American Public University System

The Ultimate Advantage is an Educated Mind

| Education
| EDUC605
| Foundations of Education for the Academically and Intellectually Gifted
| Credit Hours = 3
| Length of Course = 8 weeks
| Prerequisite: EDUC503 (May be taken concurrently)

Classroom Observation is required in this course. Up to 10 hours will be devoted to observation-related activities in an APUS approved site school. NOTE: Observations are not mandatory. If observation is not feasible for the student, students may register at learner.org and may view 30 minute video segments instead of 1 hour of observation. Write a summary of what you observed and reflect on what you learned about teaching and learning from the video segment. This would mean watching 10 video segments on learner.org instead of 10 hours in the classroom. The videos are made in actual classrooms.

Instructor Information

APUS Faculty
Course Description (Catalog)
This core course provides a basic understanding of the characteristics and needs of gifted and talented children. Emphasis is placed upon current issues in the study of gifted and talented students and the programs designed to meet their needs.

Course Scope
This course focuses on establishing a basic foundation for teachers who work with students who are gifted: academically and intellectually. EDUC605 is designed in accordance with the National Association of Gifted Children standards and will establish theory, philosophy, legislation, theory and trends in Gifted Education. Ultimately, students will critically assess such philosophies, practices, and theory and apply and evaluate their effectiveness and impact in today’s classroom.

In addition to assignments, course readings, and discussion, this course requires a minimum of 10 (ten) hours of classroom observations and/or participatory activities.

Course Objectives
After successfully completing this course, you will be able to:
1. Identify historical foundations of gifted education, and examine historical influence on current practices. (NAGC Standard 1: K1)
2. Identify various gifted education philosophies and explain their impact upon gifted education. (NAGC Standard 1: K2)
3. Compare and contrast various gifted education philosophies, and evaluate their respective merits. (NAGC Standard 1: K2)
4. Analyze a variety of gifted intelligence theories, and critically assess their effectiveness. (NAGC Standard 1: K2)
5. Examine one gifted education theory in depth and support its relevance in gifted education. (NAGC Standard 1: K2)
6. Assess a gifted education program’s philosophy and practices and formulate recommendations to improve curriculum. (NAGC Standard 1: K2)
7. Describe historical and current legislation concerning gifted education (NAGC Standard 1: K3)
8. Evaluate how current legislation impacts gifted education programs and recommend modifications. (NAGC Standard 1: K3)
9. Analyze issues in identification and definition for the gifted and talented. (NAGC Standard 1: K4)
10. Describe social, cultural, and prevailing attitudes concerning gifted education. ((NAGC Standard 1: K6)
11. Identify key trends and practices in gifted education and judge their impact upon gifted students in the classroom ((NAGC Standard 1: K7)
12. Evaluate current curriculum models and determine effectiveness for gifted education. (NAGC Standard 1: K7)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded Forum), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

**Required Course Textbooks:**
ISBN-10: 0-205-38850-7

**Additional Course Materials:**

Case Studies of Gifted Kindergarten Children Part II: The Parents and Teachers
Also available at:
http://www.thefreelibrary.com/Case+studies+of+gifted+kindergarten+children+Part+II%3a+the+parents+and+-a0157195626

A *Case Study* on the Local Organization of Two Mathematically *Gifted* Seventh-Grade Students, Preview (cover story)
By: Yim, Jaehoon; Chong, Yeong Ok; Song, Sang Hun; Kwon, Seokil. Journal for the *Education of the Gifted*, Winter2008, Vol. 32 Issue 2, p211-229, 19p, 1 chart, 2 diagrams; (AN 35989362) EBSCO; EDUCATION COMPLETE
Websites:

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Website URL/Address</th>
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</thead>
<tbody>
<tr>
<td>National Association for Gifted Children (NAGC)</td>
<td><a href="http://www.nagc.org/">http://www.nagc.org/</a></td>
</tr>
<tr>
<td>The National Research Center on the Gifted and Talented</td>
<td><a href="http://www.gifted.uconn.edu/nrcgt/nrconlin.html">http://www.gifted.uconn.edu/nrcgt/nrconlin.html</a></td>
</tr>
<tr>
<td>Center for Talent Development: Annotated Bibliography</td>
<td><a href="http://www.ctd.northwestern.edu/resources/bibliography">http://www.ctd.northwestern.edu/resources/bibliography</a></td>
</tr>
<tr>
<td>Mensa International</td>
<td><a href="http://www.mensa.org">www.mensa.org</a></td>
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<tr>
<td>National Curriculum United Kingdom</td>
<td><a href="http://curriculum.qca.org.uk/">http://curriculum.qca.org.uk/</a></td>
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<tr>
<td>National Education Association (NEA) Educational Statistics page</td>
<td><a href="http://www.nea.org/edstats/">http://www.nea.org/edstats/</a></td>
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<tr>
<td>No Child Left Behind (NCLB) U.S. Department of Education (DOE)</td>
<td><a href="http://www.ed.gov/nclb/landing.jhtml">http://www.ed.gov/nclb/landing.jhtml</a></td>
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</table>
Evaluation Procedures

Homework Assignments (9% Total Grade)
Points: 90
Due Date: Weekly
Homework assignments will provide essential practice for the skills you will be learning in this course. It is imperative that you keep up with your reading, and use the assignments to assist you in gaining knowledge of procedures and programs for gifted education in your area.

Model Paper (34% Total Grade)
Points: 340
Due Date: Due Week 8, Sunday, Midnight
Students will examine one gifted education philosophy in depth (acceleration, enrichment, or grouping), use current research to support claims, and evaluate the theory’s application in the classroom. For the application portion, students should adapt and apply the theory to whatever concentration and grade level he or she intends to pursue. For example, if the student intends to teach 12th grade English, he or she should discuss theory and its applications appropriate to said content and age-level. Be sure to address and incorporate state standards for grade level and discipline within the paper.

Papers must include (but are not limited to) the following:
1. Introduction
2. Overview of philosophy
3. Detailed explanation of how philosophy works (with research)
4. Positive attributes of philosophy
5. Concerns/limitations of philosophy
6. Practical applications of philosophy in the classroom
7. Conclusion/closing remarks

Parameters include:
• Paper length: 8-12 pages
• 12 pt. Times New Roman Font
• Double spacing
• APA formatting
• Resources: minimum of 5 scholarly journals
• Resources: 2 journals MUST have scientific data
**Classroom Observation Papers (34% Total Grade)**

Evaluation paper #1:
Points: 170
Due Date: Due Week 4, Sunday, Midnight

Evaluation paper #2:
Points: 170
Due Date: Due Week 6, Sunday, Midnight

For your required observation, you will write two papers reporting and evaluating your observations. These observations will provide you with an opportunity to see philosophy and theory in action. Take notes of all that you see, interview instructors, counselors and administrators, and collect materials that support your observations.

**Observation paper #1: Identification and current practices (17% total grade). Min. 5 pages.**

In this paper, you will address and answer the following questions:
- How are students identified as gifted and talented in your school division?
- What practices are in place to accommodate gifted students’ needs?

Include any supporting documents and materials you receive from guidance or your cooperating instructor.

**Observation paper #2: Evaluation of theory, philosophy, and practice (17% total grade). Min. 5 pages.**

In this paper, you will build upon your previous effort, and make a formal evaluation of your observations. You will answer the following questions:
- What theories, practices, and philosophies are in place in your observation school?
- What recommendations would you make to modify the curriculum to better serve the needs of gifted students?

Include any supporting documents and materials you receive from guidance or your cooperating instructor.

**Guidelines:**

Evaluations should be typed, double-spaced, in Times New Roman 12 pt font with APA citation. Evaluations should include materials (i.e. copies of lesson plans, guidelines) obtained from observations.
Alternate Assessment:
Although you should have completed EDUC503 and have located an appropriate site school, in the event you do not have a school with a gifted education program, you must notify your professor immediately. The following evaluation papers may be used as alternative assessment. The same standards (i.e. page length) apply.

Alternate Evaluation #1: How should students be identified as gifted and talented in your school division? Please seek the input of your cooperating teacher/counselor.

Alternate Evaluation #2: What philosophy and theory would be most effective in this school for gifted students? Seek the input of counselors and instructors. What practices would be most suitable for gifted education in the school?

Forum Assignment (23% Total Grade)
Due Date: Initial posting by Wednesday, midnight EST and responses to postings by Sunday, midnight EST
First Bio/Introductory forum must be posted by the Sunday of the first week of classes.

Biography Post (to Forum)
This assignment is essential for establishing our online class community. You will need to post it by the end of the first week of class. Engagement is necessary in all weeks of class through the final week. See the first announcement for additional information on this assignment.

There will also be questions to answer in the Bio/Introductory forum posting that is mandatory for the first week. It is recommended that references be given at the end of initial response posts after this first forum.

You will write a 250-word biography that introduces you to your classmates and to me. Please include your location, current career, and hobbies. Also provide a background on your former education/degrees/certifications. Define your professional goals and expectations for this course. If you have any gifted education experiences, please include them. This post will be verified by an automated computer run including a word count.

Forum Participation

Interaction between learners is a critical part of any course. Being connected to and within the classroom community allows us to motivate and support each other. Interaction, such as engaging in friendly discourse, sharing relevant experiences, and establishing collegial connections, are all integral parts of the online learning process and set the stage for student success.
The DB allows students to self-reflect on topics, perform critical thinking, and discuss how theory can be put into practice. Topics and questions will be posted to the DB each week and you and your classmates will be asked to respond to the postings. Your first, initial, response to the posting is intended to provide you with an opportunity to practice the skills discussed above as well as provide an opportunity to synthesize and analyze the topic at hand. The second requirement of the DB assignment is for you to respond to at least two of your classmates’ postings. These responses should be thoughtful and meaningful. It is very important to practice good Netiquette while in the DB, and any time on line. Please be respectful and, if you disagree with what has been posted, discuss the issue civilly, intelligently, and politely. Review of this Netiquette link will be of assistance in your posts: http://www.albion.com/netiquette/corerules.html

Your postings will be reviewed for critical thinking and thoughtful questioning. You are expected to cite references (APA format) to support your responses.

Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

Forum (DB) comprises a significant portion of your EDUC605 experience. Questions or instructions will be posted weekly on the Forum. There will be MULTIPLE DB assignments per week. Each DB assignment will consist of two components: First, the students will develop and post a response to the questions or instructions due no later than Wednesday, midnight EST Second, Students will also develop a response to two other student responses due no later than Sunday, midnight EST These responses will simulate an analytical graduate-level discussion within a classroom. In order to receive full credit, comments must be thoughtful, detailed and articulate. They should be objective, and reflect course reading and current experiences.
Forum Guidelines:

A discussion response should be a minimum of 3 paragraphs and reference the text or journal (with proper citations) when appropriate.

A student response (a response to another student’s posting) should be a minimum of 2 paragraphs. Citing and referencing reading materials is helpful.

When referencing reading, be sure to cite sources at the bottom of the post.

APA Formatting
For your theory paper, evaluation papers, and other relevant assignments, you should use APA formatting. A great resource for APA formatting questions is: http://apastyle.apa.org/.

Due Dates:
All papers, postings and assignments are due no later than 12:00am midnight U.S. Eastern time on the day due.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
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<tr>
<td>Project</td>
<td>35%</td>
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<tr>
<td>Case Study</td>
<td>15%</td>
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<tr>
<td>Forum Participation</td>
<td>30%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

Prior to each class I will post Announcements and a Focus to assist you in your weekly coursework. As with all graduate study, complete reading prior to class time, so your contributions will be meaningful, thoughtful and articulate. Students must enact higher order thinking (i.e. Bloom’s taxonomy) in order to enhance imagination, discussion, and exploration.
# 8-Week Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>History of gifted education</td>
<td>LO1: Identify historical foundations of gifted education, and examine historical influence on current practices. (NAGC Standard 1: K1)</td>
<td>Davis: Chapters 1 &amp; 2</td>
<td>Assignment #1: Students will determine how federal, state and local government defined giftedness.</td>
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<td>Definitions of giftedness</td>
<td>LO4: Analyze a variety of gifted intelligence theories, and critically assess their effectiveness. (NAGC Standard 1: K2)</td>
<td>Assignment #3: State Legislation Assignment #4: Local programs</td>
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<td>2</td>
<td>Legal Issues in gifted education</td>
<td>LO7: Describe historical and current legislation concerning gifted education. (NAGC Standard 1: K3)</td>
<td>Davis: Chapter 3</td>
<td>Assignment #3: State Legislation Assignment #4: Local programs</td>
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<td>LO8: Evaluate how current legislation impacts gifted education programs and recommend modifications.</td>
<td>Journal: Federal Law Drains Resources for the Gifted Assignment #3: State Legislation Assignment #4: Local programs</td>
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<td>Journal: Study: Low, High Fliers Gain Less Under NCLB Assignment #3: State Legislation Assignment #4: Local programs</td>
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<tr>
<td>3</td>
<td>Identification</td>
<td>LO9: Analyze issues in identification and definition for the gifted and talented. (NAGC Standard 1: K4)</td>
<td>Davis: Chapter 4</td>
<td>Assignment #5: Determine local district’s identification process</td>
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<td>Journal: Assumptions Underlying the Identification of Gifted and Talented Students Assignment #5: Determine local district’s identification process</td>
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<td>Journal: Breaking Through Assumptions About Low-Income Assignment #5: Determine local district’s identification process</td>
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<tr>
<td>Week</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
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| 4    | Philosophical models: Acceleration, Enrichment and Grouping | LO2: Identify various gifted education philosophies and explain their impact upon gifted education. (NAGC Standard 1: K2)  
LO3: Compare and contrast various gifted education philosophies, and evaluate their respective merits. (NAGC Standard 1: K2) | Davis: Chapter 5 & 6  
Journal: Socioeffective Impact of Acceleration and Ability Grouping  
Journal: Enrichment Curriculum | Classroom Observation paper #1 due. |
| 5    | Curriculum Models & Leadership Education      | LO2: Identify various gifted education philosophies and explain their impact upon gifted education. (NAGC Standard 1: K2)  
LO3: Compare and contrast various gifted education philosophies, and evaluate their respective merits. (NAGC Standard 1: K2)  
LO11: Identify key trends and practices in gifted education and judge their impact upon gifted students in the classroom ((NAGC Standard 1: K7) | Davis: Chapters: 7 & 8  
Journal: Toward Best Practice | Assignment #6: Journal Critique  
Assignment #7: Leadership training and affective growth |
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<tr>
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<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
| 6    | Program evaluation | LO12: Evaluate current curriculum models and determine effectiveness for gifted education. (NAGC Standard 1: K7)  
LO6: Assess a gifted education program’s philosophy and practices and formulate recommendations to improve curriculum. (NAGC Standard 1: K2) | Davis: Chapter 18  
Journal: Content Analysis of Evaluation Findings | Classroom Observation #2 paper due. |
| 7    | Unique Populations: Not all TAG students are alike  
What are some issues for different population of TAG?  
What are some techniques to address those issues?? | LO9: Analyze issues in identification and definition for the gifted and talented. (NAGC Standard 1: K4)  
LO10: Describe social, cultural, and prevailing attitudes concerning gifted education. ((NAGC Standard 1: K6) | Davis: Chapters 12, 14, 15  
Journal: A National View of Promising Programs | Assignment #8: Gifted Females  
Assignment #9: Combating underachievement |
| 8    | Which theoretical model do you think is most appropriate for gifted education? | LO5: Examine one gifted education philosophy in depth and support its relevance in gifted education. (NAGC Standard 1: K2) | Davis: Chapter 11  
Journal: The Talent Search Model  
A. Deep Web—Licensed Materials

- Journal Titles & Databases Available
  
  **Databases**
  - EBSCO: EDUCATION COMPLETE; ACADEMIC SEARCH; SPORTDISCUS
  - PROQUEST: ABI-INFORM; RESEARCH LIBRARY
  - LexisNexis
  - PsycARTICLES

  **Journals (Conduct a Journal Title Search in the Online Library to locate.)**
  - Gifted child today (Academic Research Complete)
  - Gifted child quarterly (ProQuest Research Library)
  - Gifted child today magazine (Education Research Complete)
  - High ability studies (Academic Search Premier)
  - International journal of whole schooling (DOAJ Directory of Open Access Journals)
  - Journal for the education of the gifted (Education Research Complete)
  - Journal of asynchronous learning networks JALN (Education Research Complete) from 2007-present
  - Journal of advanced academics (Academic Search Premier)
  - Child study journal (Academic Search Premier)
  - Journal of Latinos and education (Academic Search Premier)
  - Journal of secondary gifted education (Academic Search Premier)
  - Multicultural education (ProQuest Research Library)
  - Research in rural education (Directory of Open Access Journals)
  - Teaching exceptional children (Academic Search Premier)
  - Teaching exceptional children plus (Education Research Complete)
  - Educational assessment. (Academic Search Premier)
  - Journal of educational measurement (Education Research Complete)
  - Technology, instruction, cognition, and learning (Education Research Complete)

- Online Catalog (or, titles available electronically)
  
  **E-books**


Raising gifted kids [electronic resource] : everything you need to know to help your exceptional child thrive / Barbara Klein. ; Klein, Barbara Schave. ; New York ; : AMACOM, American Management Association, ; c2007. ;


Journal articles

Jumpstarting Jill: Strategies to Nurture Talented Girls in Your Science Classroom

Identifying Gifted Students: Educator Beliefs Regarding Various Policies, Processes, and Procedures


- Media: Laboratory/Simulation/Video Resources (Open and Deep Web)
  - About.com [www.learnoutloud.com](http://www.learnoutloud.com)
  - YouTube [http://youtube.com](http://youtube.com) Search “gifted and education”
  - NATURE; the International Weekly Journal of Science. Search term “gifted”
  - NEOUCOM [http://www.neoucom.edu/audience/faculty/ProfDev/development/TeachingTalks.html](http://www.neoucom.edu/audience/faculty/ProfDev/development/TeachingTalks.html) videos and lesson; simulations
  - Discovery [http://www.discoveryeducation.com/](http://www.discoveryeducation.com/) (contains free resources but full access is fee based. APUS does not subscribe to this service)
  - MIT World’s video index [http://mitworld.mit.edu/browse/topic/6](http://mitworld.mit.edu/browse/topic/6)

- Online Library Style Manuals
  - Guide to Grammar and Writing: [http://grammar.ccc.commnet.edu/grammar](http://grammar.ccc.commnet.edu/grammar)
  - Online Library (click) Tutorial and Student Studies Center (click) GENERAL STUDY SKILLS
  - Copyright. [http://www.copyright.cornell.edu/public_domain/](http://www.copyright.cornell.edu/public_domain/)
  - Purdue’s Online Writing Lab (OWL): [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). (only covers APA and MLA styles; includes copyright information)

- Textbooks (Licensed to Students—CMM adds)
  - EDUC605 – no ebook currently available for the assigned text:

- Specific Suggestions  (Search the database that is given for the article)


Case Studies

We Can Identify and Serve ESOL GATE Students: A Case Study. Preview By: Reed, Catherine Finlayson. Gifted Child Today, Spring 2007, Vol. 30 Issue 2, p16-22, 7p, 1 chart, 5 color; (AN 270556062)

A Case Study on the Local Organization of Two Mathematically Gifted Seventh-Grade Students. Preview (cover story) By: Yim, Jaehoon; Chong, Yeong Ok; Song, Sang Hun; Kwon, Seokil. Journal for the Education of the Gifted, Winter 2008, Vol. 32 Issue 2, p211-229, 19p, 1 chart, 2 diagrams; (AN 35989362)


B. Open Web

- Trusted Web Sites
  - Center for Talent Development: Annotated Bibliography http://www.ctd.northwestern.edu/resources/bibliography
  - Mensa International www.mensa.org
  - The ICD-10 is available free online at http://www.who.int/classifications/icd/icd10onlineversions/en
o Equity in Elementary Science Education: Meeting the Needs of Gifted Students  

o Intute: Best of the Web  
http://www.intute.ac.uk/socialsciences/cgi-bin/search.pl?term1=gifted&classnumber=120853&limit=0&gateway=%25&submit.x=7&submit.y=11  
Search both "special education" and "gifted"

o Hoagies' Gifted.  
http://www.hoagiesgifted.org/on-line_support.htm

Associations

o Australian Association for the Education of the Gifted and Talented (AAEGT)  
http://www.aaeegt.net.au/

o National Academy for Gifted and Talented Youth  
The Expertise Centre provides access to NAGTY research.  
http://www.warwick.ac.uk/gifted

o National Association for Gifted Children (NAGC)  
http://www.nagc.org

o Council for Exceptional Children  
http://www.cec.sped.org

o National Association for Special Educational Needs (NASEN)  
http://www.nasen.org.uk/

o The Rhode Island Advisory Committee On Gifted And Talented Education  
http://www.ri.net/gifted_talented/rhode.html

o The Queensland Association for Gifted and Talented Children Inc  

o The Hollingworth Center for Highly Gifted Children  
http://www.hollingworth.org/

o The National Research Center on the Gifted and Talented (NRC/GT)  
http://www.gifted.uconn.edu/nrcgt.html

• Sample Syllabuses

o Discovery Education Lesson Plan Library:  
http://school.discoveryeducation.com/lessonplans/?pID

o Schools.  
Search "gifted and talented students"

o Guidance on Teaching the Gifted and Talented  
http://www.qca.org.uk/qca_2346.aspx

o Austega's Gifted Resource Centre  
http://www.austega.com/gifted/index.htm

o National Curriculum.  
http://curriculum.qca.org.uk/

o Course Syllabus EPSY 7110 Characteristics of Gifted Children and Youth.  
http://w.coe.uga.edu/syllabus/epsy/epsy7110_tgrantham_Sp05.pdf

o Talented & Gifted: Working with High Achievers.  

o Characteristics of Gifted and Talented Children and Youth  
Nature and Needs of Gifted Children  
http://ehhp.cofc.edu/syllabi/Archive/20081/s081_EDFS760090_Gray_J.doc

• Listservs/Discussion groups/Blogs/Social Networking

o Applied Learning Technologies Institute.  
http://alti.asu.edu/node/

o GHF Professionals.  
http://groups.yahoo.com/group/GHFprofessionals/

o Gifted Families.  
http://www.giftedfamilies.org/

o Oz-Gifted  

o Gifts for Learning.  
http://www.giftsforslearning.com/elists.htm

o Links for Portland Parents of Talented and Gifted Children. Listserv and discussion gateways.  
http://www.tagpdx.org/listserv_homepages.htm