

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF
COLUMBIA UDC RESOLUTION NO. 2026 - 07**

SUBJECT: APPROVAL OF THE A.S. DEGREE PROGRAM IN PARAMEDICS

WHEREAS, pursuant to D.C. Official Code § 38-1202.06(3), the Board of Trustees is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy for the components of the University; and

WHEREAS, pursuant to DCMR § 8B DCMR §308.1 new associate, baccalaureate, and graduate degree programs may be added to the University curricula upon recommendation by the Academic Senate and the President and after approval by the Board; and

WHEREAS, the Administration proposes an Associate of Science degree in Paramedics; and

WHEREAS, the proposed Associate of Science Degree in Paramedics supports the Paramedic Certificate and Emergency Medical Technician (EMT) Certificate programs and meets the growing workforce demand for skilled emergency medical professionals in the region; and

WHEREAS, the Associate of Science of Paramedics Degree will provide a comprehensive education, combining clinical training, theory, and field experience; and

WHEREAS, by strategically managing costs and leveraging industry partnerships and grant opportunities, the Associate of Science in Paramedics program is expected to be financially sustainable and to generate positive returns on investment over time; and

WHEREAS, the proposed Associate of Science of Paramedics Degree program has been approved by all required levels of faculty and administration.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the University of the District of Columbia hereby approves the implementation of the Associate of Science in Paramedics in accordance with the attached Exhibit A proposal.

Submitted by the Academic & Student Affairs Committee: March 3, 2026

Approved by the Board of Trustees: March 10, 2026



Warner H. Session
Chairperson of the Board

EXHIBIT A



FACULTY SENATE
ACADEMIC PROGRAM APPROVAL TRANSMITTAL FORM

TYPE OF REVIEW REQUESTED NEW PROGRAM : Emergency Medical Services
Program with three pathways: Certificate program in Emergency Medical Technician, Certificate
in Paramedics and Associate of Science (AS) Degree in Paramedics

Naciem Yousif Naciem Yousif 2/28/2025

Chair, Program Curriculum Committee Date

Ansiur Rahman Palash .. Anisur Rahman Palash 2/28/2025

Chair, Department Curriculum Committee Date

Bushra Ahmad Saeed.. Bushra 03/3/2025

Transmittal by Department/ Division Chair on behalf of the Program Unit Faculty Date

[Signature] 3/9/25
Chair, College/School Curriculum Committee Date

Marilyn Hamilton, Ph.D., Dean Marilyn A. Hamilton 8/10/2025

College/School Dean Date

Chair, Branch Campus Committee, Faculty Senate Date

[Signature] 11/18/2025

Chair, ASPPC or Graduate Council, Faculty Senate Date

Arlene King-Berry 11/24/2025

Chair, Faculty Senate Date

[Signature] 2/10/26
Provost Date

University President (if required) Date

Chair, Board of Trustees Date

Proposal for an Emergency Medical Services Program at UDC-CC with three pathways

- 1. Certificate in Emergency Medical Technician (EMT)**
- 2. Certificate in Paramedics**
- 3. Associate of Science (AS) degree in Paramedicine**



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February 2025

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A. Review Type Requested – New Program

The University of the District of Columbia - Community College (UDC-CC) proposes establishing a new Emergency Medical Services program. The program has three pathways. The first path is an Emergency Medical Technician (EMT) certificate program. This primary target population is the high school students attending public and charter schools in the District of Columbia in the Advanced Technical Center (ATC). The second path is the certificate in paramedics, available to all qualified applicants, with priority given to applicants living or working in the District of Columbia. The third path is the Paramedics Associate in Science (AS) degree, where students with a paramedic license may obtain a college-level degree. The proposed program is designed to prepare students to enter the workforce directly and/or to obtain an associate degree. Credits earned in this program will be transferable to other institutions that grant baccalaureate degrees. This program shall be named the Emergency Medical Services (EMS) program.

B. Program Description/Requirements

Over the past 10+ years, the District of Columbia has experienced a severe shortage of qualified paramedics to operate emergency medical services for its residents. The news has been bombarded with reports of delays in service due to this shortage, which has resulted in horrific outcomes. The purpose of this pathway of programs is to directly increase the number of educated and qualified emergency medical personnel in the District of Columbia and provide sustainable employment for the residents of DC.

The first proposed path in the EMS program is the EMT certificate. As previously mentioned, public and charter high school students in the District of Columbia in the Advanced Technical Center (ATC) take college-level courses to gain college credit, gain valuable experience, and become employed directly after graduation. High school students wishing to enter the EMS program concurrently enroll in EMT training courses as well as two courses in writing, a course in quantitative reasoning (math), a course in psychology, and a course in values and ethics. This opportunity gives high school students a career path for employment while concurrently enrolled in secondary school and a quicker path to obtaining an associate degree in paramedics. Any student from this path who completes the paramedic certificate program will have already gained the general education credits for the last semester of the AS degree. The proposed certificate path will require multiple semesters of college-level coursework in preparation for an EMT career. This program will not interfere with DC Fire and Emergency Medical Services (DCFEMS) since they recruit adults and/or high school graduates. Students who complete this path can take the National Registry Exam for EMTs (NREMT). Those students who gain licensure may apply to the second path in the Paramedics certification or enter the workforce without further education.

The second proposed path is the paramedic certificate. All licensed EMTs are eligible for application, which includes those who completed the EMT certificate program at UDC-CC and current EMTs employed by DCFEMS or other entities. As previously mentioned, the program will prioritize applicants who live or work in DC since the program aims to increase the number of qualified paramedics in DC. This proposed path will take one academic year with 45 college credits to complete, including the summer semester after enrollment (therefore, three total semesters). Students who successfully complete this path are eligible to take the NR-EMT for paramedics and gain licensure as a paramedic. Those students who gain licensure may take additional courses to complete the third path or enter the workforce without further education.

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The third proposed program is the Paramedics Associate in Science (AS) degree program. All paramedics who have gained licensure may choose to enroll in one additional semester of 15 general education credits and become eligible for an AS degree (60 credits total). Some students may already have transfer credits or may choose to enroll in additional classes concurrent to their certificate path.

The UDC-CC currently offers a variety of certificates and associate degree programs, especially in related healthcare fields such as nursing, respiratory therapy, and mortuary science. This proposal will outline a new pathway for students to enter healthcare from simpler beginnings. In addition, the EMT pathway will collaborate with Workforce Development and the Office of State Superintendent of Education (OSSE) to encourage high school students, especially those from Ward 8, to enter the workforce. Furthermore, many paramedics with years of experience from across the country choose to enroll in nursing (LPN, RN, BSN, etc.) programs to further their income potential. The proposed pathway program is designed not only to meet the needs of aspiring high school graduates but also community college students and current EMTs in the District of Columbia and the Greater Washington DC Metropolitan area. The proposed degree program is designed to achieve the following objectives:

- (i) Provide a continuous and seamless pathway for District of Columbia high school graduates to obtain proper qualifications to enter emergency medical services, specifically EMTs and paramedics;
- (ii) Provide a pathway for current DC EMTs to further their training and become qualified paramedics to serve the city;
- (iii) Encourage certificate students who wish to continue their education to receive an associate degree in paramedics and further their education beyond;
- (iv) Enhance existing healthcare associate degree programs at UDC-CC to collaborate in emergency medical services scenarios.

According to the US Department of Labor, Bureau of Labor Statistics, there are 472 job openings in the DC Metropolitan Area, with an expected 6% increase by the end of 2025. Nationally, the median salary is roughly \$38,900 for EMTs and \$53,200 for paramedics. However, according to dc.gov, the job opening for paramedics begins at \$71,573 and goes up to a maximum of \$101,450 (depending on experience). According to the same website, EMT cadets in DCFEMS will earn roughly \$35,700 and, upon completing the firefighter/EMT training, will earn a starting salary of \$62,236.

Program Marketing

The proposed EMS program will partner with DCFEMS as a joint effort to train EMTs to become licensed, qualified, and well-trained paramedics. To this end, DCFEMS has already marketed to local high schools and employment agencies to recruit new EMTs. For those EMTs that show critical thinking and practiced skills, they will recruit those candidates to the paramedic program. Indeed, most EMTs will desire to enter the program naturally. As outlined in the program description section, the annual salary of a paramedic is considerably higher than that of an EMT. The EMS program (and, by extension, UDC-CC) will also partner with the public and charter high schools in the Advanced Technical Center (ATC). They will already recruit high school students into many healthcare fields. The proposed EMT program at these high schools will give the ATC another option for students to enter the workforce. This program will naturally feed into the paramedic certificate and associate degree program. Statistical analysis of the constant turnover of paramedics in the country shows that some paramedics may pursue other careers in health care, such as medicine, nursing, etc. Thus,

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the proposed EMS program can become a recruiting tool for the different programs within the NAHLPS division at UDC-CC.

Program Administration

The program director of the EMS program shall oversee the implementation and administration of the proposed certificate and associate degree programs. The program director shall report periodically to the division director of the Nursing, Allied Health, Life, and Physical Sciences (NAHLPS) division within UDC-CC. All requirements for the certificate program will be outlined in the next section, and all requirements for the associate in science degree will follow the general requirements of UDC-CC as well as the academic policies of the university. Many courses in the certificate programs will be delivered at the PR Harris site located at 4600 Livingston Rd. SE Washington, DC. This branch campus site also houses the EMT training for DCFEMS. The general education credits required for an associate degree will be completed at the Lamond-Riggs campus.

This program, as well as all other paramedic and EMS programs nationwide, must be accredited through the Committee on Accreditation of Emergency Medical Services Professions (CoAEMSP), recognized by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which in turn is recognized by the Council for Higher Education (CHEA). Accreditation is required so program graduates can sit for the National Registry of Emergency Medical Technicians and Paramedics (NR-EMT). Students who successfully pass the exam can obtain an EMT license. Therefore, the program director, the program faculty, and the NAHLPS division director will ensure the initial and continuous accreditation of the program by CoAEMSP. To do so, the program will follow all guidelines for didactic, skills, clinical, and internship hours delineated by CoAEMSP.

As required by CoAEMSP, an **Advisory Committee** will be assembled to “advise the program regarding revisions to curriculum and program goals based on the changing needs and expectations of the program’s communities of interest, and an assessment of program effectiveness, including the outcomes specified in these Standards.” (CAAHEP 2023 *Standards and Guidelines* for the Accreditation of Educational Programs in the EMS Professions). Additionally, the members of the **Advisory Committee** will help direct the program in terms of job opportunities and internships. The members of the **Advisory Committee** “must include at least one representative of each community of interest and meet annually. Communities of interest served by the program include, but are not limited to, students, graduates, faculty members, sponsor administrators, employers, physicians, clinical and capstone field internship representatives, and the public.” (CAAHEP 2023 *Standards and Guidelines* for the Accreditation of Educational Programs in the EMS Professions)

Student Advising

A UDC-CC Student Success Center Specialist advisor will advise each student admitted into the program. In addition, each student will be assigned to a faculty member within the program to ensure that all CAAHEP Standards and programmatic policies are followed appropriately.

Other Student Resources

Just as for all other UDC-CC students, the students of the proposed EMS program will also have access to the Center for Academic and Career Excellence (CACE) for tutoring and other academic support services, the Office of Career Services, where students can get additional career counseling pertaining to their goals, and the Counseling and Wellness Center that promotes psychological wellbeing that helps students reach their academic, personal, and relational goals.

B1. Admission Standards

The admission standards to earn either a certificate or an associate degree at UDC-CC comprised of the following:

- UDC Community College (Associate degree programs):
 - High school diploma, GED or equivalent
- Transfer Students
 - Transferring to the Community College (Associate degree programs):
- High school diploma, GED or equivalent
 - Not currently on academic probation or suspension at another college or university (There is a two-year waiting period for those who've been academically dismissed from their last school.)

In addition, all Paramedics certificate/AS degree program applicants MUST have a valid and current license as an EMT or Advanced EMT (AEMT).

B2. Degree Requirements

Graduation Requirements: Associate degree

All students must meet the following requirements to earn an associate degree from UDC:

- Residency: The University confers associate degrees upon students who complete the last 15 semester credit hours of study while at the University of the District of Columbia.
- Students must attain a minimum cumulative grade point average of 2.00.
- Each required course in the program curriculum must have a grade of “C” or better to be considered passing.
- Listed below are the university-wide requirements for an associate degree at the University of the District of Columbia Community College.
 - A minimum of 60 credit hours of college-level courses is required, including specific classes identified in the departmental program of study and the applicable University-wide requirements. Once admitted and registered as a student at the University of the District of Columbia Community College, the student is expected to be enrolled every semester until the student has completed the degree objective. Any student who is not continuously enrolled, exclusive of the summer term, is subject to the requirements in effect at the time of re-enrollment.
- Community College Honors: Students pursuing a two-year degree are eligible to graduate with honors if 60 percent of the credits earned for graduation have been achieved at the University of the District of Columbia and if the student has earned a 3.30 cumulative grade point average in all attempted hours.
- Associate Degree General Education Requirements: Specific University-wide requirements are those for all two-year programs

B3. AS Degree General Requirements

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- 1) Educational requirements for admission to the program: AS degree requirements are listed in Tables 2 and 3. The general education requirements for the program are the same as those required for all degree programs at the college.
- 2) The Transfer Credits policy is the same as those for all degree programs at the college.

B4. Curriculum

Elective Course List

As seen in Tables 1, 2, and 3, the curriculum of each pathway has no option for elective courses. However, if a student wishes to register for elective credits, the credits may be applied towards another degree (additional associate degree, bachelor's degree, etc.)

Crosswalk

The proposers of this curriculum performed a crosswalk with various nationally recognized and accredited programs, including South Alabama University and Miami Dade College. This crosswalk also included many local accredited programs, including Northern Virginia Community College (NOVA), Prince George's County Community College (PGC-CC), Howard Community College, the Community College of Baltimore County (CCBC), and Anne Arundel Community College. Moreover, the proposers visited two local sites, PGC-CC and CCBC, to see their resources and facilities firsthand and to ask questions about accreditation, resource management, and other programmatic variables to these program directors and faculty. Tables 1, 2, and 3 list the proposed courses for the EMT certificate program, the paramedic certificate program, and the paramedic associate degree program, respectively. The combination of CoAEMSP requirements for curriculum, crosswalk of various curricula, and suggestions from program directors on our site visits have directed the proposers into a modern and potentially accredited curriculum for the students in this proposed program.

Table 1: EMT certificate program

Administered by the ATC

Course Code	Course #	Course Name	Pre-reqs	Credits
EMTC	101C	Emergency Medical Technician - Didactic	None	4
EMTC	102C	Emergency Medical Technician - Skills	None	2
EMTC	103C	Emergency Medical Technician - Field	None	2
EMTC	104C	Emergency Medical Technician - Clinical	None	2
EMTC	105C	Emergency Medical Technician - Capstone	None	2
Total Credits				12

Table 2: Curriculum for the Certificate in Paramedics path

1st Semester - Fall

Course Code	Course #	Course Name	Pre-reqs	Credits
PMED	101C	Paramedic Foundations	None	4
PMED	104C	Paramedic Emergency Care I	None	3
PMED	105C	Paramedic Skills Lab I	None	2
BIOL	111C	Anatomy & Physiology I - Lecture	None	3
BIOL	113C	Anatomy & Physiology I - Lab	None	1

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PMED	106C	Paramedic Cardiology	None	3
Total Credits				16

2nd Semester - Spring

PMED	114C	Paramedic Emergency Care II	All 1 st -semester courses	4
PMED	115C	Paramedic Skills Lab II	All 1 st -semester courses	2
BIOL	112C	Anatomy Physiology II - Lecture	All 1 st -semester courses	3
BIOL	114C	Anatomy Physiology II - Lab	All 1 st -semester courses	1
PMED	107C	Paramedic Field Experience	All 1 st -semester courses	3
PMED	108C	Paramedic Pharmacology	All 1 st -semester courses	3
Total Credits				16

3rd Semester - Summer I & II combined

PMED	201C	Paramedic Capstone Internship	All 2 nd -semester courses	4
PMED	202C	Paramedic Special Populations	All 2 nd -semester courses	4
PMED	207C	Paramedic Clinical Experience	All 2 nd -semester courses	3
PMED	210C	Paramedic NR Exam Preparation	All 2 nd -semester courses	2
Total Credits				13
Total Credits for the Paramedics Certificate Path				45

Table 3: Curriculum for AS degree in Paramedics path

Fall or Spring Semester

IGED	110C	Foundation Writing I - 1 st 8 weeks	None	3
IGED	111C	Foundation Writing II - 2 nd 8 weeks	IGED-110C	3
IGED	120C	Foundation Quantitative Reasoning	None	3
IGED	140C	Foundation Ethics and Values	None	3
PSYC	201C	Introduction to Psychology	None	3
Total Credits				15
Total Credits for the AS Paramedics Path (Certificate + last semester)				60

Program Outcome for the EMS Program

As delineated in the CAAHEP 2023 *Standards and Guidelines* for the Accreditation of Educational Programs in the EMS Professions, the goal of the program is to prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession

C. Program Feasibility

C.1 Demonstration of need (including internal and external supporting data)

The need for an Emergency Medical Services (EMS) program, including the EMT and Paramedic certificates and Associate of Science in Paramedics, is widely recognized at the national, state, and local levels. Employment in STEM (Science, Technology, Engineering, and Mathematics) fields, including healthcare, is expected to grow significantly. According to reliable data sources, overall STEM employment in the U.S. will increase by more than 10% between 2020 and 2030, much faster than the average for all occupations.

STEM occupations, including EMS-related roles, proliferate in the Washington, D.C. Metropolitan Area. The U.S. Department of Labor forecasts a 29% increase in STEM jobs, adding about 2.1 million new positions between 2010 and 2020. Washington, D.C. also has a high concentration of nanotechnology-related employment, more than twice the national average, demonstrating the region's robust STEM job market.

Moreover, the EMS field is essential in the Washington, D.C. region, which has over 4 million people. The EMS profession, including EMTs and paramedics, plays a crucial role in the region's healthcare infrastructure. As part of this, the AS in Paramedics program at UDC-CC will be a key pathway for students to enter the healthcare workforce, directly responding to local workforce needs.

Associate degrees are increasingly seen as a cost-effective and flexible educational goal that can enhance student success. Collaborations by DC Fire and EMS and OSSE are scaling efforts to increase the number of students earning associate degrees, particularly those who transfer from community colleges to the workforce, promoting better student completion and success.

C.2 Congruence with Academic Unit Objectives and University Mission

The proposed EMS program aligns with the University of the District of Columbia's Strategic Plan, which focuses on supporting the economic development of the District and meeting workforce needs. The program's curriculum is designed to prepare students for the demands of the EMS field and to provide a strong foundation in applied science while also fostering skills in communication, critical thinking, problem-solving, and mathematics.

The program's goals directly support UDC-CC's educational mission by helping students develop personal integrity, professionalism, and ethical behavior, which are crucial to success in the EMS field. Additionally, it complements UDC's goal of creating seamless pathways between UDC-CC and the university's flagship campuses. This program allows students to transition into further education, particularly in healthcare and emergency medicine.

The EMS program also supports UDC's **Equity Imperative**, which aims to:

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- Expand academic programs to meet workforce needs in the District and Washington metropolitan region.
- Create pathways for students to obtain a baccalaureate degree.
- Offer transfer programs that align with other UDC baccalaureate degrees.
- Develop collaborative programs with other UDC colleges, such as SEAS, CAS, and CAUSES, to support smooth transitions into baccalaureate studies.

* The development of the Paramedic and broader EMS Education Program at the University of the District of Columbia represents a transformative milestone for both the institution and the region. As the first publicly accessible Paramedic Program in the District of Columbia and the only one housed within a public, land-grant university, this initiative embodies UDC's commitment to equitable access, public service, and workforce development. The program directly supports the University's mission to provide affordable, high-quality education that meets the evolving needs of the district and its residents while strengthening the city's emergency medical services infrastructure. By establishing this program, UDC expands its footprint in the health sciences, enhances interdisciplinary collaboration with existing public health, nursing, and allied health programs, and serves as a central training hub for first responders in the nation's capital.

Beyond addressing the region's critical shortage of paramedics and advanced life support providers, the program reinforces UDC's strategic priorities by fostering meaningful partnerships with hospitals, fire and EMS departments, and community health organizations. It provides students with hands-on, experiential learning through high-fidelity simulation and field internships, bridging classroom education with real-world application. This initiative not only advances workforce readiness and public health preparedness but also elevates UDC's standing as a model of community engagement and resilience—demonstrating the essential role of a public land-grant university in meeting local and regional healthcare needs.

C.3 Avoidance of Duplication or Overlap with Existing Courses or Programs

The proposed EMS program will not duplicate any existing programs at UDC-CC. Instead, it will enhance and complement the current offerings in related fields, such as health sciences and applied science programs. Ongoing evaluation of the program's curriculum by the EMS Program Committee will ensure that the courses meet current industry needs without overlap.

C.4 Relationships with Other UDC Programs

The EMS program will strengthen and complement other associate degree programs at UDC-CC and the university's baccalaureate programs. It will be evaluated and aligned with existing programs in SEAS, CAS, and CAUSES, ensuring a consistent and cohesive academic structure. Collaboration between UDC-CC and UDC's flagship campuses will enhance the overall educational offerings and create opportunities for students to pursue further studies in healthcare and emergency services.

The program will partner with numerous entities to ensure that all students receive the necessary training for their careers as a paramedic. First, UDC has partnered with Howard University Hospital to provide clinical experience to all students. Second, the proposed EMS program will partner with DCFEMS to allow students to take many didactic and skills courses at the PR Harris site, which

currently contains many resources to train EMTs. Finally, the program's partnership with DCFEMS implies a partnership with local firehouses with personnel serving DC as paramedics. This entity will serve the EMS program well for the internship and capstone portions of the program, where students will shadow paramedics and serve as lead paramedics, respectively.

C.5 Standards of Relevant Accrediting Agencies and/or Professional Societies

The program will be designed to align with industry standards for EMS certification and training, ensuring that graduates are prepared to meet the requirements of professional accrediting bodies, such as the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the National Registry of Emergency Medical Technicians (NREMT).

C.6 Students Immediately Affected and Projected Enrollment

The EMS program is expected to attract students pursuing careers in healthcare, especially in emergency medical services. Enrollment is projected to grow steadily, with more students choosing STEM-related careers and transitioning from the Workforce Center to UDC-CC's credit side. As the program progresses, we anticipate more students moving to the Van Ness campus for further education (BS Biology, BS Chemistry paths).

The ATC will recruit DC high school students for the EMT program for career pathways. The goal of the relationship with UDC is to give students college credit for some of their work. All certifications and licensures must follow local and national rules and regulations. The relationship with DCFEMS will supply the current highly qualified EMTs in the paramedic programs as paramedic students in this proposed program. Given the shortage of paramedics in DC and the higher salaries paramedics earn over EMTs, this program has garnered much attention from EMTs in DCFEMS and firehouses across the city. Finally, as successful students earn their paramedic certification, the program will encourage students to continue for one additional semester to earn their associate degree and then discuss future goals for furthering their education.

C.7 Effect on Student Development and Employment

This program will provide students with the practical skills and certifications required to enter the workforce immediately upon completion. Furthermore, the relationship with Howard Hospital will give students clinical experience, and the relationship with DCFEMS will provide students with an internship and capstone experience as actual paramedics. EMS professionals are in high demand nationwide, particularly in Washington, D.C., where job opportunities are expanding. The program will offer students a clear pathway to employment and career growth in emergency medical services and related fields.

C.8 Adequacy and Appropriate Qualifications of Current Faculty and Support Staff

The proposed EMS program will hire a full-time program director, as outlined by the accrediting body, CoAEMSP. All qualifications for the position are outlined by CoAEMSP, with additional recommended traits added to develop a new program. Temporarily, the EMS program will hire adjunct faculty to teach some of its courses, if necessary. Should enrollment increase, the program may need to hire additional full-time program faculty, such as a clinical coordinator who will maintain relationships between the University and the program with the clinical and EMS sites the

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students must visit during a portion of the education. UDC-CC's Life and Physical Sciences department is well-equipped to support the proposed EMS program. The department has six full-time faculty members, three of whom are Medical Doctors and three with PhDs in STEM fields. Additionally, there are 25 adjunct instructors, all of whom hold PhDs in Biology, Chemistry, or Physics. This strong faculty base will provide the necessary expertise for teaching EMS courses. Furthermore, the department includes two full-time and two adjunct lab technicians, all with specialized knowledge in sciences. This ensures that the program will have the necessary support for classroom and practical training.

*The current faculty that instructs the life sciences courses will be responsible for leading the Anatomy and Physiology regimen, aligned in the curricula. (A&P 1 Lec/Lab and A&P 2 Lec/Lab)

*UDC's EMS program will be responsible for the hiring of adjunct faculty for both the EMT and Paramedic programs – we do not anticipate needing more than 6 adjuncts initially, with the expectation that the program may grow exponentially and will require additional staffing. The EMT program will require no more than 3 adjuncts. Adjunct salaries for paramedics will be covered through FY26s spending plan by the MOU with FEMS. Adjunct salaries for EMT will be covered via OSSE MOU.

C.9 Adequacy of current facilities (offices, classrooms, labs, etc.)

The department has the following spaces available:

Office spaces:

Faculty office spaces are on the 1st floor in Building 54 (Lamond-Riggs campus). Lab managers have office spaces on the 2nd floor.

Classrooms and Laboratories:

The EMS program will utilize a variety of well-equipped teaching labs and classrooms to support theoretical and practical learning. At the Lamond-Riggs campus, **Rooms 202 and 206** are designated as teaching labs, each designed to accommodate up to 28 students at a time comfortably. These labs are fully equipped with the necessary tools and technology to provide hands-on training in emergency medical procedures and foundational health sciences.

Additionally, a specialized Anatomy and Physiology Lab in Room 304 is tailored explicitly to studying the human body. This lab can accommodate 21 students and is designed to support courses that provide in-depth anatomical knowledge critical for EMS professionals.

At the **Old Congress Heights campus**, another teaching lab is available, which can accommodate 25 students. This lab will be used for specific EMS training sessions, allowing additional hands-on learning and small-group interactions.

However, the majority of the **didactic and skills portions** of the program, where students will gain knowledge and motor abilities, will be conducted in collaboration with the **District of Columbia Fire and Emergency Medical Services (DC FEMS)**. Students will have access to DC FEMS's ambulatory training labs located at **PR Harris**, where they will engage in practical, on-the-job training in a controlled, supervised environment. This partnership ensures that students will be exposed to authentic emergency medical situations and will have the opportunity to hone their skills in a professional setting.

Finally, the **program's clinical, internship, and capstone portions** will give students real-world experience. Agreements between UDC and Howard Hospital will provide students with clinical experience, while agreements with DCFEMS will give students both a shadow experience in ambulances with qualified instructors (paramedics) for the internship portion and become independent paramedics (with oversight) during the capstone portion.

C.10 Adequacy of supplies and equipment; Identify additional needs, if any

Location	Capacity and Contents
PR Harris	Multiple rooms, all available equipment to train EMTs will be used to train paramedics (using appropriate resources), scenario rooms (recordings of various places in DC to simulate real emergencies), full-size and fully stocked ambulances with cameras to monitor and record student simulations.
Building 54, Room 202	Tables and chairs for 25 students; SMART board with a desktop; mobile cabinet with projector and extra laptop; and a side screen (50-inch display TV) for additional video screenings.
Building 54, Room 206 (Chemistry Lab)	Lab-level tables and chairs for 25 students; 3 Gas/ air units on each lab bench; mobile cabinet with Projector and extra laptop; Equipment includes Spectrophotometer, Centrifuge, Electrophoresis units (04); power supplies, Del Documentation system, electronic balances; micropipette sets (04), Thermocycler, 0.2-micron Laminar Flow cabinet (to exhaust outlets); safety showers/ eyewash stations, and access to ultra-low -80C deep freezer.
Building 54, Room 202 (Biology Lab)	Tables, Chairs for 25 students; Mondopad; mobile cabinet with Projector and extra laptop; Every bench is equipped with two gas/ air units; 25 Olympus high-resolution microscopes in locked cabinets; Water baths, incubators; and all basic biology supplies- including access to 30L autoclave—Hi-technology PASCO physics equipment- wi-fi enabled with 25 iPads for student – teacher interface.
Building 54, Rooms 202 and 206	There are two identical rooms- each with Tables, Chairs for 25 students, and SMART board with a desktop;
Building 54, Preparation Room 210	Equipped with a desktop computer each for the two lab managers and secure cabinets to store chemicals and glassware.

C.11 Estimated costs, available funds, and probable funding sources

Up to 50% of the additional cost may be recouped via tuition. The remainder would have to be covered by increased operating budget or grant sources.

C.12 Adequacy of supportive library and technical resources

The supportive library and technical resources are adequate to start the program. The Learning Resources Division (LRD) provides efficient support services to students, faculty, and staff. The LRD maintains cooperative programs with the consortium of universities.

APPENDIX –A

Detailed Catalog Descriptions for Courses in the Program

It may be noted that the proposed courses are part of the courses from different existing degree programs within UDC-CC and the flagship campus. The following table presents the catalog description of the courses, and Appendix B presents the syllabi for each course in the curriculum. The paramedic course descriptions arise from the required language from CoAEMSP to demonstrate various didactic and practical skills, clinical skills, internship experience, and capstone experience.

* The curriculum for the University of the District of Columbia’s developing Paramedic Program has been intentionally designed to align with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) requirements. The program’s course sequence, competencies, and assessment strategies are mapped directly to the National EMS Education Standards and the National Registry of Emergency Medical Technicians (NREMT) Paramedic test plan, ensuring that each course addresses the cognitive, psychomotor, and affective domains of learning necessary for entry-level paramedic practice. Collectively, these elements meet the seven core content components required for comprehensive paramedic education: operations, respiratory, cardiac, medical, obstetrics/pediatrics, trauma, and the final capstone.

Within the **Operations** component, courses emphasize foundational EMS systems knowledge, safety, communications, documentation, medical/legal issues, incident command, and disaster management. Students gain both theoretical and practical understanding through scenario-based exercises, simulated mass-casualty incidents, and high-fidelity training in the SimRig lab. The **Respiratory/Airway** section builds progressive competence in airway management, oxygenation, ventilation, and advanced airway techniques, reinforced through extensive laboratory skill sessions and real-world clinical practice. The **Cardiology** component focuses on electrophysiology, ECG interpretation, pharmacologic interventions, and resuscitation leadership, aligning instruction with American Heart Association guidelines and emphasizing critical decision-making in cardiac emergencies.

The **Medical** module encompasses a broad range of topics including neurologic, endocrine, toxicologic, infectious, and behavioral emergencies. These areas are supported by in-depth coursework in pathophysiology and pharmacology, promoting integrated clinical reasoning and patient management. The **Obstetric and Pediatric** component is structured around maternal and neonatal care, labor and delivery, and pediatric medical and trauma emergencies. Students demonstrate mastery through high-fidelity simulations and targeted clinical experiences in emergency departments, labor and delivery units, and pediatric care settings. The **Trauma** section provides comprehensive training in the assessment and management of injuries related to hemorrhage, shock, traumatic brain injury, and multisystem trauma. Hands-on lab work, combined with trauma center clinical rotations, ensures students develop proficiency in evidence-based interventions and rapid scene management.

Finally, the **Capstone** experience serves as the culminating element of the curriculum, where students integrate knowledge and skills from all prior components during supervised field internships. This phase allows students to function at the level of an entry-level paramedic under the direct supervision of approved preceptors. Performance evaluations during this stage assess each student’s competency across all domains, including professionalism, team leadership, and clinical judgment. Successful completion of the capstone confirms that graduates have achieved all terminal

Proposal for EMS program at UDC-CC

competencies as required by CoAEMSP and CAAHEP standards, ensuring readiness for certification and professional practice.

Course Name & Number	Course Description
Foundation Writing I & II IGED 110C & 111C	The Foundation Writing sequence consists of two 3-credit Interdisciplinary General Education courses focusing on improving students' critical reading and writing skills while exploring a given academic theme. These courses aim to teach students how to read and write with skill and ease. Students learn to express ideas and thoughts using various written forms that consider content, audience, and professional standards. They study a variety of graphic and textual material using multiple approaches to reading, interpretation, and comprehension
Foundation Quantitative Reasoning IGED 120C	Quantitative Reasoning is designed, primarily, for non-science majors. It provides mathematical skills, knowledge, understanding and applications necessary to function in a technological society. Topics include: problem solving and critical thinking; sets and logic concepts; numeration and mathematical systems; linear equations and inequalities; functions and graphing. This course is supplemented by MyMathLab an online support system. This is a 3 credit hour lecture course.
Fundamentals of Human Anatomy & Physiology I - Lecture BIOL 111C	Focuses on the human body as it relates to function, organization, and interrelationship of body structures as these form an integrated functional organism.
Fundamentals of Human Anatomy & Physiology I - Lab BIOL 113C	Examines the cellular, tissue, and organ levels of the organization of the human body and how these units coordinate activities and function in the living organism.
Fundamentals of Human Anatomy & Physiology II - Lecture BIOL 112C	Details a continuation of Fundamentals of Human Anatomy and Physiology I. Emphasizes body systems and how these contribute to homeostasis.
Fundamentals of Human Anatomy & Physiology II - Lab BIOL 114C	Focuses on detailed examination of the structure and function of the body systems with emphasis on balanced coordination of the living organism.
Foundation Ethics and Values IGED 140C	Foundation Ethics seminars focus on improving students' ethical reasoning skills while exploring a given academic theme. These courses aim to teach students how to make value-based decisions grounded in an awareness of the ethical implications of one's actions. Students grapple with 21st Century ethical problems and learn to argue from multiple perspectives to demonstrate that there is not always an absolute answer to every ethical question. They study an array of moral concepts, principles, and codes used frequently in the discussions of ethics and apply them to everyday issues.

Proposal for EMS program at UDC-CC

Paramedic Foundations PMED 101C	This introductory course in paramedics will orient students to numerous circumstances that a paramedic may encounter in their career. Topics include roles and responsibilities of the paramedic, EMS systems and communications, documentation, ethics, ambulance operations, MCI command, rescue awareness, hazardous materials incidents, terrorism, and crime scene awareness. The course will also cover resilience, inclusion and diversity, gender identity, and inclusion.
Paramedic Emergency Care I PMED 104C	This didactic course covers basic and advanced airway management, surgical and non-surgical airways, and pharmacologic adjuncts used in airway management and ventilation. Adult and pediatric patients with injuries involving various body systems will be included as part of paramedic training.
Paramedic Skills Lab I PMED 105C	During this formative skills course, students will progress through skill demonstration, skill practice, skill mastery evaluation, patient care scenarios, and scripted simulations. Skills are tracked according to the Student Minimum Competency requirements. Demonstration of Competency is evaluated in the following topic areas: leadership and participation, assessment and response, patient assessment skills, airway skills, medication administration skills, and trauma skills.
Paramedic Cardiology PMED 106C	This course in the paramedic certificate and associate degree program will further the assessment and management of patients with cardiac emergencies skills of current EMTs. This course includes single and multi-lead ECG/EKG interpretation.
Paramedic Field Experience PMED 107C	The field experience course allows students to master the skills of being a Paramedic in an active ambulance. During their field experience, students will be required to demonstrate competency in skills and knowledge gained in the didactic and laboratory components of the program. During this phase students will be under the direct supervision of their preceptors with guidance as needed.
Paramedic Pharmacology PMED 108C	This course instructs students in basic pharmacology and includes the pharmacodynamics and pharmacokinetics of medications, administration techniques, and therapeutic communications. Additional topics include medication mathematics and intravenous fluid administration.
Paramedic Emergency Care II PMED 114C	This didactic course covers traumatic emergencies, both life threatening and non-life threatening, and includes pathophysiology, assessment, management, proper treatment and transport of adult and pediatric patients with injuries involving various body systems. Additionally, students will identify shock and hypoxia in traumatic patients.
Paramedic Skills Lab II PMED 115C	During this summative skills course, students will progress through skill demonstration, skill practice, skill mastery evaluation, patient care scenarios, and scripted simulations. Skills are tracked according to the Student Minimum Competency requirements. Demonstration of Competency is evaluated in the following topic areas: leadership and participation, assessment and response, patient assessment skills, airway skills, medication administration skills, and trauma skills.

Proposal for EMS program at UDC-CC

Paramedic Capstone Internship PMED 201C	The capstone internship course is the summative evaluation of Paramedic education where the student demonstrates all cognitive and psychomotor skills needed to act and serve as a team leader while delivering patient care. This evaluation of the student's ability to perform as a competent entry-level paramedic is the last opportunity to identify areas needing remediation before the student becomes eligible for paramedic certification.
Paramedic Special Populations PMED 202C	This course in the paramedic program will give students the knowledge and skills necessary to assess and manage ill or injured patients in diverse healthcare populations which will include neonatology, pediatrics, geriatrics, and other related topics.
Paramedic Clinical Experience PMED 207C	This course provides an opportunity to apply clinical concepts, strategies, and skills in a supervised hospital clinical environment. The summative clinical experience occurs during core didactic and laboratory sessions. This experience allows the student to assess patients in the hospital clinical environment and practice various skills.
Paramedic Exam Prep Seminar PMED 210C	Seminar hours provide an opportunity for students to synthesize concepts presented in previous academic work with the experiential learning provided by the field capstone. Students create, present, evaluate, and role play cases based on patients with diverse ages/natures of illness/trauma that span their scope of practice. It serves to comprehensively prepare students for their summative course assessments and the National Registry exams.
Principles of Psychology PSYC 201C	Introduces students to the history, methods, major theoretical viewpoints, and concepts of scientific psychology. Provides non-majors with an overview of the field of psychology; majors gain a foundation for further study.

APPENDIX – B Course Syllabi

Please see the course description presented in **Appendix A**.

Additional Information – Requested for Resubmission:

MOUs with DCFEMS (paramedics) and OSSE (EMT) -

The MOUs will be added to the email to Dr. Bruewer – Chair of the ASPPC

Diagram/Chart - Feeder for Programs and Transitions/Requirements

The chart will be added into the email to Dr. Bruewer – Chair of the ASPPC

FIS Report to Address Funding/Finances

The FIS will be added into the email to Dr. Bruewer – Chair of the ASPPC

To find support and resources for federal workers,
visit fedsupport.dc.gov.



Executive Office of the Mayor



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[Ask the Mayor](#)



[Muriel Bowser](#)

Mayor



Mayor Bowser Announces Paramedic Program Partnership with DC Fire & EMS and UDC

Thursday, February 13, 2025

Paramedic Program, Set to Launch in 2026, Will Provide a Pathway to the Middle Class for District Residents and Those Pursuing Careers in Paramedicine

(Washington, DC) – Today, Mayor Muriel Bowser, DC Fire and EMS Chief John A. Donnelly, Sr., and University of the District of Columbia (UDC) President Maurice D. Edgington announced a new partnership to establish the District’s first publicly accessible paramedic program. Scheduled to launch in 2026, the program will create a direct pathway to careers in paramedicine, helping to address the national paramedic shortage while expanding access to high-quality healthcare training.

“Building a comprehensive system of health care is not only about having the right facilities, it’s also about having the right people who can provide the right care at the right time,” said Mayor Bowser. “This partnership between UDC and DC Fire and EMS is about investing in our residents, strengthening our health care workforce, and creating a strong pipeline of paramedics who know DC.”

The demand for paramedics remains high in DC and across the country. While DC Fire and EMS actively recruits nationally registered paramedics, this new program will focus on developing a pipeline of homegrown talent. Following national curriculum standards, the program will train 50-75 paramedics in the District each year.

“We are proud of our role to advance Mayor Bowser’s continued investment in pathways to the middle class for members of our department and the community we proudly serve,” said DC Fire and EMS Chief, John A. Donnelly. “By offering these advanced skills in local academic and clinical settings, we are enhancing our ability to respond to any emergency but also promoting life-saving innovation on behalf of the residents and visitors who need it most.”

The program’s curriculum will include labs and lectures at UDC, clinical rotations at hospitals such as Howard University Hospital, and hands-on internships with DC Fire and EMS.

“Today’s announcement exemplifies UDC’s commitment to serving as the District’s workforce and economic mobility engine,” said UDC President Maurice D. Edington. “Our new paramedic program represents a transformative opportunity for EMTs to gain critical skills through high-quality education and training, to grow in their careers, and ultimately to contribute to the health and safety of their communities.”

By combining world-class training with real-world experience, this partnership will not only bolster the District’s emergency medical workforce but also open doors to lasting, life-changing career opportunities for DC residents.

Mayor Bowser X: [@MayorBowser](#)

Mayor Bowser Instagram: [@Mayor_Bowser](#)

Mayor Bowser Facebook: [facebook.com/MayorMurielBowser](https://www.facebook.com/MayorMurielBowser)

Mayor Bowser YouTube: <https://www.bit.ly/eomvideos>

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**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION AND
THE UNIVERSITY OF THE DISTRICT OF COLUMBIA**

I. INTRODUCTION

THIS **MEMORANDUM OF UNDERSTANDING** (“MOU”) is entered into by and between the **DISTRICT OF COLUMBIA** (“District”), a municipal corporation, acting by and through its **OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION** (“OSSE”), and **THE UNIVERSITY OF THE DISTRICT OF COLUMBIA** (“UDC”), a public land-grant institution of higher education and an independent agency of the District of Columbia, individually referred to as “Party” and collectively referred to herein as the “Parties.”

II. BACKGROUND, PROJECT GOALS, AND OBJECTIVES

The *Strengthening Career and Technical Education for the 21st Century Act* (P.L. 115-224) (codified at 20 USC 2301, *et seq.*), also known as “Perkins V” reauthorizes the *Carl D. Perkins Career and Technical Education Act of 2006*, providing roughly \$1.3 billion in annual federal funding, which is administered by the U.S. Department of Education, to support career and technical education (“CTE”) for our nation’s youth and adults. Perkins V presents an opportunity to expand high-quality CTE, career advisement, and work-based learning programs so that every student in the District, has the opportunity to explore, choose, and follow vertically integrated career pathways—which include early-college and career experiences—that seamlessly lead to postsecondary programs and high-quality employment.

OSSE, as the State Education Agency (“SEA”) for the District, is authorized to perform such relevant functions of an SEA under applicable federal law, including grant-making, oversight, and state educational agency functions for standards, assessments, and federal accountability requirements for elementary and secondary education, has established two Advanced Technical Centers (“ATCs”) as a part of Mayor Muriel Bowser’s Reimagining High Schools initiative. The ATCs serves as centralized programs with well-equipped facilities and provides CTE courses to District students from high schools across the city to prepare them for high-wage, high-skill, and/or in-demand careers. The ATCs are critical to the access and equity goals of OSSE and will remove the barriers of equipment costs faced by many schools by allowing students from all over the city to access CTE coursework not offered in their schools without requiring them to switch schools.

In order to continue the work of the ATCs, OSSE will serve as the facilitator and administrator of all aspects of the ATCs, including the built environment, programming, and fiscal management,

but will partner with institutions of higher education for all instructional services, including the awarding of dual credit.

UDC was chosen as the instructional partner for the Ward 5 ATC Cybersecurity program of study and the instructional partner for the new Ward 8 ATC Year 2 Clinical Medical Assistant (“CCMA”) and Emergency Medical Technician (“EMT”) credentialing courses, based on a number of reasons, including:

- UDC is the only public, in-state higher education option for residents of the District, with a mission to serve the needs of the community of the District and produce lifelong learners who are transformative leaders in the workforce, government, nonprofit, sectors, and beyond.
- UDC has extensive experience supporting District residents, especially District public and public charter school graduates, in pursuing postsecondary degrees. UDC has qualified faculty with expertise in the field of cybersecurity, and they currently offer a Bachelor of Science and Associate of Science in Cybersecurity.
- UDC has faculty with expertise in the field of clinical medical assistance, and they currently offer programming in the Workforce Development sector.
- UDC has announced they are expanding programming to include Paramedic Science and that the Ward 8 ATC EMT program will be the exclusive secondary partner to train and prepare students for EMS certification training; a pre-requisite for the Paramedic program.

The purpose of this MOU are: (1) for UDC to provide all aspects of curriculum and instruction for the ATC cybersecurity program, aligned to the relevant OSSE-approved course standards; (2) for UDC to assign postsecondary credit, as appropriate, for all courses taken as a part of this MOU; (3) for UDC to develop the EMT and CCMA courses that would allow Ward 8 ATC students to earn postsecondary credits and industry recognized credentials starting in SY26/27; (4) for UDC to ensure that both the EMT and CCMA programs are certified and/or recognized by required credentialing agencies; and (5) to describe general program guidelines, roles, and responsibilities of OSSE and UDC;

By entering into this MOU, UDC, and OSSE agree to the terms described herein.

III. SCOPE OF SERVICES

Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purpose of this MOU expeditiously and economically, the Parties do hereby agree:

Ward 5

A. Programs of Study (POS) and Course Offerings

Cybersecurity. This Information Technology program of study will follow course standards set by OSSE and meet UDC's Accreditation Board for Engineering and Technology (ABET) accreditation standards, including four (4) mandatory courses that build in depth and complexity over time, award high school credit for each course successfully completed, and connect each course to college credits. Each student can earn a minimum of three (3) and a maximum of six (6) postsecondary credits at UDC per semester. The course sequence and associated credits aligned with the OSSE course sequence will be developed and provided as an addendum.

B. OSSE Obligations & Responsibilities

1. Manage all partnerships with participating local education agencies ("LEAs") and individual District public schools and public charter schools.
2. Provide high-quality instructional space for all ATC classes;
3. Provide onsite program leadership and staff support including:
 - a. An ATC Administrator and Associate Administrator, to manage day-to-day center operations, including the coordination of master scheduling and transportation with participating LEA administrators; and
 - b. Three (3) Student Success Advisors to work with students and instructors to help mitigate issues and ensure students are able to remain focused and successful in their ATC courses (one (1) of the three (3) will also work with instructors on regularly collecting and reviewing student data to support student growth and inform instructional modifications/interventions);
4. Provide appropriate professional development and ongoing instructional monitoring and coaching related to delivering CTE programming to high school students;
5. Meet weekly with the UDC point of contact as identified in this MOU;
6. Facilitate weekly faculty meetings with UDC instructors and/or regular meetings between UDC instructors and the ATC instructional coach and provide written meeting summaries to all those included/invited to the meetings.
7. Provide performance monitoring for all aspects of curriculum and instruction, within the selected program of study, to ensure connection to OSSE-approved course standards;
8. Provide course-level standards to UDC for all courses included in the Cybersecurity POS at the ATC, and assist in the curriculum planning and design process, as necessary.
9. Monitor all MOU activities to ensure MOU terms and conditions are achieved by all parties;

10. Create opportunities for all ATC-enrolled students to participate in Career and Technical Student Organizations and;
11. Facilitate the connection of students to work-based learning experiences, such as guest speakers, virtual and/or face-to-face workplace tours, and other college and career exploration activities connected to the programs of study as appropriate and in collaboration with OSSE's Office of Industry Engagement.

C. UDC Obligations & Responsibilities

1. Identify a programmatic point of contact who will be responsible for the following:
 - a. Participating in bi-monthly meetings with the ATC administrator to discuss and address details regarding program implementation including but not limited to staff management, syllabus review and development, and procurement of curriculum and supplies, as needed.
 - b. Notifying the ATC administrator twenty-four (24) hours in advance when a regular check-in meeting cannot be held in order to reschedule.
 - c. Serving as liaison for connecting to other UDC departments such as: student enrollment, transcripts, recruiting, and procurement.
2. Provide instructional services, support, resources, and curriculum for courses in the Cybersecurity program of study, aligned to the ATC master schedule.
3. Hire, supervise, evaluate, and pay all necessary UDC instructional staff/faculty within the CTE program of study;
4. Develop and implement contingency plans to ensure class sections are consistently operational (e.g., providing "substitute teachers" in the event of absence);
5. Connect programs of study, and the courses therein, to dual credit opportunities;
6. Ensure students are prepared to take the aligned industry-recognized credential assessments, as appropriate;
7. Provide LEAs, through the ATC, with official transcripts for each ATC student after each semester to allow schools to update student files in a timely manner;
8. Facilitate UDC recruitment efforts at the ATC and on-campus;
9. Provide instructors with a stipend for participation in the summer institute based on funding provided by OSSE;
10. Require all UDC faculty teaching at the ATC to:
 - a. attend weekly faculty meetings with ATC leadership, either in a face-to-face or virtual format and/or regular meetings with ATC instructional coach;
 - b. attend a multi-day (three (3) to four (4) days) ATC Summer Instructor Institute to prepare for the instruction of high school students, quarterly professional development days, and participate in a regular schedule of observations and instructional coaching;
 - c. update gradebooks weekly and grade in alignment with ATC grading policies as outlined in the instructional partner handbook;

- d. record attendance daily aligned to ATC attendance policies as outlined in the instructional partner handbook;
 - e. adhere to and enforce the ATC discipline policies as outlined in the instructional partner handbook;
 - f. offer standing weekly office hours for ATC students; and
 - g. prepare substitute plans when unable to teach.
11. UDC will not be responsible for providing faculty to teach/oversee the Cybersecurity Capstone.

Ward 8

A. Development of Programs of Study (POS) and Course Offerings

Clinical Medical Assistant (CCMA): This healthcare program of study will follow Course standards set by OSSE and meet UDC's accreditation standards, including two (2) mandatory courses that build in depth and complexity over time centering on the content or industry recognized credentials, award high school credit for each course successfully completed, and connect each course to college credits. Students that participate in this pathway shall be able to earn a minimum of (3) and a maximum of six (6) postsecondary credits at UDC per semester, starting in SY26/27. **In addition to this POS being aligned to the CCMA credential, content will be developed to prepare students for the Phlebotomy Technician and EKG credentials.**

Emergency Medical Technician (EMT): This healthcare program of study will follow course standards set by OSSE and meet UDC's accreditation standards, including two (2) mandatory courses that build in depth and complexity over time centering on the content for industry recognized credentials, award high school credit for each course successfully completed, and connect each course to college credits. Students that participate in this pathway shall be able to earn a minimum of three (3) and a maximum of six (6) postsecondary credits at UDC per semester, starting in SY26/27. **In addition to this POS being aligned to the EMT credential, content will be developed to prepare students for the Phlebotomy Technician and EKG credentials.**

B. OSSE Obligations & Responsibilities

1. Meet bi-weekly with UDC point of contact as identified in this MOU;
2. Provide course-level standards to UDC for all courses included in the EMT and CCMA POS at the ATC, and assist in the curriculum planning and design process, as necessary;
3. Monitor all MOU activities to ensure MOU terms and conditions are achieved by all parties;
4. Design and construction of physical space of Ward 8 to ensure that it meets programming requirements for the opening of school year 2026-2027;

5. Liaison in identifying outside consultants in the design and development of the content/curriculum for the courses being developed for both the EMT and CCMA POS's.

C. UDC Obligations & Responsibilities

1. Identify a programmatic point of contact who will be responsible for the following:
 - a. Participating in bi-monthly meetings with the ATC administrator to discuss and address details regarding program implementation including but not limited to staff management, syllabus review and development, and procurement of curriculum and supplies, as needed;
 - b. Notifying an ATC administrator twenty-four (24) hours in advance when a regular check-in meeting cannot be held in order to reschedule; and
 - c. Serving as liaison for connecting to other UDC departments such as: student enrollment, transcripts, recruiting, and procurement.
2. Develop instructional services, support, resources, and curriculum for courses in the EMT and CCMA programs of study.
 - a. Clinical Medical Assistant becoming a credential pathway through National Healthcareer Association (“NHA”);
 - b. EMT becoming a credential pathway with the District of Columbia Department of Health;
 - c. If needed, collaborate with the District of Columbia Fire and Emergency Medical Services Department (“FEMS”), to design and develop the scope and sequence, curriculum, and clinical hour experience for the EMT pathway course content and National Registry credentialing; and
 - d. If needed, identify, and collaborate with CCMA consultant, to design and develop the scope and sequence, curriculum, and clinical hour experience for the CCMA pathway course content and national credentialing.
3. Connect programs of study, and the courses therein, to dual credit opportunities;
 - a. EMT I and II (3-4 credits per course)
 - b. CCMA I and II (3-4 credits per course)
 - c. Phlebotomy Tech I (1-3 credits)
 - d. EKG Tech I (1-3 credits)
4. Ensure content prepares students to take the aligned industry-recognized credential assessments, as appropriate;
5. Design the detailed structure for clinical sites for EMT and CCMA clinical hours;
6. Create the feeder pathway for ATC EMT students into UDC's Paramedic Program;
7. Work with the UDC Office of Academic Affairs to create the feeder pathway for ATC EMT and CCMA students into UDC's clinical healthcare majors;
8. Fully develop all courses and programmatic requirements for both EMT and CCMA pathways by June 30, 2026;

IV. GENERAL PROGRAM GUIDELINES

Ward 5

- A. Status.** Students enrolled in ATC courses maintain their status as high school students at their enrolled LEA.
- B. Admission Criteria and Eligibility.** All students from any LEA in the District are eligible to enroll into ATC courses. the ATC will not require an application to attend, nor will the ATC require students to meet enrollment requirements for UDC or any dual credit consortium.
- C. Cost of Tuition and Other Expenses.** UDC will offer instructional services ATC students enrolled in the Cybersecurity program of study at the cost of Four Hundred Forty-Seven Dollars and Zero Cents (\$447.00) per credit hour or One Thousand Three Hundred Forty-One Dollars and Zero Cents (\$1,341.00) per three (3) credit course. Each student will be able to earn up to nine (9) credit hours in their first year of the program of study and up to six (6) credit hours in their second year of the program of study. The total annual cost for instructional services under this MOU shall not exceed Four Hundred Forty-Two Thousand Five Hundred Thirty Dollars and Zero Cents (\$442,530.00). The projected student numbers per course/section are illustrated as:

	UDC Course Title	Credit Hours	Max Number of Students per section	Max Number of Sections	Total Projected students to be served
Year 1, Semester 1	Foundations of Computing (APCT 115)	3	20	4	80
Year 1, Semester 1	Introduction to Information Security and Assurance (CYSE 100)	3	20	4	80
Year 1, Semester 2	Component Security (CYSE 130)	3	20	4	80
Year 2, Semester 1	Introduction to Computer and Mobile Forensics (CYSE 230)	3	20	3	45
Year 2 Semester 2	Principles of Cybersecurity and Security Management (CYSE 275)	3	20	3	45

	Grand Total Projections	330
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D. Academic Credit. Students will be able to earn both postsecondary and high school credit for approved ATC courses taken and passed with a minimum grade of “C” or better at UDC. Students who earn a “D” will not receive postsecondary credit for the course but will be allowed to move on to the next course with an Academic Success Plan initiated and supported by ATC staff. Students who earn an “F” will not receive postsecondary credit and will need to retake the course or exit the ATC program. Grades and credit will be reported on both the student’s official postsecondary transcript as well as the high school transcript.

E. Grade Reporting. Grades and credits earned will be reported on both the student’s official postsecondary transcript and the high school transcript. For ATC courses with connected postsecondary credit, UDC will provide LEAs and OSSE with an official record of enrolled courses, grades, and credits earned for each student after each semester. LEAs will transfer grades and credits earned to the student’s high school transcript.

F. Background Check Requirement.

1. Pursuant to 5A DCMR § 2404.3, OSSE will ensure that LEAs notify parents that employees of postsecondary institutions are not subject to the criminal background checks that are applicable to the elementary and secondary school environment. Therefore, as part of participation in the ATC, parents and/or legal guardians will be required to sign an acknowledgement that instructors, staff, and administration at participating Institutions of Higher Education (“IHE”) have not undergone the fingerprinting and background check process required by the Criminal Background Checks for the Protection of Children Act (DC Code §4-1501.01, *et seq.*).
2. OSSE will ensure that LEAs maintain a record of such acknowledgement for each ATC student until that student has graduated or otherwise discontinued ATC coursework.

G. Code of Conduct

1. ATC students are held to the behavior and attendance standards outlined in the current ATC Student handbook which will be developed and provided to all instructors by OSSE.
2. If an ATC student violates a policy or guideline set forth within the ATC Student Handbook, the ATC Administrator must be informed as soon as reasonably possible and will notify the student and the parent or legal guardian of the infraction as necessary.

H. Data Collection, Sharing, and Reporting

Each participating LEA will collect data on student participation, course enrollment, and credits earned through the ATC program for participating students. UDC shall provide the

applicable LEA with official educational records for all relevant ATC students, including the following information:

- a. Student first and last name;
- b. ATC course enrolled;
- c. Postsecondary credits earned; and,
- d. Final grade.

Ward 8

- A. **Cost for Course and Program Designs.** During SY25/26, UDC will develop the two (2) EMT and two (2) CCMA courses for the Ward 8 ATC. The elements that will be included in these courses will be learning objectives, course structure, content and materials, assessments, active learning strategies, course policies, etc. Within the content element, UDC will need to seek the guidance of subject matter experts to support them in the development of this area. OSEE will provide up to Fifty Thousand Dollars and Zero Cents (\$50,000.00) to support the hiring of consultants.

V. FUNDING PROVISIONS

1. The cost for instructional services under this MOU shall not exceed Four Hundred Forty-Two Thousand, Five Hundred Thirty Dollars and Zero Cents (\$442,530.00) and shall not be less than Three Hundred Six Thousand, Seven Hundred Twenty Dollars and Zero Cents (\$306,720.00).
 - a. An amount not to exceed One Hundred Fifty Thousand Dollars and Zero Cents (\$150,000) is allocated for Fiscal Year 2024 -2025 (FY25).
 - b. The balance is allocated for Fiscal Year 2025 -2026 (FY26).
 - c.
2. An initial payment for services under this MOU will be awarded in the amount of One Hundred Fifty Thousand Dollars and Zero Cents (\$150,000.00) on or about September 15, 2025.
3. Subject to Section VI(F), the final payment, based on verified student enrollments and the number of credits offered; less the One Hundred Fifty Thousand Dollars and Zero Cents (\$150,000.00) payment made on or about September 15, 2025, will be made on or about November 15, 2025.
4. For FY26, the total cost for consultant services for Ward 8 shall not exceed Fifty Thousand Dollars and Zero Cents (\$50,000.00).
5. For FY26, the total cost for UDC program management associated with curriculum implementation of program content and supervision of faculty at Ward 5 shall not exceed Thirty-Seven Thousand, Six Hundred Seventy-Eight Dollars and Zero Cents (\$37,678.00).
6. For FY26, the total cost for instructor stipends associated with participation in the ATC Summer Instructor Institute shall not exceed Eight Thousand Dollars and Zero Cents

- (\$8,000.00) (Fifty Dollars (\$50) per hour, for eight (8) hours a day, for four (4) days, per instructor).
7. For FY26, subject to Subsection VI(F), the payment for verified Spring semester enrollments and the number of credits offered will be made on or about March 15, 2026.
 8. All payments will be made by OSSE to UDC through direct voucher payments in accordance with Subsection (V)(7) below under this Section.
 9. The payments made by OSSE to UDC under this MOU are authorized by DC Code §§ 38-2602(b)(29) & (29A) (A-B).
 10. The total costs for the services outlined in this MOU shall not exceed Five Hundred Thirty-Eight Thousand, Two Hundred Eight Dollars and Zero Cents (\$538,208.00) for the following:
 - a. instructional support services not to exceed Four Hundred Forty-Two Thousand, Five Hundred Thirty Dollars and Zero Cents (\$442,530.00);
 - b. consultant services not to exceed in the amount of Fifty Thousand Dollars and Zero Cents (\$50,000.00);
 - c. instructor summer stipends fees not to exceed Eight Thousand Dollars and Zero Cents (\$8,000.00); and
 - d. FY 26 program management not to exceed Thirty-Seven Thousand, Six Hundred Seventy-Eight Dollars and Zero Cents (\$37,678.00).
 11. If any changes to UDC tuition occur during the life of this MOU the parties shall negotiate a modification to the MOU to reflect such changes, contingent on funding availability.

VI. MISCELLANEOUS

- A. **Modifications.** This MOU may only be amended or modified by a written instrument signed by the authorized representatives of both Parties.
- B. **Severability.** If any provision of this MOU is determined to be invalid or unenforceable, the remaining provisions shall remain in force and unaffected to the fullest extent permitted by law and regulation.
- C. **Entire Agreement.** This MOU, including any applicable exhibits, contains the entire understanding of the Parties with respect to matters contained herein, and supersedes any and all other agreements between the Parties relating to the matters contained herein.
- D. **Survival.** The provisions of this MOU that require performance after the expiration or termination of this MOU shall remain in force notwithstanding the expiration or termination of the MOU.

- E. **Other Relationships or Obligations.** This MOU shall not affect any pre-existing or independent relationships or obligations between the Parties, on matters not relating to those set forth herein.
- F. **Anti-Deficiency Considerations.** The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this MOU, or any subsequent agreement entered into by the Parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C.; §1341, 1342, 1349, 1351, (ii) the District Anti-Deficiency Act, D.C. Code; § 47-355.01-355.08, D.C. (iii) D.C. Code § 47-105 , and (iv) D.C. Code § 1-204.46, as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.
- G. **Non-Assignable Agreement.** This MOU may not be assigned by either Party.
- H. **Counterparts.** This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same document.
- I. **Applicable Law.** This MOU and all matters pertaining to this MOU shall be governed by the laws of the District, including all applicable statutes, regulations, directives, and procedures of the District.
- J. **Legal Authority for MOU; Authority of the Parties.** This MOU is in furtherance of D.C. Code § 1-301.01(k) and § 38-1202.01(a). By executing this MOU, each Party represents to the other that it is authorized to enter into this MOU and that the person executing this MOU on its behalf is duly authorized to do so.
- K. **IHE Compliance.** UDC warrants and represents that it currently holds all material licenses, certificates, permits, franchises, and rights, and is duly authorized by all appropriate Federal, District, or other state and local agencies, governments and jurisdictions, that are necessary to operate as a postsecondary educational institution. UDC agrees to cooperate and provide any information reasonably requested by OSSE to verify and confirm UDC's good standing to operate as a postsecondary educational institution.

VII. TERM AND OPTION YEARS

- A. This MOU shall be effective as of the last date of execution by the signatories (the "Effective Date") and, unless terminated in writing by either Party prior to its expiration, terminates on September 30, 2026.

- B. The Parties may extend the term of this MOU up to two (2) additional one (1) year terms, in writing, signed by authorized representatives of the Parties prior to the expiration of the Term or any subsequent term agreed to pursuant to this provision.
- C. Requests for extensions shall be made in writing no less than sixty (60) days in advance of the expiration of this MOU.

VIII. NOTICES AND POINTS OF CONTACT

Any inquiries under this MOU shall be directed to the parties listed below. Any notices required under this MOU shall be in writing, sent by a recognized form of communication, and by any recognized delivery method agreed to by the Parties.

To UDC:

Marilyn Hamilton, Ph.D., Dean
Community College
University of the District of Columbia
5171 South Dakota Avenue NE
Washington, DC 20017
Office: (202) 274-5830
mhamilton@udc.edu

Mashonda Smith, Ph.D., Dean
Workforce Development and Lifelong Learning
University of the District of Columbia
3100 Martin Luther King Jr. Avenue, SE
Washington, DC 20032
Office: (202) 274-7181
mashonda.smith@udc.edu

Devdas Shetty, Ph.D., Dean
School of Engineering and Applied Sciences
University of the District of Columbia
4200 Connecticut Ave. NW
Washington, DC 20008
Office: (202) 274-5220
devdas.shetty@udc.edu

Briana Wellman, Ph.D. Associate Dean
School of Engineering and Applied Sciences
University of the District of Columbia
4200 Connecticut Ave. NW

Washington, DC 20008
Office: (202) 274-6695
briana.wellman@udc.edu

With a copy not constituting notice to:
Office of the General Counsel
Attention: General Counsel
University of the District of Columbia
4200 Connecticut Ave., NW Building 39, Room 301Q
Washington, DC 20008
Attn: General Counsel

To OSSE:

Kilin Boardman-Schroyer
Deputy Assistant Superintendent of Education
1050 First Street NE
Washington, DC 20002
Phone: 202-341-0376
Kilin.Boardman-Schroyer@dc.gov

Clifton Martin
State Career Technical Education Director
1050 First Street NE
Washington, DC 20002
Phone: 202-794-3594
clifton.martin@dc.gov

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IN WITNESS THEREOF, the Parties hereto have executed this MOU as follows:

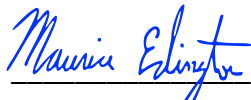
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Dr. Antoinette Mitchell
State Superintendent of Education

Date: 09/15/2025

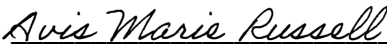
THE UNIVERSITY OF THE DISTRICT OF COLUMBIA



Maurice Edington
President

Date: 9/8/25

Approved as to form and legal sufficiency



Avis Marie Russell
General Counsel

DRAFT:

TO: The Board of Trustees

FROM: Managing Director of Finance

DATE: February 20 2025

SUBJECT: Certificate in Emergency Medical Technician, Paramedics and Associated in Paramedics

I. Summary

The establishment of the **Certificate in Emergency Medical Services (EMS), Certificate in Paramedics, and Associate Degree in Paramedics** programs represents a significant investment in the healthcare education sector. These programs are designed to meet the growing demand for skilled emergency medical professionals in the region. By strategically managing costs and leveraging industry partnerships and grant opportunities, these programs are expected to be financially sustainable and to generate positive returns on investment over time.

II. Background

The **EMS Certificate, Paramedics Certificate, and Associate Degree in Paramedics** programs are aimed at addressing the urgent need for trained emergency medical professionals, particularly in urban and underserved areas. These programs will offer students a seamless pathway to obtain the necessary credentials to serve in emergency medical services, fire departments, hospitals, and other healthcare organizations.

The EMS and Paramedics Certificate programs will serve as stepping stones for students seeking specialized training, while the Associate Degree will provide a comprehensive education, combining clinical training, theory, and field experience. The growing demand for emergency medical professionals is evidenced by an increase in job openings across the country and the Washington Metropolitan Area, with projected growth rates in emergency medical technician (EMT) and paramedic careers.

As of 2023, there were approximately 600 EMS/Paramedic job openings in the Washington Metropolitan Area, and this number is expected to grow by 8% by 2032. The average salary for paramedics in this region is approximately \$60,000, with potential for growth based on experience and advanced certifications.

III. Financial Impact

A. Expenses

The financial structure for the **EMS Certificate, Paramedics Certificate, and Associate Degree in Paramedics** programs consists of both initial and recurring costs. Initial investments will

focus on course development, faculty recruitment, and infrastructure. Recurring costs will include faculty salaries, program maintenance, and student support services.

1. Initial Investment (AY25-26)

Requested Items	Amount
Faculty Pay (Adjunct)	\$15,000
Accreditation dues	\$5,000
Marketing and Recruitment	\$3,500
Program Materials (Books, Supplies)	\$2,500
Infrastructure Setup (Equipment)	\$150,000
Total Initial Investment	\$176,000

The initial investment will focus on the hiring of adjunct faculty, development of course materials, marketing the program, and ensuring that the required infrastructure (such as equipment for clinical simulations) is in place to support the program delivery.

2. Recurring Expenses (AY26-27 to AY28-29)

Recurring Expenses	AY26-27	AY27-28	AY28-29
Full-time Faculty Salary	\$0	\$60,000	\$70,000
Adjunct Faculty Salary (Multiple Instructors)	\$24,000	\$32,000	\$40,000
Clinical Training Costs (Simulations, Field)	\$10,000	\$12,000	\$15,000
Marketing & Recruitment	\$4,000	\$4,500	\$5,000
Accreditation Costs	\$8,000	\$8,500	\$9,000
Program Materials (Books, Supplies)	\$3,000	\$3,500	\$4,000
Equipment Maintenance and Upgrades	\$2,000	\$2,500	\$3,000
Total Recurring Expenses	\$51,000	\$62,500	\$76,000

Descriptions of Recurring Expense Items:

- **Faculty:** The program will begin with adjunct faculty in the first two years, transitioning to the recruitment of a full-time faculty member by Year 3 to accommodate increasing student enrollment.
- **Clinical Training:** Costs associated with clinical simulations, field training, and partnerships with local healthcare providers will be ongoing throughout the program.
- **Marketing & Recruitment:** This will include promotional materials, open houses, online advertising, and collaborations with EMS agencies and healthcare providers.
- **Accreditation Costs:** This includes paying for initial accreditation to the Commission on accreditation for Emergency Medical Services (CoEMPS), and for the required Professional Development of the Program Director.

B. Potential Revenue

The revenue generated by these programs will primarily come from tuition, fees, and grants. Enrollment projections are based on the current number of students in the EMS/Paramedic certificate tracks and the potential growth due to the addition of the Associate Degree option

1. Enrollment Projections- number of students

Projected Enrollment by Program	AY26-27	AY27-28	AY28-29
EMS Certificate	20	25	30
Paramedics Certificate	15	20	25
Associate Degree in Paramedics	10	15	20
Total Enrollment	45	60	75

2. Revenue Projections (Tuition & Fees)

Revenue per Program	AY26-27	AY27-28	AY28-29
EMS Certificate (Tuition & Fees)	\$64,480	\$80,600	\$96,720
Paramedics Certificate (Tuition & Fees)	\$83,820	\$111,760	\$138,700
Associate Degree (Tuition & Fees)	\$32,240	\$48,360	\$64,480
Total Revenue	\$180,540	\$240,720	\$300,900

Revenue per program assumes average tuition of \$3,224 per student for the EMS Certificate (part-time at 6 ch), \$5,588 for the Paramedics Certificate (full-time), and \$3,224 for the Associate Degree, plus an additional fee for course materials and field training costs.

3. Grant Funding and Industry Partnerships

The program will seek funding opportunities from local government grants, healthcare foundations, and industry partners. These funds can support program development, student scholarships, and research initiatives.

IV. Risks and Assumptions

Risks:

- **Faculty Recruitment:** There may be difficulty in recruiting experienced faculty with both clinical and teaching qualifications, especially in paramedics, which could impact program delivery.
- **Industry Partnerships:** While partnerships with local healthcare organizations are vital for clinical training and fieldwork, these partnerships may be difficult to establish and sustain.
- **Regulatory Compliance:** Ensuring that the program meets state and national certification and accreditation standards will require ongoing effort and resources.

Assumptions:

- **Steady Enrollment Growth:** The program assumes that enrollment will grow steadily, driven by demand for emergency medical professionals in the region and the growing reputation of the program.
- **Industry Demand:** It is assumed that local EMS and healthcare agencies will continue to hire graduates and collaborate with the program on field training.
- **Student Graduation Rate:** The program assumes a high graduation rate, with students successfully completing clinical training and certification exams.

V. Conclusion

The **EMS Certificate**, **Paramedics Certificate**, and **Associate Degree in Paramedics** programs will provide critical training for a growing healthcare sector, with significant revenue potential and industry relevance. Initial investments are focused on faculty recruitment, infrastructure, and marketing while recurring costs will be offset by steady enrollment and external grants. These programs are expected to achieve financial sustainability and generate a positive return on investment in the medium term.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
DISTRICT OF COLUMBIA FIRE AND EMERGENCY MEDICAL SERVICES
DEPARTMENT
AND
UNIVERSITY OF THE DISTRICT OF COLUMBIA
FOR FISCAL YEARS 2025 - 2026**

I. INTRODUCTION

This Memorandum of Understanding (“MOU”) is entered into between the District of Columbia Fire and Emergency Medical Services Department (“Fire and EMS” or “Buyer Agency”) and the University of the District of Columbia (“UDC” or “Seller Agency”), each of which is individually referred to in this MOU as a “Party” and both of which together are collectively referred to in this MOU as the “Parties.”

II. LEGAL AUTHORITY FOR MOU

D.C. Official Code § 1-301.01(k) and 38-1202.01(a)(2).

III. OVERVIEW OF PROGRAM GOALS AND OBJECTIVES

This program is to create a partnership between the Parties to build a program to train individuals in paramedicine (“Paramedic Program” or “Program”).¹

In FY25, the Program shall include creating the necessary administrative and educational mechanisms, recruiting and hiring the appropriate personnel, and securing the appropriate facilities and materials to initiate the Paramedic Program. The Seller Agency shall initiate the processes to obtain a Letter of Review (LoR) from the Committee on Accreditation for the EMS Professions (CoAEMSP) and certification as an EMS educational institution from the DC Department of Health (DC Health) with support from the Buyer Agency.

Having successfully obtained the LoR and DC Health certification, in FY26, the Parties shall commence the initial cohort of students in the Paramedic Program. For purposes of this MOU, the relationship is a partnership; however, for purposes of accreditation, Seller Agency shall be known as the “sponsor.”

IV. SCOPE OF SERVICES

Pursuant to the applicable authorities and in furtherance of the shared goals of the Parties, the Parties agree as follows:

A. RESPONSIBILITIES OF SELLER AGENCY

¹ This is to be done over the course of multiple fiscal years, subject to the availability of funding.

1. For FY25:
 - Organize and host events such as listening sessions and focus groups in partnership with the Buyer Agency;
 - promote the Paramedic Program through campaigns and public promotion;
 - create the necessary administrative and educational mechanisms to build the Paramedic Program;
 - recruit and hire appropriate personnel to manage and teach in the Program (including, but not limited to: Program Director, Medical Director, faculty) and vet them through the CoAEMSP and DC Health processes;
 - secure appropriate facilities, materials, and agreements with other institutions (e.g., hospitals, clinics, etc.);
 - obtain LoR from CoAEMSP;
 - obtain certification from DC Health;
 - build Paramedic Program curriculum;
 - secure an approved FY26 University of the District of Columbia Paramedic Program budget for capital and operational expenditures; and
 - provide goods and services identified in Appendix A.

2. For FY26:
 - establish a fully accredited Paramedic Program at the University of the District of Columbia;
 - reserve up to 20 seats in initial cohort of Paramedic Program at no additional cost to Buyer Agency;
 - commence initial cohort in the Program; and
 - provide goods and services identified in Appendix A.

3. For future fiscal years:
 - reserve up to 20 seats per cohort for Fire and EMS employees at DC Resident tuition rate; and
 - allow Fire and EMS employees who are continuing on to the associate's degree to do so at the DC Resident tuition rate.

B. RESPONSIBILITIES OF BUYER AGENCY

1. For FY25:
 - promote the Paramedic Program;
 - serve in a consulting and assistive role in Seller Agency's recruitment of personnel for the Paramedic Program;
 - serve in a consulting and assistive role in curriculum development for the Program;
 - assist Seller Agency in recruiting students for the Program; and

- assist Seller Agency in other administrative tasks that are deemed necessary to create the Program, such as detailed Memoranda of Agreement between Parties and with outside entities.
2. For FY26:
 - provide specialized facilities where practicable;
 - provide select consumable and durable medical supplies as needed;
 - work with the Seller Agency to provide qualified uniformed personnel to supervise students during field training;
 - advise Seller Agency of the number of vacant seats in the initial cohort within 30 days of the start date of the first cohort;
 - provide scheduled opportunities for Paramedic Program field experience on its EMS apparatus; and
 - assist Seller Agency in administrative tasks necessary for Program operation and establishment.
 3. For future fiscal years:
 - advise Seller Agency of the number of vacant seats in each cohort within 30 days of the start date of each cohort.

V. DURATION OF THIS MOU

A. PERIOD

The period of this MOU shall be from October 1, 2024 through September 30, 2026, unless early terminated pursuant to Section XI of this MOU.

B. EXTENSION

The Parties may extend the period of this MOU by mutual written agreement of the Parties' duly authorized representatives by exercising an unlimited number of option periods. Option periods may consist of a fiscal year or the length of one cohort pursuing the Paramedic Program, if different. Buyer Agency shall provide Seller Agency with written notice of its intent to exercise an option period at least thirty (30) days before the expiration of the initial or extended term of this MOU. The exercise of an option period is subject to the availability of funds at the time it is exercised.

VI. FUNDING PROVISIONS

A. COST OF SERVICES

The total cost to the Buyer Agency for the goods and/or services provided under this MOU shall not exceed one million, nine hundred seventy-two thousand, five hundred dollars (\$1,972,500) for Fiscal Years 2025 – 2026, specifically, nine hundred eighty-six thousand, two hundred fifty dollars (\$986,250) for FY25, and

nine hundred eighty-six thousand, two hundred fifty dollars (\$986,250) for FY26. The total cost of the goods and/or services is based on the Parties' estimate of the actual cost of the goods and/or services that will be provided under this MOU, as provided in the budget attached as Appendix A.

B. PAYMENT

For each fiscal year's payment, within thirty (30) days after receiving an invoice from the Seller Agency, the Buyer Agency shall make payment, in the amount indicated in Section VI.A for such fiscal year, to the Seller Agency by a wire payment made pursuant to instructions provided by the Seller Agency or by a check made payable to the "University of the District of Columbia", referencing this MOU, and sent to:

ATTN: Finance Department
Office of the Chief Financial Officer
University of the District of Columbia
4200 Connecticut Ave., NW
Bldg. 39, 2nd Floor,
Washington, DC 20008

C. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that nothing in this MOU creates a financial obligation in anticipation of an appropriation and that all provisions of this MOU are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-deficiency Act, D.C. Official Code §§ 47-355.01-355.08, (iii) D.C. Official Code § 47-105, and (iv) D.C. Official Code § 1-204.46, as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

VII. AMENDMENTS

This MOU may be amended only by the written agreement of the Parties. Amendments shall be dated and signed by authorized representatives of the Parties.

VIII. COMPLIANCE WITH LAW

The Parties shall comply with all applicable laws, rules, and regulations whether now in effect or hereafter enacted or promulgated.

IX. RECORDS AND REPORTS

- A. The Buyer Agency and Seller Agency shall maintain records and receipts for the expenditure of all funds provided pursuant to this MOU for a period of no less than three (3) years after the date of expiration or termination of this MOU.
- B. Both the Buyer Agency and Seller Agency shall have access to all records established pursuant to Section VI.B. of this MOU for a period of no less than three (3) years after the date of expiration or termination of this MOU.

X. TERMINATION

- A. Either Party may terminate this MOU in whole or in part by giving thirty (30) calendar days advance written notice to the other Party.
- B. In the event of termination of this MOU, the Buyer Agency and Seller Agency shall reconcile any amounts due to the Seller Agency under this MOU prior to any reprogramming of funding.

XII. NOTICES

The following individuals are the contact points for each Party:

Buyer Agency

Helen R. McClure, Ph.D.
Training Specialist
DC Fire and EMS Department
899 North Capitol St., NE
Washington, DC 20002
Helen.McClure@dc.gov
(202) 480-3220

Seller Agency

Marilyn Hamilton, Ph.D.
Dean, Community College
University of the District of Columbia
4200 Connecticut Ave., NW
Washington, DC 20008
mhamilton@udc.edu

With a copy not constituting notice to:

Office of the General Counsel
University of the District of Columbia
4200 Connecticut Ave., NW
Building 39, Suite 301Q
Washington, DC 20008
Attention: General Counsel

XIII. RESOLUTION OF DISPUTES

All disputes arising under this MOU shall be referred to the Buyer Agency's Training Specialist and the Seller Agency's Dean of the Community College for resolution. If these individuals are unable to resolve such a dispute, the dispute shall be referred to the Chief of DC Fire and EMS and President of UDC for resolution.

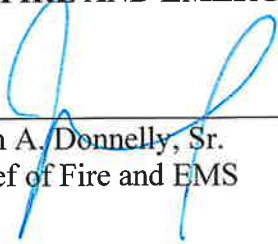
XIV. CONFIDENTIAL INFORMATION

The Parties shall use, restrict, safeguard, and dispose of all information related to goods and/or services provided under this MOU in accordance with all relevant federal and District statutes, regulations, and policies.

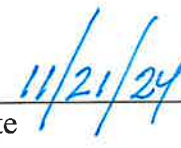
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IN WITNESS WHEREOF, the Parties have executed this MOU as follows:

DC FIRE AND EMERGENCY MEDICAL SERVICES DEPARTMENT




John A. Donnelly, Sr.
Chief of Fire and EMS



Date

UNIVERSITY OF THE DISTRICT OF COLUMBIA

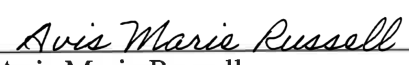


Maurice Edington, Ph.D.
President

12/6/24

Date

Approved as to form and legal sufficiency



Avis Marie Russell
General Counsel

Appendix A

The following deliverables will be expected during the respective fiscal year.

Fiscal Year 2025; \$986,250
Deliverable
Support Fire and EMS members currently enrolled in other paramedic education programs with wraparound student services, as needed
Host four sessions of PGR
Host all Fire and EMS Cadet and Recruit graduation ceremonies.
Host at least two listening/question & answer/meet & greet sessions for current Fire and EMS EMTs
Document at least four meetings with officials in the legislative branch to gather and maintain support for Paramedic Program
Document at least four meetings with officials in the executive branch (other than Fire and EMS) to gather and maintain support for Paramedic Program
Host at least four public listening/question & answer sessions about the future Paramedic Program
Participate in the creation of at least five promotional artifacts for the Paramedic Program
Build administrative infrastructure to manage Paramedic Program
In consultation with Fire and EMS, recruit and hire appropriate personnel to manage and teach in the Paramedic Program
Develop Paramedic Program curriculum and course(s)
Secure all appropriate materials and facilities for the Paramedic Program
Secure all necessary agreements with hospitals, clinics, etc. for Paramedic Program clinical education
Initiate process to receive certification from DC Health
Initiate process to receive LoR from CoAEMSP

Fiscal Year 2026; \$986,250
Deliverable
Host four sessions of PGR
Host all Fire and EMS Cadet and Recruit graduation ceremonies
Start first cohort of Paramedic Program, reserving up to 20 seats for Fire and EMS employees, which shall be released for use by other parties no later than 30 calendar days prior to the commencement of the Program.

TO: The Board of Trustees

FROM: Managing Director of Finance *David A. Franklin*

DATE: March 3, 2026

SUBJECT: Associate of Science in Paramedics Degree Program

I. Summary

The establishment of the **Associate of Science in Paramedics** degree program represents a significant investment in the healthcare education sector. The program is designed to meet the growing demand for skilled emergency medical professionals in the region. By strategically managing costs and leveraging industry partnerships and grant opportunities, the AS in Paramedics degree programs are expected to be financially sustainable and to generate positive returns on investment over time.

II. Background

The **Associate of Science Degree in Paramedics** is aimed at addressing the urgent need for trained emergency medical professionals, particularly in urban and underserved areas. The program will offer students a seamless pathway to obtain the necessary credentials to serve in emergency medical services, fire departments, hospitals, and other healthcare organizations.

The Associate Degree will provide a comprehensive education, combining clinical training, theory, and field experience. The growing demand for emergency medical professionals is evidenced by an increase in job openings across the country and the Washington Metropolitan Area, with projected growth rates in emergency medical technician and paramedic careers.

As of 2024, there were approximately 600 EMS/Paramedic job openings in the Washington Metropolitan Area, and this number is expected to grow by 8% by 2032. The average salary for paramedics in this region is approximately \$60,000, with potential for growth based on experience and advanced certifications.

III. Financial Impact

A. Expenses

The financial structure for the **Associate Degree in Paramedics** programs consists of both initial and recurring costs. Initial investments will focus on course development, faculty recruitment, and infrastructure. Recurring costs will include faculty salaries, program maintenance, and student support services.

Table 1. Initial Investment (AY25-26)

Requested Items	Amount
Faculty Pay (Adjunct)	\$15,000
Accreditation dues	\$5,000
Marketing and Recruitment	\$3,500
Program Materials (Books, Supplies)	\$2,500
Infrastructure Setup (Equipment)	\$150,000
Total Initial Investment	\$176,000

The initial investment will focus on the hiring of adjunct faculty, development of course materials, marketing the program, and ensuring that the required infrastructure (such as equipment for clinical simulations) is in place to support the program delivery.

Table 2. Recurring Expenses (AY26-27 to AY28-29)

Recurring Expenses	AY26-27	AY27-28	AY28-29
Full-time Faculty Salary	\$0	\$79,000	\$79,000
Adjunct Faculty Salary (Multiple Instructors)	\$24,000	\$32,000	\$40,000
Clinical Training Costs (Simulations, Field)	\$10,000	\$12,000	\$15,000
Marketing & Recruitment	\$4,000	\$4,500	\$5,000
Accreditation Costs	\$8,000	\$8,500	\$9,000
Program Materials (Books, Supplies)	\$3,000	\$3,500	\$4,000
Equipment Maintenance and Upgrades	\$2,000	\$2,500	\$3,000
Total Recurring Expenses	\$51,000	\$142,000	\$155,000

Descriptions of Recurring Expense Items:

- **Faculty:** The program will begin with adjunct faculty in the first two years, transitioning to the recruitment of a full-time faculty member by Year 3 to accommodate increasing student enrollment. We anticipate creating one faculty line for this program by Year 3.
- **Clinical Training:** Costs associated with clinical simulations, field training, and partnerships with local healthcare providers will be ongoing throughout the program.
- **Marketing & Recruitment:** This will include promotional materials, open houses, online advertising, and collaborations with EMS agencies and healthcare providers.
- **Accreditation Costs:** This includes paying for initial accreditation to the Commission on accreditation for Emergency Medical Professions (CoEMPS), and for the required professional development of the Program Director.

B. Potential Revenue

For Year 1 and 2, the program will be supported by the grant from DC-FEMS and from the OSSE grant to develop the Advanced Technical Center in Ward 5 for the EMT programs. For

Year 3 onwards, it is anticipated that the revenue generated by these programs will primarily come from tuition, fees, and grants.

Enrollment projections are based on the number of students in the EMT/Paramedic certificate tracks (15 students currently) and the potential growth due to the addition of the Associate Degree option. Already there are 14 students on the waiting list for the Paramedic Certificate and 23 students on the waiting list for the EMT Certificate for these proposed certificate programs. Additionally, the college has 15 students admitted into the Paramedic Associate Degree program, currently identifying themselves as Public Health and IT (PHIT) majors, who are taking their general education courses and will transition officially into the Paramedic Associate Degree once it has been approved by the Board.

Table 3. Enrollment Projections - Number of Students

Projected Enrollment by Program	AY26-27	AY27-28	AY28-29
EMS Certificate	20	25	30
Paramedics Certificate	15	20	25
Associate Degree in Paramedics	10	15	20
Total Enrollment	45	60	75

Table 4. Revenue Projections (Tuition & Fees)

Revenue per Program	AY26-27	AY27-28	AY28-29
EMS Certificate (Tuition & Fees) ¹	\$64,480	\$80,600	\$96,720
Paramedics Certificate (Tuition & Fees) ²	\$83,820	\$111,760	\$138,700
Associate Degree (Tuition & Fees) ³	\$32,240	\$48,360	\$64,480
Total Revenue	\$180,540	\$240,720	\$300,900

Grant Funding and Industry Partnerships

Table 5. Grant Support for Program Development and Implementation (Years 1–2)

¹ Revenue for EMS Certificate program assumes an average tuition of \$3,224 per student, part-time at 6 credit hours. [6 credit hours * \$197/credit hour = \$1,182 in tuition + \$430 fees = \$1,612 * 2 (semesters) = \$3,224

² Revenue for the Paramedics Certificate program assumes an average tuition of \$5,588 per student, full-time at 12 credit hours, as the program requires students to enroll full-time. [12 credit hours * \$197/credit hour = \$2,364 + \$430 in fees = \$2,794 * 2 (semesters) = \$5,588

³ Revenue for Paramedics Associate Degree program assumes an average tuition of \$3,224 per student, part-time at 6 credit hours. [6 credit hours * \$197/credit hour = \$1,182 in tuition + \$430 fees = \$1,612 * 2 (semesters) = \$3,224 plus an additional fee for course materials and field training costs.

All calculations above assume use of the UDC Community College DC Metro Resident rate.

Expense Category	Program Development (Year 1)	Program Implementation (Year 2)	Funding Source
Curriculum Development & Program Design	Course development, syllabus design, alignment with certification standards	Curriculum refinement and updates	DC-FEMS (Paramedic), OSSE (EMT)
Faculty & Instructional Support	Adjunct instructional support, subject-matter experts	Instructional delivery and clinical supervision	DC-FEMS, OSSE
Student Scholarships & Tuition Support	Initial cohort scholarships and fee coverage	Continued tuition, fees, and book support	DC-FEMS, OSSE
Clinical Training & Simulation Costs	Simulation setup, clinical site coordination	Ongoing clinical placements and simulations	DC-FEMS
Program Materials & Equipment	Instructional materials, books, supplies, equipment	Maintenance and replacement of materials	DC-FEMS, OSSE
Accreditation & Compliance Costs	Accreditation preparation, documentation	Accreditation review and reporting	DC-FEMS
Program Evaluation & Research	Data collection and assessment planning	Program evaluation and continuous improvement	DC-FEMS, OSSE
Total Coverage:	Fully Covered by Grant Funds	Fully Covered by Grant Funds	—

Grant funding from DC-FEMS and OSSE is expected to fully cover program development and implementation costs for the first two years of both certificate programs. This includes instructional costs, student support, accreditation-related expenses, and required resources necessary for successful launch and early sustainability.

IV. Assumptions and Risks

Assumptions:

- **Steady Enrollment Growth:** The program assumes that enrollment will grow steadily, driven by demand for emergency medical professionals in the region and the growing reputation of the program.
- **Industry Demand:** It is assumed that local EMS and healthcare agencies will continue to hire graduates and collaborate with the program on field training.
- **Student Graduation Rate:** The program assumes a high graduation rate, with students successfully completing clinical training and certification exams.
- **Faculty Hire in Year 3** – As it is anticipated that the program will require a full-time faculty member by Year 3, the college would likely pull a vacancy from another program or look to pay for the position from other grants.

Risks:

- **Faculty Recruitment:** There may be difficulty in recruiting experienced faculty with both clinical and teaching qualifications, especially in paramedics, which could impact program delivery.
- **New F/T Faculty Position in Year 3** – A vacancy may not be available within the college to support this requirement. Additionally, grant funding may not be available. There is a potential risk that a spending pressure could arise in the form of one faculty line that the University would be required to cover either through the development of a new line (provided funds are available) or through the reallocation of a vacancy from another part of the organization. Conversely, the college may choose to continue using adjunct funds to support the program, but this may increase spending pressures within the adjunct budget in future fiscal years.
- **Industry Partnerships:** While partnerships with local healthcare organizations are vital for clinical training and fieldwork, these partnerships may be difficult to establish and sustain.
- **Regulatory Compliance:** Ensuring that the program meets state and national certification and accreditation standards will require ongoing effort and resources.

V. Conclusion

The **EMT Certificate, Paramedics Certificate, and Associate in Science Degree in Paramedics** program will provide critical training for a growing healthcare sector, with significant revenue potential and industry relevance. Initial investments are focused on faculty recruitment, infrastructure, and marketing while recurring costs will be offset by steady enrollment and external grants. These programs are expected to achieve financial sustainability and generate a positive return on investment in the medium term.