
Advanced ICS	G400	Within the 2 nd Year
Audit Hazardous Material Operations	H306	Within the 1 st Year

1.7 State Watch Point Training

Course Name	Course Number	To Be Completed
Social Media in Emergency Management	IS-42a	Within the 1 st Year of Employment
Applications of GIS for Emergency Management	IS-922.a	Within the 1 st Year of Employment
Integrated Public Alert and Warning System (IPAWS) for Alert Originators	IS-247.B	Within the 1 st Year of Employment
TEMA 101	S101	Within the 1 st Year of Employment
ICS/EOC Interface	G191	Within the 2 nd Year of Employment
REPP Core Concepts	AWR-352	Within the 1 st Year of Employment
Radiological Emergency Management	AWR-923	Within the 1 st Year of Employment
Search Operations	SAR-101	Within the 1 st Year of Employment
Basic PIO Training	L0105	Within the 2 nd Year of Employment
MERRTT	H202	Within the 2 nd Year of Employment

1.8 Local Emergency Management Agency Directors

(Required Training)

All required training and prerequisites for local EMA directors are outlined in [TCA 58-2-127](#).

Local Emergency Management Agency Directors (Recommended Training)

Course Name	Course Number	To Be Completed
Introduction to Incident Command	IS-100	Within the 1st Year
Introduction to Exercise (PDS)	IS-120	Within the 1st Year
ICS for Single Resources	IS-200	Within the 1st Year
Principles of Emergency Management (PDS)	IS-230	Within the 1st Year
Emergency Planning (PDS)	IS-235	Within the 1st Year
Leadership & Influence (PDS)	IS-240	Within 2 Years
Decision Making and Problem Solving (PDS)	IS-241	Within 2 Years
Effective Communication (PDS)	IS-242	Within 2 Years
Developing and Managing Volunteers (PDS)	IS-244	Within 2 Years
National Incident Management System (NIMS)	IS-700	Within the 1st Year
Basic Emergency Operations Center Management and Operations	IS-2200	Within the 1st Year
Intermediate Emergency Operations Center Management and Operations	G-2300	Within 2 years
NIMS Intrastate Multi Aid - Introduction	IS-706	Within the 1st Year
National Response Plan - Introduction	IS-800	Within 2 Years
ICS / EOC Interface	G191	Within 2 Years
ICS Intermediate for expanding Incidents	G300	Within the 1st Year
Advanced ICS	G400	Within 2 Years
National Disaster Recovery Framework	IS-2900	Within 2 Years
Damage Assessment Workshop	S715	Within 2 Years
Hazardous Materials Operations	H306	Within 2 Years

1.9 Emergency Services Coordinators (ESC's)

Mandatory Training Course Requirements

The Agency has determined that minimum mandatory training is essential to coordinate an effective response to the various types of emergencies and disasters. All ESCs shall complete all the minimum training requirements. The ESC Program Manager shall ensure that training completion records are maintained and recorded.

Initial Training Course Requirements for Freshman ESCs

Freshman ESCs shall complete all training courses within the first year of service as an ESC.

All required training courses are virtual and can be accessed via FEMA's Emergency

Management Institute website. The Training Course requirements have been divided into

Quarterly requirements. If the ESC does not complete a training course in the designated

timeframe as outlined below, the ESC Program Manager will provide guidance to the ESC

for corrective action. The Training Courses required for Freshman ESCs within their first year of service are as follows:

Training Courses Due by the end of the First Quarter of Service

FEMA IS-100: Introduction to the Incident Command System, ICS100
FEMA IS-200: Introduction to Exercises
FEMA IS-700: Introduction to the National Incident Management System

Training Courses Due by the end of the Second Quarter of Service

FEMA IS-2200: Basic Emergency Operations Center Functions
FEMA IS-800: National Response Framework, An Introduction

Training Courses Due by the end of the Fourth Quarter of Service

These training courses are offered by TEMA biannually:

Tennessee Emergency Management Agency (TEMA) 101
Tennessee Valley Authority - Emergency Worker Training
Department of Energy – Emergency Worker Training

Freshman ESCs Beginning Mid-Year

Freshman ESCs beginning their service mid-year must meet with the ESC Program Manager to develop an individualized training plan. ESCs with an individualized training plan shall follow it as a supplement to TEMA Policy 14 or as indicated in the plan.

Ongoing Annual Mandatory Training Requirements

ESCs who have served at least one full ESC Year (and successfully completed all mandatory training courses from their freshman/first year, as outlined in Policy 14.04.001) shall complete two (2) courses, which are hosted by TEMA biannually and shall be completed by the end of the fourth quarter each year. The required courses are as follows:

- a. Department of Energy – Emergency Worker Training
- b. Tennessee Valley Authority – Emergency Worker Training



TN Department of Military

Tennessee Emergency Management Agency

3041 Sidco Drive, Nashville, TN 37204

24 hours a day, 7 days a week, 365 days a year -

To coordinate preparedness, response, and recovery from man-made, natural, and technological hazards in a professional and efficient manner in concert with our stakeholders.

Please direct all inquiries to the TEMA Training Section for questions or comments on the TEMA Training Program Guidance.

- TEMA Training Section Contact- TEMA.Training@tn.gov
- Training & Exercise Branch Administrator- Adam Stewart- Adam.Stewart@tn.gov
- Training Program Manager/STO- Dillon Matthews- Dillon.Matthews@tn.gov