



Emergency Operations Center (EOC) Operations and Planning for All-Hazards Events

MGT-346

Course Syllabus

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Version 4.0



FEMA



National Training and Education Division (NTED) Branded Disclaimer



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FEMA's NTED offers a full catalog of courses at no cost to help build critical skills that responders need to function effectively in mass-consequence events. Course subjects range from Weapons of Mass Destruction (WMD) terrorism, cybersecurity, and agro-terrorism to citizen preparedness and public works. NTED courses include multiple delivery methods: instructor-led (direct deliveries), train-the-trainers (indirect deliveries), customized (conferences and seminars), and web-based. Instructor-led courses are offered in residence (i.e., at a training facility) or through mobile programs, in which courses are brought to state and local jurisdictions that request the training.



Course Description

Overview

The *Emergency Operations Center (EOC) Operations and Planning for All-Hazards Events* course trains EOC personnel in the skills necessary to effectively plan for and manage a large-scale incident by applying and implementing an all-hazards, multi-disciplinary, management team approach, with specific emphasis on the planning, resource management, and information management processes. This approach is described in the National Incident Management System's (NIMS) Incident Command System (ICS) and Joint Information System (JIS). The course concludes with a practical application, simulation-supported exercise designed to provide practical experience with the emergency management and decision-making skills necessary to effectively manage an EOC. The course is 16 hours, with decision-based activities and exercises comprising 8 of the 16 hours. This course will develop and reinforce emergency management, planning, situational awareness, information management, resource management, and decision-making skills for participants.

Scope

The course offers the opportunity for participants to develop their emergency management operations skills and to gain practical experience in the individual and group processes necessary to manage an EOC. Each participant will gain a better understanding of the management requirements and skills necessary to effectively coordinate and support the response and recovery activities during a large-scale event. This course will also refresh the concepts of the Multi-Agency Coordination System (MACS) and provide examples of how this system can be used to improve incident response.

Course topics include:

- EOC functions and organizational models
- EOC planning processes
- EOC information management processes
- EOC resource management processes

National Preparedness Goal

Presidential Policy Directive-8 (PPD-8): *National Preparedness* describes the nation's approach to preparing for the threats and hazards that pose the greatest risk to the security of the United States. National "preparedness is the shared responsibility of our entire nation. The whole community contributes, beginning with individuals and communities, the private and nonprofit sectors, faith-based organizations, and all governments (local, regional/metropolitan, state, tribal, territorial, insular area, and Federal)" (U.S. Department of Homeland Security [DHS], p. 1). "We describe our security and resilience posture through the core capabilities that are necessary to deal with the risks we face. We use an integrated, layered, and all-of-Nation approach as our foundation" (DHS, p. 1).



"Using the core capabilities, we achieve the National Preparedness Goal by:

- Preventing, avoiding, or stopping a threatened or an actual act of terrorism.
- Protecting our citizens, residents, visitors, assets, systems, and networks against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive.
- Mitigating the loss of life and property by lessening the impact of future disasters.
- Responding quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of an incident.
- Recovering through a focus on the timely restoration, strengthening, and revitalization of infrastructure, housing, and the economy, as well as the health, social, cultural, historic, and environmental fabric of communities affected by an incident" (DHS, p. 1).

"The core capabilities contained in the Goal are the distinct critical elements necessary for our success. They are highly interdependent and require us to use existing preparedness networks and activities, coordinate and unify efforts, improve training and exercise programs, promote innovation, leverage and enhance our science and technology capacity, and ensure that administrative, finance, and logistics systems are in place to support these capabilities" (DHS, p. 1). The capability targets (i.e., the performance threshold(s) for each core capability) will guide the allocation of resources in support of national preparedness.

Core Capabilities

The core capabilities provide guidance on the specific capabilities and levels of capability that federal, state, local, and tribal entities will be expected to develop and maintain. The current core capabilities identify thirty-two essential capabilities. This course addresses capability targets under the following capabilities through an instructor-led training module and activities to emphasize key points:

- Community resilience
- Intelligence and information sharing
- Logistics and supply chain management
- Operational communications
- Operational coordination
- Planning
- Public information and warning
- Situational assessment

These capabilities are strengthened by the facilitated discussions and interactions of the multi-discipline class attendees. In addition, through the use of the NIMS concepts, course participants are given the opportunity to explore how to improve these specific areas for their jurisdiction and are encouraged to try new ideas discussed in the class as part of the exercises.



National Risk and Capability Assessment (NRCA)

The foundation of preparedness should be based on understanding the realistic risks that pose the greatest risks to the local jurisdiction, its infrastructure, and the community. Examples of these threats include acts of terrorism, cyber-attacks, pandemics, and catastrophic natural disasters.

The NRCA developed a suite of tools to aid local communities in understanding the types of threats and risks that they would need to address by answering three questions:

- What threats and hazards can affect our community?
- If they occurred, what impacts would those threats and hazards have on our community?
- Based on those impacts, what capabilities should our community have?

The use of the NRCA tools has helped communities to better understand threats and hazards, assess the risks, build and sustain capabilities, reduce vulnerability, identify ways to increase resilience, and avoid duplication of effort, which has led to the concept of community lifelines.

Community Lifelines

“Stabilizing community lifelines is the primary effort during response to lessen threats and hazards to public health and safety, the economy, and security. A community lifeline enables the continuous operation of critical government and business functions and is essential to human health and safety or economic security. Together, the community lifelines reframe incident information to provide decision makers with root cause and impact analysis. This construct maximizes the effectiveness of federally supported, state managed, and locally executed response” (DHS, 2019, p. 8).

The seven community lifelines are:

- Safety and security
- Food, water, shelter
- Health and medical
- Energy (power and fuel)
- Communications
- Transportation
- Hazardous material

“The seven community lifelines represent only the most basic services a community relies on and which, when stable, enable all other activity within a community. The lifelines are designed to enable emergency managers, infrastructure owners and operators, and other partners to analyze the root cause of an incident impact and then prioritize and deploy resources to effectively stabilize the lifeline” (DHS, 2019, p. 8). EOCs should be organized to deliver core capabilities to stabilize community lifelines for an effective response. Additionally EOCs should be able to draw on whole community organizations to work together to stabilize lifelines and meet disaster needs.

“The community lifelines do not directly cover all important aspects of community life that can be affected by an incident, including impacts to natural, historical, and cultural resources. For



example, financial and economic issues important to the life and safety of affected individuals may also arise indirectly from impacts to lifelines during an incident” (DHS, 2019, p. 8). It is the job of the EOC to assess and balance these impacts when developing plans and implementing those plans during responses.

Target Audience

Eligible participants include emergency management and response personnel who currently or potentially work in an EOC at the state, local, tribal, or Department of Defense (DoD) installation level. Enrollment can be single participants, jurisdictions, or mixed. Disciplines include, but are not limited to:

- Law enforcement
- Emergency Medical Services (EMS)
- Emergency management
- Fire service
- Governmental administrative
- Communications
- Health care
- Public health
- Hazardous materials
- Public works
- Transportation
- Utilities
- Agriculture/Natural resources
- Non-Governmental Organizations (NGO)
- Volunteer and/or faith-based organizations
- Private sector/business

Prerequisites

Recommended Training

Participants should complete the Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI) IS-2200: *Basic Emergency Operations Center Functions* course (<https://training.fema.gov/is/courseoverview.aspx?code=IS-2200>) prior to the MGT-346 course. This is a free online course and takes about 4 hours to complete. Completing this course is highly recommended.



Basic ICS information can be gained by completing the following FEMA online courses:

- IS-100.C: *Introduction to the Incident Command System, ICS 100*
- IS-200.C: *Basic Incident Command System for Initial Response*
- IS-700.B: *An Introduction to the National Incident Management System*
- IS-800.D: *National Response Framework, An Introduction*

Course Length

16 hours: two, 8-hour days

Instructor-to-Participant Ratio

3:36

Required Materials/Facilities

Three experienced instructors with emergency preparedness and operations experience will facilitate the open-style seminar. The following items are provided by the sponsoring jurisdiction for the delivery of this course:

- Facility suitable to accommodate 36 participants
- Projection screen
- 5 easels with paper and/or white boards with appropriate markers
- Internet access
- Computer (e.g., laptop, desktop, or tablet) for each participant

The following items are provided for the delivery of this course:

- *Emergency Operations Center (EOC) Operations and Planning for All-Hazards Events Participant Guide*
- Microsoft PowerPoint presentation slides
- Computer and projector
- Emergency Management Exercise System (EM*ES) (contains injects, videos, etc.)

Testing/Certification

Following DHS standards, a pretest and post-test are administered to measure participants' understanding of the course material. Participants are required to score 70 percent or better on the post-test and attend 80 percent of the course hours in order to receive a course certificate of completion. If a participant scores below 70 percent, the instructors are available to provide remediation with the participant to address specific areas of emphasis. Participants will be allowed up to two additional attempts at passing the post-test. If the participant still scores below 70 percent after the two post-test retakes, he/she will not receive a course certificate of completion and the participant must retake the course at a future date and pass the post-test to receive the course certificate of completion.



This course is structured in a series of modules that progressively focus down to the critical management processes used internally by efficient and effective EOC teams. These modules are supplemented with participant activities to allow participants to incrementally build understanding and skill sets that will allow them to exercise the processes. All of the processes are invoked in the scenario-based exercises delivered in module 5. The intent is to take the participant from the general (MACS) to the specific (EOC processes) while keeping the EOC as the focal point.

- Module 0: Introduction
- Module 1: Emergency Operations Center (EOC) Concepts, Responsibilities, and Structure
- Module 2: Emergency Operations Center (EOC) Planning Process
- Module 3: Emergency Operations Center (EOC) Information Management Processes
- Module 4: Emergency Operations Center (EOC) Resource Management Processes
- Module 5: Decision-Making Exercise



Course Agenda

Day 1

Module 0: Introduction	1 hour
Module 1: Emergency Operations Center (EOC) Concepts, Responsibilities, and Structure	1 hour and 30 minutes
Module 2: Emergency Operations Center (EOC) Planning Process	1 hour and 30 minutes
Lunch	1 hour
Module 3: Emergency Operations Center (EOC) Information Management Processes	1 hour and 30 minutes
Module 4: Emergency Operations Center (EOC) Resource Management Processes	1 hour and 30 minutes

Day 2

Module 5: Decision-Making Exercise	6 hours
Exercise AAR and course summary	2 hours



Course Matrix

Module 0: Introduction

Scope Statement

This module is administrative in nature. Participant and instructor introductions will be conducted along with the administration of the course pretest. In addition, course purpose, goals, objectives, and schedule will be addressed. The main points of information to come out of this module are the emergency management experiences of the participants. This information is used to gauge the overall knowledge level of the class to see if any minor adjustments to course delivery methods are required.

Terminal Learning Objective (TLO)

As this module's function is to provide a course introduction, it does not have a terminal objective.

Enabling Learning Objectives (ELO)

As this module's function is to provide a course introduction, it does not have enabling objectives.

Lesson Topics

- Course overview
- Participant and instructor introductions
- Administrative instructions

Instructional Strategy

Instruction for this module consists of an instructor-led presentation.

Assessment Strategy

The assessment consists of instructor observation of participants' discussion and interaction, as well as the administration of the course pretest.

Practical Exercise (PE) Statement

Not Applicable (N/A)



Module 1: Emergency Operations Center (EOC) Concepts, Responsibilities, and Structure

Scope Statement

This module describes the Emergency Operations Center's (EOC) responsibilities for both the direction and support of local government response to an incident and the continuity of operations throughout the jurisdiction during an EOC activation. This module also presents participants with the general concepts and overall operational view of an EOC, as well as the specific functions that should be accomplished within the EOC. It also discusses the organizational structure of the EOC and the potential concerns and effects of common organizational styles.

Terminal Learning Objective (TLO)

Participants will develop an organizational structure and define roles and responsibilities.

Enabling Learning Objectives (ELO)

1. Participants, working as a group, will develop an organizational structure for an Emergency Operations Center (EOC).
2. Participants, working alone, will familiarize themselves with the functionality and features of the Emergency Management Exercise System (EM*ES).
3. Participants, working as a group, will identify roles and responsibilities within the EOC.
4. Participants, working as a group, will apply the interface processes necessary to support the Incident Commander (IC) on-scene and provide continuity of operations throughout the jurisdiction.

Lesson Topics

- Organizational models
- Roles and responsibilities
- Functional grouping

Instructional Strategy

This information is delivered through facilitated, interactive discussion with information in the form of exercise injects. Key concepts are reinforced through the simulation-supported exercise activity.

Assessment Strategy

The assessment strategy is instructor observation of the participant activities, outputs, and interaction based on the participant response to the problem statements and exercise injects.



Practical Exercise (PE) Statement

The first practical activity allows the participants to develop an organizational structure that can be used to organize their notional EOC. Participants will choose an organizational structure and assign personnel to positions within that structure.

The second activity allows participants, working alone, to familiarize themselves with the functionality and features of the Emergency Management Exercise System (EM*ES).



Module 2: Emergency Operations Center (EOC) Planning Process

Scope Statement

This module discusses the importance of the planning process, for both operational period and long-range planning, as it pertains to an Emergency Operations Center (EOC). A modified version of the U.S. Coast Guard (USCG) Planning P provides a framework for the EOC planning processes. This module breaks the planning process into steps to demonstrate to participants how the EOC planning cycle helps to ensure that short- and long-term objectives are kept and established priorities are met. This module reinforces key concepts from the National Incident Management System (NIMS).

Terminal Learning Objective (TLO)

Participants will perform the planning functions utilized by the Emergency Operations Center (EOC).

Enabling Learning Objectives (ELO)

1. Participants, working as an EOC, will describe the planning cycle used during an EOC activation.
2. Participants, working as an EOC, will experience an EOC initial activation briefing using the appropriate agenda.
3. Participants, working as an EOC, will conduct an EOC objectives meeting using the appropriate agenda.
4. Participants, working as an EOC, will discuss an EOC strategy meeting using the appropriate agenda.
5. Participants, working as an EOC, will discuss an EOC planning meeting using the appropriate agenda.
6. Participants, working as an EOC, will discuss an EOC operations briefing using the appropriate agenda.

Lesson Topics

- Planning P
- EOC Action Plan (EOC-AP)
- Business process meeting
- Priorities, Objectives, Strategies, and Tasks (POST)
- Preparedness
- Response



Instructional Strategy

This information is delivered through facilitated, interactive discussion, and with information in the form of exercise injects. Key concepts are reinforced through the simulation-supported exercise activity.

Assessment Strategy

The assessment strategy is instructor observation of the participant activities, outputs, and interaction based on the participant response to the problem statements.

Practical Exercise (PE) Statement

This module includes one practical activity intended to introduce participants to the planning process used in the EOC. The instructor-led activity exposes the participants to the planning process through the modeling of a meeting and facilitated discussions of the essential planning briefings and meetings in the process.



Module 3: Emergency Operations Center (EOC) Information Management Processes

Scope Statement

This module describes the Emergency Operations Center's (EOC) responsibilities as they pertain to the direction and coordination of the local governments' information management process and how that might affect response and recovery. The module also describes how the EOC serves as the nexus of communications between various government agencies, the private sector, and the public.

Terminal Learning Objective (TLO)

Participants will utilize an information management process that fits the needs of an Emergency Operations Center (EOC) including internal and external sharing of information.

Enabling Learning Objectives (ELO)

1. Participants, working as a group, will identify information management needs.
2. Participants, working as an EOC, will utilize an information management process used during the simulated EOC activation.
3. Participants, working as a group, will identify the different sources, methods, and audiences for collecting and disseminating information.

Lesson Topics

- Information needs within an EOC
- Situation awareness
- Common Operating Picture (COP)
- Community lifelines: communications
- Incident Command System (ICS) 213 General Message Form
- ICS 214 Activity Log
- Battle rhythm/operations tempo
- Information management systems
- Public information, Joint Information Center (JIC), and Joint Information System (JIS)

Instructional Strategy

This information is delivered through facilitated, interactive discussion with information in the form of exercise injects. Key concepts are reinforced through the simulation-supported exercise activity.



Assessment Strategy

The assessment strategy is instructor observation of the participant activities, outputs, and interaction based on the participant response to the problem statements.

Practical Exercise (PE) Statement

The purpose of this activity is for participants to demonstrate the process of collecting, processing, analyzing, disseminating, and distributing information.



Module 4: Emergency Operations Center (EOC) Resource Management Processes

Scope Statement

This module addresses the various resource management functions, processes, and coordination strategies the Emergency Operations Center (EOC) could employ during an activation in support of an incident response and recovery effort. This includes the application of tools, best practices, and systems to help the EOC provide Incident Commanders (IC) and the jurisdiction with timely and appropriate resources during an incident.

Terminal Learning Objective (TLO)

Participants will perform the resource management functions utilized by an Emergency Operations Center (EOC).

Enabling Learning Objectives (ELO)

1. Participants, working as a group, will discuss a resource management process to be utilized in the EOC.
2. Participants, working as a group, will describe the steps of the resource management process used during an EOC activation.

Lesson Topics

- Preparedness
- Primary tasks
- Resource planning
- Resource management

Instructional Strategy

This information is delivered through facilitated, interactive discussion with information in the form of exercise injects. Key concepts are reinforced through the simulation-supported exercise activity.

Assessment Strategy

The assessment strategy is instructor observation of the participant activities, outputs, and interaction based on the participant response to the problem statements and injects from the exercise.



Practical Exercise (PE) Statement

This practical exercise is a continuation of the scenario introduced earlier in the course designed to allow the participants to demonstrate resource management and coordination strategies within a given incident. The computer-based simulation will be used to facilitate this activity.



Module 5: Decision-Making Exercise

Scope Statement

This 8-hour module is intended to evaluate the participants' understanding of the concepts and principles taught in the course.

Terminal Learning Objective (TLO)

Participants will operate within a simulated Emergency Operations Center (EOC) utilizing the concepts, functions, and processes while supporting a response to a large-scale incident.

Enabling Learning Objectives (ELO)

1. Participants, working as an EOC, will create an Emergency Operations Center-Action Plan (EOC-AP).
2. Participants, working as an EOC, will manage information internal and external to the EOC.
3. Participants, working as an EOC, will establish and maintain an organizational structure and process appropriately integrating all critical stakeholders in support of a large-scale incident.
4. Participants, working as an EOC, will manage resources in support of a large-scale incident impacting the community.
5. Participants, working as an EOC, will manage logistical operations including identifying necessary facilities and resources and completing Incident Command System (ICS) 213 Resource Request (RR) forms.
6. Participants, working as an EOC, will review and develop EOC objectives as necessary.
7. Participants, working as an EOC, will develop priorities, identifying major concerns, limitations, and constraints, and create management guidelines.
8. Participants, working as an EOC, will review current and develop the next operational period objectives.
9. Participants, working as an EOC, will conduct an objectives meeting.
10. Participants, working as an EOC, will conduct a strategies meeting.
11. Participants, working as an EOC, will prepare for a planning meeting by completing necessary documents and plans needed for a proposed EOC-AP including ensuring all staff understand and acknowledge their responsibilities.
12. Participants, working as an EOC, will conduct a planning meeting including receiving final input and approval of a proposed EOC-AP.
13. Participants, working as an EOC, will conduct the next operational period briefing.

Lesson Topics

Facilitated, scenario-based, role-playing exercise applying all course topics



Instructional Strategy

Participants will take part in a facilitated, scenario-based, role-playing exercise allowing them to apply the concepts, functions, and processes discussed throughout the course. This includes utilizing an EOC organizational structure, establishing and maintaining an information management processes, and executing the planning cycle and the resource management processes within the EOC in response to a simulated complex and/or expanding incident.

Assessment Strategy

During the exercise activity, the assessment strategy is instructor observation of the participant activities, outputs, and interactions as they relate to accomplishing the processes discussed during the previous day of class.

Practical Exercise (PE) Statement

The class is engaged in an approximately 8-hour decision-making exercise designed to bring together all of the processes and procedures taught in the course. The specific scenario is chosen from a suite of exercises available to the instructors based on the needs of the jurisdiction and the instructor's assessment of the class's emergency management maturity. The planning process is emphasized, but injects are designed to drive all of the processes required of a successful EOC.