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

A. The paper entitled *“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 view themselves and others as contributing citizens who “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 will have 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; (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” methodologies that enhance curriculum, self-esteem, and community service while developing capable preservice teachers.

Relevance or Implications of Topic: The EMPACTS delivery system of academic civic engagement transforms students, communities and programs by creating opportunities to learn more and give back to the world in meaningful ways. This model has been replicated and has a record of sustainability. The model was trialed across the curriculum, experiencing great success in several disciplines, in particular teacher education. This infrastructure creates opportunities for interdisciplinary learning communities to greatly impact the community-at-large, while creating

a sense of ownership and “good will” that pervades the field experience. The presenters feel this transformational model is worthy of replication.

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. 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 will share the success of the NWACC and ATU EMPACTS delivery system of academic civic engagement including both attitudinal and program data.

(1) Review history of EMPACTS, a nationally-recognized community college academic civic engagement model at the community college, adapted to the university setting; (2) Describe how learners, schools, and communities are “transformed” using these team, technology-, and service-based curricular projects; (3) Describe how to create community partnerships, support and the infrastructure on a budget; (4) Share presentations and insights of students, faculty, and administrators at the university setting.