

January 12, 2026

Dr. Adena Williams Loston
President
St. Philip's College
1801 Martin Luther King
San Antonio, TX 78203

Dear Dr. Loston:

Thank you for submitting the following substantive change:

Substantive change:

**New Program-Approval
Advanced Technical Certificate in Electrophysiology**

Submission date:

7/1/2025

Intended Implementation date:

8/17/2026

Case ID:

SC032585

St. Philip's College proposes to offer the Advanced Technical Certificate (ATC) in Electrophysiology (EP). The prospectus was deferred for the following additional information on September 11, 2025.

- Indicate the projected life of the new program, as applicable: (one-time/limited duration or ongoing).
- Describe the strengths of the institution to undertake the new program.
- Provide the date of approval for the new program by the legal authority, THECB.
- Provide a narrative with supporting evidence to demonstrate that the number of full-time faculty members will be adequate to support the proposed program.
- Describe the impact on faculty workload of the proposed program.
- Describe how students are made aware of library and learning/information resources available to them, how they can learn how to access the resources, and are instructed in the use of online resources, as well as on-site library resources.
- Include in the budget resources to be directed to institutions or organizations for contractual or support services for the proposed change.
- Include projected revenues and expenditures and cash flow for the proposed change.
- Include a contingency plan should expected revenues not materialize or should costs exceed estimates.

The response to the deferral was received on January 8, 2026.

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St. Philip's College anticipates enrolling ten students in the Advanced Technical Certificate (ATC) in Electrophysiology (EP). The program includes a blend of didactic sessions, hands-on laboratory experiences, and clinical practicums. Instructional methods include face-to-face and distance education. Face-to-face sessions will take place on the main campus. External clinical experiences will be conducted at affiliated healthcare facilities within the local community. The College was approved for distance education on October 22, 2002. The target audience will be graduates from accredited programs in Cardiovascular Technology, Radiologic Technology, or related healthcare fields who seek to advance their technical skills and career opportunities in cardiac electrophysiology. The program will be ongoing.

The Advanced Technical Certificate (ATC) in Electrophysiology (EP) program prepares students for entry-level positions as electrophysiology technologists, emphasizing the integration of theory and practical skills necessary for clinical practice. The program aligns with the Texas Higher Education Coordinating Board's (THECB) guidelines.

The College is prepared to offer the new program. Its strengths include the infrastructure, faculty expertise, and strategic partnerships necessary to successfully implement and sustain the Electrophysiology program. The College currently offers accredited programs in Cardiovascular Technology and Cardiac Sonography, supported by state-of-the-art simulation laboratories and SMART classrooms that foster high-quality experiential learning. These facilities provide a strong foundation for advanced cardiac programs and demonstrate the institution's commitment to technology-driven instruction.

Program development was initiated in response to the increasing demand for skilled electrophysiology technologists, as identified by local healthcare providers, advisory board recommendations, and employment trend analyses. A comprehensive needs assessment was conducted. Labor Market Analysis using regional employment data from the Texas Labor Market indicates a projected 14.19% job growth for Cardiovascular Technologists and Technicians, including Electrophysiology specialists, across Texas through 2032.

The process of developing the EP ATC program involved collaboration among the stakeholders. Initially, the proposal was formulated by content experts, who conducted an in-depth review of healthcare industry needs, existing program structures, and best practices. Input from faculty, advisory board members, students, and community partners was solicited to ensure the proposed curriculum reflected current industry standards and addressed the skill gaps identified in the local workforce. Content experts and faculty designed the program to align with the Texas Higher Education Coordinating Board's guidelines for workforce programs focusing on meeting the educational and technical demands of electrophysiology technology roles.

The Health Sciences Advisory Committee meetings consist of select faculty, students, and community/industry partners (clinical site and employer representatives). Faculty representation on the committee encompasses the various Health Science program areas, including faculty

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and coordinators, as well as industry experts, to ensure curriculum alignment with real-world demands. Throughout the process, input was obtained from accreditation bodies, healthcare industry professionals, and licensing agencies to ensure program compliance and relevance.

The Texas Higher Education Coordinating Board (THECB) approved the new program on June 30, 2025. Documentation is included in the proposal.

The College is a Historically Black College and Hispanic-Serving Institution whose mission is to empower students through educational achievement and career readiness. The new program proposal aligns with the College's mission by preparing graduates to meet the community's healthcare workforce needs, filling a gap in current program offerings. No college within the Alamo Colleges District or South Texas region currently offers a dedicated EP training certificate aligned with the Registered Cardiac Electrophysiology Specialist (RCES) credentialing preparation. This program will alleviate the current bottleneck of local workforce development in advanced invasive electrophysiology.

The College identified seven student learning outcomes. The assessment methods include written exams, practical competency assessments, student self-assessment and reflection, clinical performance evaluations, and clinical assessments.

Admission requirements include completion of a relevant healthcare program such as Cardiovascular Technology, Radiologic Technology, or a similar accredited program. Additionally, candidates must possess current certification or licensure for direct patient care/imaging, such as credentials from the American Registry for Diagnostic Medical Sonography (ARDMS) or Cardiovascular Credentialing International (CCI). Applicants must submit official transcripts of all coursework completed at other colleges and universities.

Graduation requirements include completion of all courses and the required 28 semester credit hours, while maintaining a minimum cumulative grade point average (GPA) of 2.7 in all program-related coursework. Graduates must have earned a grade of C or better in all technical and core courses directly related to the EP curriculum.

The College demonstrates compliance with Standard 10.7 of the *Principles of Accreditation*. The College follows the Alamo Colleges District Policy, which states that it follows the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy. In determining the credit hours awarded for courses and programs, the College complies with the state's credit hour guidelines, as defined by the THECB. The guidelines define a semester credit hour as a unit of measure of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction, over 15 weeks in a semester or its equivalent.

The Electrophysiology Program may be offered in a compressed time frame to accommodate students seeking accelerated learning. The College confirms that it ensures that the levels of

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knowledge and competencies are comparable to those required in traditional formats. Faculty members provide ongoing mentorship, guiding students through accelerated coursework and ensuring they remain on track.

Oversight of the program begins with qualified faculty members, who report directly to the program director. The program director reports to the Chairperson of the Healthcare Sciences and Early Childhood Department. The Chairperson reports to the Dean of Health Sciences. The Dean reports to the Vice President for Academic Success, who is a direct report of the President of the College.

The College provided the curriculum program of study, course descriptions, and a projected schedule of course offerings. It also provided the qualifications for one full-time and one part-time faculty member. Academic qualifications, certifications, and work experience appear adequate for teaching courses in the new program. Keep in mind that the ultimate determination of faculty qualifications is the responsibility of the peer review team, which will assess the program as part of the institution's next SACSCOC reaffirmation review.

The College demonstrates it has sufficient faculty to design and implement the new program. Two full-time faculty members holding Registered Cardiac Electrophysiology Specialist (RCES) or Certified Electrophysiology Specialist (CEPS) credentials will serve as primary instructors and program coordinators. Based on projected enrollment of 12 students and an average class size of 12, the program will require one section per semester.

To maintain the strength of the existing Cardiovascular Technology (CVT) program, adjunct faculty will continue to teach foundational CVT courses, allowing full-time faculty to focus on EP instruction. Overloads, if necessary, will be limited and approved. Faculty assignments for the EP program will adhere to the established workload framework, with only minimal impact.

Students will have access to catalogs, books, periodicals, journal locators, tutoring, and electronic databases within the library. The library's website provides links to the online catalog, electronic databases, e-book collections, and other resources, all of which are accessible to current students, faculty, staff, and administrators. The College provided a list of current database subscriptions for Magnetic Resonance Imaging, including discipline-specific refereed journals and primary source materials.

The website also features information on the library's resources, including distance learning, information literacy instruction, virtual reference service (email, chat, and texting), and general assistance. Students also have access to the College's student portal, which serves as the central hub for registration, schedules, and academic tools. Students are introduced to these resources during program orientation, through course syllabi, and within their Canvas learning modules.

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Student support resources appear adequate to support the new program. Resources include Enrollment Management, Advising, Instructional Innovation Center/Center for Distance Learning, Tutoring, Counseling, and Career Services.

Physical resources appear adequate to support the new program. These resources are more than sufficient to support the initial five years of the MS program without negatively impacting current undergraduate or existing graduate programs. Physical resources include computer labs, study areas, and 175 classrooms. The Center for Health Professions, located on the main campus, is a 116,341-square-foot advanced medical training facility that provides hands-on, simulated instruction. Students have access to the latest equipment and technology.

The Center has dedicated classroom and lab spaces for the Invasive Cardiovascular Technology Program, including two classrooms, a computer lab, a catheterization lab, and a patient simulation lab with over 4,000 square feet of instructional space. The primary classroom is equipped with audio and video recording and broadcasting equipment, allowing classes to be recorded or content to be broadcast. The lab consists of a mentor simulator and a Mac-Lab hemodynamic recording monitoring system. The computer lab has 16 computers.

The Invasive Cardiovascular Technology program has long-standing relationships with clinical partners in the area that support clinical education, practice, and learning about the specific equipment currently used in local clinical settings. The College confirms that the new program will have a minimal impact, as classrooms, computer labs, and simulation spaces are available to the program as needed within the Center for Health Professions and across the campus.

Financial resources appear adequate to support the new program. The College is primarily funded through four sources, including net tuition and fees, state formula funding, local ad valorem taxes, and auxiliary enterprises. Financial projections indicate that tuition and fee revenues generated by program enrollment will offset program costs within two years of implementation. The College will fund the program through the program's annual institutional operating budget.

Budgeted allocations include coverage for simulation software licensing, preventative maintenance and service contracts, and clinical affiliation agreements with partner healthcare institutions. These contractual and support services help maintain high-quality instruction and reliable clinical experiences for students.

If revenues do not materialize as projected, the College is prepared to allocate supplemental funding from institutional reserves and designated capital funds. These resources are budgeted annually to support program expansion, equipment procurement, instructional materials, and other essential operational needs. This financial flexibility ensures that the program can continue without disruption, even in the face of temporary revenue shortfalls.

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Additionally, the College will actively pursue external funding opportunities, including federal and state grants, private foundation support, and strategic partnerships with industry stakeholders. These efforts will help offset any revenue shortfalls and strengthen the long-term sustainability.

The College participates in evaluation and assessment activities. The College conducts an annual program review. Programs are reviewed for educational return on investment through evaluating the Institutional Student Learning Outcome Assessment. The new program will participate in the evaluation. Assessment measures include student learning outcomes, retention, persistence, completion rates, licensure pass rates, job placement, community outreach, and workforce readiness.

SACSCOC staff reviewed the materials seeking approval of the Advanced Technical Certificate (ATC) in Electrophysiology (EP). I approve the program and include it in the scope of accreditation.

An invoice for \$500 to help defray the cost of reviewing the prospectus is included with this letter.

Should you need assistance, please contact Dr. J. Matthew Melton at (404) 994-6553 or via email at mmelton@sacscoc.org.

Please include the Case ID number above in all submissions or correspondence about this substantive change.

Sincerely,



Stephen L. Pruitt, Ph.D.
President

SLP/DDG:lp

Enclosure (invoice with liaison's copy only)

cc: Ms. Marsha P. Hall, Dean of Performance Excellence, St. Philip's College
Dr. J. Matthew Melton, Vice President, SACSCOC