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Re.: Final Report for presentation at the ATE 2012 Annual Meeting, Boston, MA (Friday, August 3 - Tuesday, August 8, 2012).

A. Title of Presentation: *"Living and Giving: Academic Civic Engagement across the Curriculum"*

B. Research problem:

The EMPACTS model is rooted in Kilpatrick's adaptation of Bloom's Taxonomy in which students apply content in intrinsic ways through inquiry. Each EMPACTS class is a traditional core course with the addition of a final academic community service project. A byproduct of EMPACTS has been that of learning communities in which students from different courses work together to "give back" to the world in very important ways. This model has three basic components, as follows. 1) Students are exposed to the EMPACTS process. 2) Students use team and technology skills to communicate the process experience in the form of a "mini-conference" in each EMPACTS class. 3) Students apply course content as an essential part of a larger-based learner experience.

C. Research procedure

Participants were provided the opportunity to: (1) examine the history of EMPACTS as a model of academic civic engagement and its adaptation to the university teacher education setting; (2) analyze the ways learners, schools, and communities are "transformed" using these team-, technology-, and academic civic-based curricular projects; (3) brainstorm how they might create their own community partnerships, support and infrastructure on a budget; and (4) consider personal and institutional application based on the presentation and insights of EMPACTS students, faculty, and administrators.

D. Summary of findings

This presentation focused on the life-long learning and "giving back" methodologies that enhance curriculum, self-esteem, and community service while developing capable preservice teachers who have a deeper understanding of the curriculum. Participants from other universities across the nation attended, asked questions, and inquired as to how to transform their own curriculum using the EMPACTS model.

E. Conclusions and recommendations

EMPACTS, during its first seven years at the community college level, generated over 600 successful projects transforming the landscape of NWACC and the outlying community. We are replicating and adapting this successful model at ATU as of the Fall 2011 semester.

This successful model as demonstrated by impressive data and track record has been adapted to the university level at Arkansas Tech University (ATU) in significant ways. Faculty at ATU in the College of Education partnered with several area schools in which observers, practicum students, and instructional technology students are transforming the inter/intra communities in their preservice field experiences, taking their contributions to a higher level of academic civic engagement. Presenters shared the success of the NWACC and ATU EMPACTS delivery system of academic civic engagement including both attitudinal and program data. The EMPACTS model is also providing an alternative way to deliver field experiences as teams of students are being placed in area schools and working in teams to manage and implement service projects for the local educational community.

We continue to re-visit these practices to collect data, and make data-driven decisions in hopes of increasing the success of our students in the ATU Teacher Education Program.