

Text of Proposed Revisions to 19 TAC

Chapter 228. Requirements for Educator Preparation Programs

§228.1. General Provisions.

- (a) To ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of educators must be the joint responsibility of ~~both~~ educator preparation programs and the Early Childhood ~~Prekindergarten~~ -Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is ~~will be~~ required.
- (b) Consistent with the Texas Education Code , ~~(TEC) §21.047 and~~ §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of educator preparation programs ~~, including Centers for the Professional Development of Teachers and alternative routes to certification,~~ to accommodate the unique characteristics and needs of different regions of the state ~~State~~ as well as the diverse population of potential educators.
- (c) All educator preparation programs are ~~will be~~ subject to the same standards of accountability ~~performance~~, as required under Chapter 229 of this title (relating to the Accountability System for Educator Preparation).

§228.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise. []

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- ~~[(1) Ongoing experiences--experiences that are continued and built upon throughout the entire preparation program of study.]~~
- ~~[(2) Relevant experiences--experiences that directly relate to the certificate sought.]~~
- ~~[(3) Field-based experiences--experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with pre-kindergarten-Grade 12 students and teachers and entity faculty/staff members in a school-related setting. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant.]~~
- ~~[(4) Teaching practicum--supervised student teaching or internship with related duties and responsibilities.]~~
- (2) ~~[(5)]~~ Alternative certification program-- An ~~an~~ approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs) ~~chapter~~, specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a baccalaureate degree.
- (3) Candidate--A participant in an educator preparation program seeking certification.
- (4) Clinical teaching--A 12-week full-day teaching practicum in an alternative certification program at a public school accredited by the Texas Education Agency (TEA) or a TEA-recognized private school that may lead to completion of a standard certificate.
- (5) Clock-hours--Fifteen clock-hours at an accredited university is equal to one semester credit hour.
- (6) Cooperating teacher--The campus-based mentor teacher for the student teacher or clinical teacher.
- (7) Educator preparation program--An entity approved by the State Board for Educator Certification (SBEC) to recommend candidates in one or more educator certification fields.
- (8) Entity--The legal entity that is approved to deliver an educator preparation program.

- (9) Field-based experiences-- Experiences [Face-to-face experiences] in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with Early Childhood-Grade 12 students, teachers, and faculty/staff members in a school setting that is part of regular classroom instruction. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant.
- (10) Field supervisor--A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.
- (11) Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (12) Internship--A one-year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.
- (13) Late hire--An individual who has **not** been accepted into an educator preparation program **before June 15** and **who is** hired for a teaching assignment by a school after June 15 or after the school's academic year has begun.
- (14) Mentor--For a classroom teacher, a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher's progress to that teacher's educator preparation program.
- (15) Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- (16) Practicum--Practical work in a particular field; refers to student teaching, clinical teaching, internship, or practicum for a professional certificate that is in the school setting.
- (17) Student teaching--A 12-week full-day teaching practicum in a program provided by an accredited university at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.
- (18) ~~(6)~~ Teacher of record-- An [an] educator employed by a school district who teaches the majority of the instructional day [at least one class period] in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.
- (19) Texas Education Agency staff--Staff of the TEA assigned by the commissioner of education to perform the SBEC's administrative functions and services.
- (20) Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

§228.10. Approval Process.

- (a) Approval to Operate. A public institution of higher education must provide documentation to the Texas Education Agency (TEA) from the Texas Higher Education Coordinating Board (THECB) of approval to operate in Texas prior to submitting a proposal to offer an educator preparation and/or alternative certification program.
- (b) ~~(a)~~ New Entity Approval. An entity [Entities] seeking initial approval to deliver an educator preparation program shall submit an application and [a] proposal [in accordance with guidelines established by the Texas Education Agency (TEA) staff,] with evidence indicating the ability to comply with the provisions of this chapter and Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates [Students]). The proposal shall include the following program approval components: entity commitment to adequate preparation of certification candidates, program standards, and community collaboration; criteria for admission to an educator preparation program; curriculum; program delivery and evaluation; and a plan

for ongoing support of the candidates. The proposal must also identify the certificates proposed to be offered by the entity and meet applicable federal statutes or regulations. The proposal will be reviewed ~~[under procedures approved]~~ by the TEA staff and a pre-approval site visit will be conducted. ~~[, and the]~~ The TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the entity should be approved ~~[or denied accreditation pursuant to §229.3(e) of this title (relating to The Accreditation Process)]~~ .

(c) ~~(b)~~ Continuing Entity Approval. An entity ~~[Entities]~~ approved by the SBEC under this chapter prior to September 1, 2008, shall be reviewed at least once every five years under procedures approved by the TEA staff; however, a review may be conducted at any time at the discretion of the TEA staff. At the time of the review, the entity shall submit to the SBEC a status report regarding its compliance with existing standards for educator preparation programs and the entity's original proposal. An entity approved by the SBEC under this chapter after August 31, 2008, shall be approved for a term of ten years and must reapply every ten years thereafter for approval by the SBEC in the same manner as a new educator preparation program seeking approval. ~~[Entities accredited under a Texas State Partnership Agreement with a national accrediting body shall be considered to have met the cyclical review requirements, unless the TEA staff determines that a review is appropriate.]~~

(d) Approval of Clinical Teaching for an Alternative Certification Program. An alternative certification program seeking approval to implement a clinical teaching component shall submit a description of the following elements of the program for approval by the TEA staff:

- (1) general clinical teaching program description, including conditions under which clinical teaching may be implemented;
- (2) selection criteria for clinical teachers;
- (3) selection criteria for mentor teachers;
- (4) description of support and communication between candidates, mentors, and the alternative certification program;
- (5) description of program supervision; and
- (6) description of how candidates are evaluated.

(e) ~~(e)~~ Addition of Certificate Fields.

(1) An educator preparation program that is rated "accredited," as provided in §229.3 of this title (relating to The Accreditation Process), ~~[Preparation programs which are fully accredited]~~ may request additional certificate fields be approved by TEA staff, by submitting ~~[appropriate documentation to meet]~~ the curriculum matrix; a description of how the standards for Texas educators are incorporated into the educator preparation program; and documentation showing that the program has the staff knowledge and expertise to support individuals participating in each certification field being requested ~~[and staff support criteria established by the TEA staff]~~ . The curriculum matrix must include the standards, framework competencies, applicable Texas Essential Knowledge and Skills, course and/or module names, and the benchmarks or assessments used to measure successful program progress. An educator preparation program rated "accredited," as provided in §229.3 of this title, and currently approved to offer a content area certificate for which the SBEC is changing the grade level of the certificate may request to offer the preapproved content field at different grade levels by submitting a modified curriculum matrix that includes the standards, course and/or module names, and the benchmarks or assessments used to measure successful program progress. The requested additional certificate fields must be within the classes of certificates for which the educator preparation program has ~~[entities have]~~ been previously approved by the SBEC. An educator preparation program that is not rated "accredited" may not apply to offer additional certificate fields or classes of certificates.

(2) An educator preparation program that is rated "accredited" ~~[Preparation programs which are fully accredited]~~ may request the addition of certificate fields in a class of certificates that has not been previously approved by the SBEC , but ~~[Under guidelines established by the TEA staff, the entity]~~ must present a full proposal for consideration and approval by the SBEC.

~~(3) For purposes of this section, "TEA staff" means staff of the Texas Education Agency assigned by the commissioner of education to perform the SBEC's administrative functions and services.~~

- (f) ~~Addition of Program Locations. An educator preparation program that proposes to provide educator preparation in a different geographic location from that contained in its approved proposal shall present a new proposal for consideration and approval by the SBEC that includes provisions for meeting all program requirements at the new location. The educator preparation program will be notified in writing of its proposal approval or denial within 60 days following a determination by the SBEC. If an educator preparation program has already added additional locations or is already providing educator preparation in locations different from that contained in its original approved proposal as of January 1, 2009, the additional locations are not required to be presented to or approved by the SBEC. However, the educator preparation program shall inform the SBEC of the existence of the additional locations at which the program is providing educator preparation within 60 days of the adoption of this subsection.~~
- (g) ~~(4) Contingency of Approval. Approval of all educator preparation programs by the SBEC or by the TEA staff, including each specific certificate field, is contingent upon approval by other lawfully established governing bodies, such as the THECB [Texas Higher Education Coordinating Board], boards of regents, or school district boards of trustees. Continuing educator preparation program approval is contingent upon compliance with superseding state and ~~or~~ federal law ~~or both~~.~~
- ~~(e) Denial of Approval. Entities that fail to meet the requirements of this chapter; Chapter 227 of this title; or Chapter 229 of this title (relating to Accountability System for Educator Preparation), will not be approved to deliver educator preparation.~~

§228.20. Governance ~~[Design, and Delivery]~~ of Educator Preparation Programs.

- (a) Preparation for the certification of educators may ~~shall~~ be delivered by ~~an institution~~ ~~[institutions]~~ of higher education, regional education service center ~~[centers]~~, public school district ~~[districts]~~, or other entity ~~[entities]~~ approved by the State Board for Educator Certification (SBEC) ~~[Board]~~ under §228.10 of this title (relating to Approval Process).
- (b) The preparation of educators shall be a collaborative effort among public schools accredited ~~[public schools]~~ by the Texas Education Agency (TEA) and/or TEA-recognized private schools ~~[, as defined by Chapter 230, Subchapter Y of this title (relating to Definitions)]~~; regional education service centers; institutions of higher education; and/or ~~and~~ business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA ~~[public schools]~~ and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection ~~[each of the above]~~ shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program. The approved educator preparation program ~~[entity]~~ shall approve the roles and responsibilities of each member of the advisory committee and shall meet a minimum of twice during each academic year.
- (c) ~~The governing body and chief operating officer of an entity approved to deliver educator preparation [Executives at the entities' highest levels] shall provide sufficient support [for educator preparation] to enable the educator preparation program [all programs] to meet all standards set by the SBEC, and shall be accountable for the quality of the educator preparation program [programs] and the candidates whom the program recommends [recommended] for certification.~~
- (d) ~~All educator preparation programs must be implemented as approved by the SBEC as specified in §228.10 of this title. An approved educator preparation program may not expand to other geographic locations without prior approval of the SBEC.~~
- (e) ~~Proposed amendments to an educator preparation program shall be submitted to the TEA staff and approved prior to implementation. Significant amendments, related to the five program approval components specified in §228.10(b) of this title, must be approved by the SBEC. The educator preparation program will be notified in writing of its proposal approval or denial within 60 days following a determination by the SBEC. If an educator preparation program has already implemented significant amendments to its original approved proposal as of January 1, 2009, those amendments are not required to be presented to or approved by the SBEC. However, the educator preparation program shall inform the SBEC of the existence of the significant amendments within 60 days of the adoption of this subsection.~~

§228.30. Educator Preparation Curriculum.

- (a) ~~The educator standards adopted by the State Board for Educator Certification (SBEC) [board] shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). [knowledge and skills adopted by the State Board of Education pursuant to the Texas Education Code (TEC) §28.002(e) (d). In addition, the preparation of all candidates for certification must include the specified requirements for reading instruction adopted by the Board for each certificate. Entities shall ensure that all preparation, including field-based experiences, comply with this subsection.]~~
- (b) ~~The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:~~
- ~~(1) the specified requirements for reading instruction adopted by the SBEC for each certificate;~~
 - ~~(2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);~~
 - ~~(3) child development;~~
 - ~~(4) motivation;~~
 - ~~(5) learning theories;~~
 - ~~(6) TEKS organization, structure, and skills;~~
 - ~~(7) TEKS in the content areas;~~
 - ~~(8) state assessment of students;~~
 - ~~(9) curriculum development and lesson planning;~~
 - ~~(10) classroom assessment for instruction/diagnosing learning needs;~~
 - ~~(11) classroom management/developing a positive learning environment;~~
 - ~~(12) special populations;~~
 - ~~(13) parent conferences/communication skills;~~
 - ~~(14) instructional technology;~~
 - ~~(15) pedagogy/instructional strategies;~~
 - ~~(16) differentiated instruction; and~~
 - ~~(17) certification test preparation.~~
- ~~[(b) Educator preparation entities shall provide evidence of on-going and relevant field-based experiences throughout the program, as determined by the collaborative, in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of promising practices to improve student learning.]~~
- ~~[(c) Prior to issuance of the Standard Certificate under Chapter 232, Subchapter A of this title (relating to the Types and Classes of Certificates Issued), the preparation program shall require all candidates for certification to complete a field-based practicum in the area and at the level for which the certificate is sought.]~~
- ~~[(1) Undergraduate teacher certification candidates, shall complete a minimum of 12 weeks of full-day teaching practicum. Supervision shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a mentor.]~~
 - ~~[(2) Alternative routes to teacher certification shall provide a field-based practicum or internship that allows the candidate either to serve as teacher of record on a probationary certificate, in accordance with the conditions and requirements stipulated in §232.4 of this title for at least one school year, or to complete a teaching practicum comparable to that required in an undergraduate~~

~~teacher certification program as described in this section. The internship shall include high quality professional development that is sustained, intensive, and classroom focused. Supervision shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a mentor.]~~

~~[(3) Programs preparing candidates for classes of certificates other than classroom teacher shall provide either a supervised field-based practicum or an internship that allows the candidate to serve as an educator on a probationary certificate in accordance with the conditions and requirements stipulated in §232.4 of this title, for candidates to develop and to demonstrate the knowledge and skills related to the certificate sought.]~~

§228.35. Preparation Program Coursework and/or Training.

(a) Coursework and/or Training for Candidates Seeking Initial Certification.

~~(1) An educator preparation program shall provide coursework and/or training to ensure the educator is effective in the classroom.~~

~~(2) Professional development should be sustained, intensive, and classroom focused.~~

~~(3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training that includes the following:~~

~~(A) 30 clock-hours of field-based experience to be completed prior to student teaching, clinical teaching, or internship. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method. Use of technology must integrate the following: [3]~~

~~(i) authentic classrooms in a public school accredited by the Texas Education Agency (TEA) or TEA-recognized private school;~~

~~(ii) instruction by content certified teachers;~~

~~(iii) actual students in classrooms with identity proof provisions;~~

~~(iv) content or grade level specific classrooms;~~

~~(v) variable time length of observation; and~~

~~(vi) reflection of the observation;~~

~~(B) 80 clock-hours of training prior to student teaching, clinical teaching, or internship; and~~

~~(C) six clock-hours of test preparation.~~

~~(4) All coursework and training shall be completed prior to educator preparation program completion and standard certification.~~

~~(5) With appropriate documentation, 50 clock-hours of training may be provided by a school district and/or campus that is an approved TEA [Texas Education Agency (TEA)] continuing professional education provider.~~

~~(6) Each educator preparation program must develop and implement specific criteria and procedures that allow candidates to substitute experience and/or professional training directly related to the certificate being sought for part of the educator preparation requirements.~~

~~(b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.~~

~~(c) Late Hires. A late hire for a teaching position shall complete 30 clock-hours of field-based experience as well as 80 clock-hours of initial training within 90 school days of assignment. Up to 15 clock-hours of~~

field-based experience may be provided by use of electronic transmission, or other video or technology-based method. Use of technology must integrate the following:

- (1) authentic classrooms in a public school accredited by the TEA or TEA-recognized private school;
- (2) instruction by content certified teachers;
- (3) actual students in classrooms with identity proof provisions;
- (4) content or grade level specific classrooms;
- (5) variable time length of observation; and
- (6) reflection of the observation.

(d) Educator Preparation Program Delivery. An educator preparation entity shall provide evidence of on-going and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.

(1) For initial certification, each educator preparation program shall provide field-based experience, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experience must be completed prior to assignment in an internship, student teaching, clinical teaching, or practicum. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method. Use of technology must integrate the following:

- (A) authentic classrooms in a public school accredited by the TEA or TEA-recognized private school;
- (B) instruction by content certified teachers;
- (C) actual students in classrooms with identity proof provisions;
- (D) content or grade level specific classrooms;
- (E) variable time length of observation; and
- (F) reflection of the observation.

(2) For initial certification, each educator preparation program shall also provide one of the following:

- (A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;
- (B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or
- (C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data. An educator preparation program may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

(i) An internship, student teaching, or clinical teaching for an Early Childhood-Grade 4 and Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:

- (I) the Head Start program is participating in either the School Readiness Integration (SRI) or the Texas Early Education Model (TEEM);
- (II) a certified teacher is available as a trained mentor;
- (III) the Head Start program is affiliated with a public school accredited by the TEA;

- (IV) the Head Start program teaches three and four-year-old students; and
- (V) the state's pre-kindergarten curriculum guidelines are being implemented.
- (ii) An internship, student teaching, or clinical teaching experience may not be held in a distance learning lab setting.
- (3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.
- (e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.
- (f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact with the assigned candidate must occur within the first three weeks of assignment. The program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester. Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor. The first observation must occur within the first six weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

§228.40. Assessment and Evaluation of Candidates for Certification and Program Improvement.

- (a) To ensure [assure] that a candidate for educator [candidates for] certification is [are] prepared to receive the standard certificate, the entity [Standard Certificate, entities] delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program.
- (b) An [Entities delivering] educator preparation program shall determine the readiness of each candidate [its candidates] to take the appropriate certification ~~assessment of [assessment(s), including assessments of knowledge of content,]~~ pedagogy and professional responsibilities [development] , ~~including [and]~~ professional ethics and standards of conduct. An educator preparation program shall not grant test approval ~~for the pedagogy and professional responsibilities assessment~~ until a candidate has met all of the requirements for admission to the program and has been fully accepted into the educator preparation program.
- ~~[(c) — Entities shall not recommend individuals to enter an induction period unless those individuals hold at least the baccalaureate degree, unless specifically exempted in rules adopted by the board.]~~
- (c) ~~[(d)]~~ For the purposes of educator preparation program improvement, an entity [entities] shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research [research based promising] practices, and the results of internal and external assessments.
- (d) An educator preparation program shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion.
- ~~[(e) — Entities shall regularly and substantively participate in induction efforts for beginning educators. Observations and results from this participation shall be used in the evaluations conducted under subsection (d) of this section.]~~

§228.50. Professional Conduct.

During the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics ~~[and Standard Practices for Texas Educators]~~).

§228.60. Implementation Date.

- (a) ~~This chapter applies to an educator preparation program candidate who is admitted to an educator preparation program on or after January 1, 2009 [All approved educator preparation programs must implement this chapter for all candidates participating in clinical teaching, student teaching, internship, or practicum for the 2009-2010 school year] [Not later than January 1, 2000, all approved educator preparation programs shall affirm compliance with the provisions of this chapter under procedures approved by the executive director] .~~
- (b) ~~All provisions in this chapter shall apply to §232.5 of this title (relating to Temporary Teacher Certificates) upon the effective date of the rule actions adopted in this chapter, except that a certificate issued under §232.5 of this title shall require 380 total clock-hours of training.~~