

COURSE SEQUENCE

The four 3-credit hour courses for this licensure area include:

Gateway 1: Fall

EDCI 5631: Characteristics of the Academically Gifted Child

Gateway 2: Spring

EDCI 5641: Methods and Models of Instruction for the Academically Gifted
EDCI 5651: Curriculum Development and Differentiation for Gifted Education

Gateway 3: Summer

EDCI 5694: Practicum in Academically/Intellectually Gifted Education

Add-on licensure candidates must provide a letter of interest in pursuing licensure; documentation of clear licensure in another teaching area; and transcripts for previous institutions may be requested as well. Transcripts will be evaluated for equivalent course work and relevant experiences and a program of study will be developed.

To apply, contact:

NCCU School of Education
Office of Alternative Licensure Programs
712 Cecil Street
Durham, NC 27707
919-530-7790

"Preparing Educators for Diverse Cultural Contexts"



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North Carolina
Central University

Academically & Intellectually Gifted Add-On Licensure Program



James E. Shepard, Founder

PROGRAM OVERVIEW

The Academically and Intellectually Gifted (AIG) Add-On Licensure Program meets North Carolina Department of Public Instruction (NCDPI) standards and guidelines for an add-on license in AIG. This means that candidates must already hold a license in another teaching area.

The AIG program is a rigorous and relevant 12-credit hour program (four 3-credit hour courses). Courses must be taken in sequence. The intensive summer program includes curriculum development and implementation with a group of AIG, or potentially AIG, students.



GUIDELINES

- Provide letter of interest in pursuing AIG licensure;
- Documentation of licensure in another teaching area; and
- Transcripts for previous degrees or degree in progress

PROGRAM GOALS

- Understand the characteristics and identification of AIG students
- Compare program models for the identification of AIG students and delivery of AIG services
- Understand the unique social and emotional needs of AIG students
- Identify and uses major AIG methods, models, and research-based AIG strategies
- Develop and implement differentiated curriculum that addresses the needs of AIG students
- Evaluate the effectiveness of AIG programs and instructional models and strategies used
- Understand the impact of program design on success, self-esteem and learning across the curriculum
- Understand the role of culture in the recognition and measurement of intelligence and abilities

Gifted and talented students are those who have one or more abilities developed to a level significantly ahead of their peer group (or with the potential to develop these abilities).

GENERAL CHARACTERISTICS OF GIFTED, TALENTED AND MORE ABLE STUDENTS

He or she may:

- Be a good reader
- Be very articulated or verbally fluent for their age
- Give quick verbal responses
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child
- Communicate well with adults—often better than with their peer group
- Have a range of interests
- Show unusual and original responses to problem-solving activities
- Prefer verbal to written activities
- Be logical
- Be self taught in their own interest areas
- Have an ability to work independently
- Be artistic
- Be musical
- Excel at sports
- Have strong views and opinions
- Have a lively and original imagination
- Be very sensitive and aware of his or her environment
- Be socially adept
- Show a strong sense of leadership