The Immersive Learning initiative provides a framework for Ball State faculty and students to connect with Indiana businesses and nonprofit organizations through mutually beneficial projects.

**Students** benefit by gaining experience and expertise beyond the boundaries of the classroom.

**Faculty** benefit when they adapt traditional teaching into a collaborative applied model, which leads to deeper community connections and possible avenues for scholarly publications.

**Community partners** benefit when students examine their challenges from a fresh perspective.
In the field of Speech-Language Pathology, there is lack of standardized recipes for thickened liquids used to treat patients diagnosed with dysphagia. This project focused on the use of physics and objective testing of viscosity, specifically examining the type of thickening agent used, the time required to obtain the appropriate viscosity, and the temperature that is optimal for serving the thickened product. Students used appropriate medical technology (viscometers) to conduct testing. Students conducted interviews and collaborated with the community partners to ensure current recipes are being tested. At the conclusion of the semester, the students disseminated the information during a presentation. The anticipated outcome were tables of viscosity related to thickening agent to liquid ratio, temperature, and resting times utilized to create clinical recipes.

Faculty Mentor: Mary Ewing, Ranjith Wijeinghe
Department: Speech Pathology and Audiology, Physics
Community Partner: St. Vincent Health System, Bethel Pointe Health and Rehabilitation, Catherine Seitz, M.A., CCC-SLP, BCS-S

Analysis of Fluid Viscosities Used to Treat Human Dysphagia

Students:
Bringing students from diverse academic programs, Ball State at the Games was a student-managed news operation that works in conjunction with several media organizations to provide original multimedia content about the Olympic culture, host country, athletes and spectators. About 50 students traveled to Brazil before and during the Olympics, while eight students made up the public relations home team working on media partnerships and editing the website. Another eight students worked at the Chicago Tribune to create information graphics. Overall, it generated various opportunities for journalism students to develop their skills and gain real world experience. The students created articles, graphics, photo galleries and a documentary-style video for clients to use in print or on the web. Some outcomes achieved were: building a brand that helps promote students as well as editorial content, maximizing the publicity of the project both externally and internally, studying the content’s analytics to see what drove some content to be popular, and being immersed in a different culture.

Faculty Mentor: Ryan Sparrow, Colleen Steffen, Debbie Davis, Adam Kuban, Suzy Smith, Terry Heifetz, Jeff Holiday
Department: Journalism, Telecommunications
Community Partner: USA Volleyball, WTHR-TV
Creative Writing and English education students were paired together to work with primarily African American students at Longfellow Elementary, helping them to tell their #blacklivesmatter stories. Students conducted interactive read alouds of black children's literature from the Whitely Canon with students at Longfellow, and then created writing prompts so students could write their own stories. These stories, along with BSU student stories, will be paired with art and published in the 4th volume of the Rethinking Children's & YA Lit digital, literary magazine.

Faculty Mentor: Darolyn Jones  
Department: English  
Community Partner: Ball State University Unified Media Lab, Longfellow Elementary School MP3 Program

#blacklivesmatter: Rethinking Black Children's and YA Lit: Read for Change

Students:
Audrey Bowers, Olivia Hershman, Cassidy Langston, Corrine Lankowicz, Eileen Porzuczek, Andrew Rosser, Madi Slack, Alex Stoltie, Ashya Thomas, Amanda Underwood, Kayla Veal, Hannah Winters
The Book Arts Collaborative was a cross-disciplinary course that teaches students how to hand-bind fine books and create letterpressed products, two popular artisanal skills that cross many academic boundaries. Additionally, students were immersed in the entrepreneurship of a start-up business: logistics, marketing, finance, and more. Student managers lead teams in product development, cost analysis, and connecting with other local businesses. All students helped in hosting community workshops, during which they taught and built relationships with community members. By exposing students to various skills and objectives, the class strived to help students increase their confidence in entrepreneurial risk-taking. The Book Arts Collaborative hopes to be the home of the proposed minor in book arts, as well as to continue to engage students from all areas of study for years to come.

Faculty Mentor: Rai Peterson, Sarojini Johnson
Department: English, School of Art
Community Partner: Tribune Showprints

Students:
Kaelen Ackerson, Rebecca Auger, Paige Baker, Toni Berning, Natalie Broton, Brandon Gilstrap, Cassandra Grosh, Rachel Harvey, Melissa Jones, Stacie Kammerling, Miela Lampkins, Madison Lyon, Lexi Musselman, Kaitlyn Sims, Katherine Thomas, Alexis Wheeler, Tia Zook
The East Central Neighborhood Action Plan (ECNAP) is a citizen-generated policy regarding the future of the neighborhood, containing initiatives that will be developed by the residents of the neighborhood with the assistance of the students. The ECNAP fell under the umbrella of the Muncie Action Plan (MAP), which is a strategic guide for the city to create an action agenda for the future. A partnership was established with MAP and Ball State University to help with the organization of neighborhoods, assist with needs assessment/goal setting and to develop collaborative projects that meet the unique needs of each neighborhood. In addition to the action plan, a ECNAP handbook was also produced as a document to aid citizen planners when they begin to enact initiatives from the plan.

Faculty Mentor: Lisa Dunaway
Department: Urban Planning
Community Partner: East Central Neighborhood Association

Students:
This immersive learning project situated undergraduate students, specifically first year pre-service teachers, as designers and producers of elementary workshops for Burris Laboratory School’s science, technology, engineering, arts, and math (STEAM) Enrichment Club, which is operated by the Center for Gifted Studies and Talent Development. The purpose of this project was two-fold: (1) to meet the needs of Burris’ STEAM Enrichment Club and (2) to offer real-world experience to both immersive learning students and elementary children who designed, planned, implemented, and managed STEAM related activities. With such a heavy emphasis on STEM related standards in our elementary schools, the STEAM Enrichment Club reminds students and teachers that through art we reconnect “the arts and sciences in ways that learning can happen at the intersection of the two” (Robelen, 2011). Root-Bernstein and Root-Bernstein (1999) found that many of the Nobel laureates in science were also artists. This immersive learning project introduced pre-service, first year students, who have majored in elementary education, to experiences that integrated digital technologies and new media across the elementary curriculum via the arts and sciences.

Faculty Mentor: Kate Shively
Department: Elementary Education
Community Partner: Burris Laboratory School

**Elementary and Maker Workshops: Making an Interactive STEAM Exhibity with Elementary Pre-service Teachers and Children**

Students:
Hannah Andrews, Christa Burns, Sydney Chaney, James Colter, Erin Coogan, Erin Fleece, Chloe Gaines, Taylor Hobson, Lauren Hoffman, Samatha Jazayeri, Bailie Lehman, Aubrey Meister, Alexis Methner, Giselle Monfreda, McKinley Purdy, Jessica Reis, Claire Riemersma, Abbie Rooker, Hannah Wintz, Christopher Wright
At the Boys & Girls Club of Muncie, leadership and character development are paramount. This immersive learning project put this important program into action through developing a youth targeted curriculum and a train-the-trainer program for its staff. Through volunteering at the Club, research, and interviews with Board members, Club members and staff, the project team determined what leadership and character development needs were not being met with current programs. They are in the process of developing 12 sessions for the youth. The first six sessions deal with knowing one’s self, and the second set of six focus on working well with others.

Faculty Mentor: Peggy Fisher  
Department: Communication Studies  
Community Partner: Boys & Girls Club of Muncie
An interdisciplinary team of students (construction management, architecture and landscape architecture) worked with the Muncie Boys and Girls Club as a client to develop a comprehensive program for facilities renovation, including structure, systems, and interiors. Deliverables included a virtual computer model, facilities audit, estimate, schedule, presentations and additional documentation as necessary. Working with the employees and students that utilize the spaces was an integral part of the project.

**Faculty Mentor:** Janet Fick, James Jones  
**Department:** Technology  
**Community Partner:** Boys & Girls Club of Muncie

**Facilities Audit Assessment - Boys & Girls Club**

**Students:**  
This immersive learning project continued the already established Families for Forward Thinking: Partnering with Parents in the 21st Century (FFT) program that began spring semester of 2016 with Wee Wisdom Nursery School and Child Care Center in Muncie, IN. In the continuation of this project, the students generated additional ways to build school, parent, and student relations through technology. They educated Wee Wisdom staff in current technology resources including the use of iPads in the classroom. Furthermore, students created an audio series for the Wee Wisdom online parent resource center. They interviewed community members and early childhood experts in the Digital Corps recording studio. Finally, Wee Wisdom parents were invited to an evening of training focused on internet safety guidelines for young children and introducing Wee Wisdom new Technology Initiative.

Faculty Mentor: Stacey Allred

Department: Elementary Education

Community Partner: Wee Wisdom Nursery School and Child Care Facility

Students:
Olivia Acheson, LeAnna Ballard, Megan Chalfant, Emily Dobczyk, Payton Fiedler, Deja Gibson, Alyson Gouveia, Alicia Hamman, Jessica Hanes, Catelyn Hufman, Alyssa Humburg, Katherine Milam, Jessica Mills, Laura Morrison, Matia Rujiraviryapinyo, Maria Schultz, Marissa Scott, Brooke Stafford, Bailey West
Fine Focus is a web and print journal dedicated to showcasing the research of undergraduate students, internationally, in all fields of microbiology. Fine Focus is managed entirely by undergraduate students from production to print, and coordinates double-blind peer reviews by our Editorial Board of experts from all sub disciplines of microbiology. For Fall 2016, the project team’s goals were to promote crowd-source funding, to manage incoming manuscripts, to draft consumer and user surveys, to prepare and submit a manuscript about Fine Focus to the Journal of College Science Teaching, and to outline a plan for a Fine Focus Executive Committee to guide strategic plan development.

Faculty Mentor: John McKillip  
Department: Biology  
Community Partner: The American Society of Macrobiology

Students:  
Mason Boles, Tyson Bird, Kristen Joy P. Buenconsejo, Peter Carnevale, Lexis Crump, Hannah Fluhler, Courtney Johnson, Roth Lovins, Ellen Wagner, Mary York, Corrine Webber
In this project, students worked with the Hancock County Drug Court to gather and analyze data used to complete an outcome evaluation relating to funding they have received. The data will be used to measure the effectiveness of the program and provide guidance for revisions. To gather the data, students communicated with county prosecutors as well as current and former participants in the program.

**Faculty Mentor:** Melinda Messineo  
**Department:** Sociology  
**Community Partner:** Hancock County Courts

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**Hancock County Drug Court**

**Students:**  
Spencer Bussy, Kevin Ellsworth, Elizabeth Hansard, Ethan Harriett, Sage Schmitmeyer, Kelley Smith
In the Heath Farm Sustainability Educational Park project (HFSEP), this team of interdisciplinary students developed sustainability education stations for BSU’s Heath Farm Field Station. The students facilitated stakeholder input and created station designs, construction budgets, and a final Master Plan. The HFSEP assisted Red-Tail Land Conservancy to promote landscape restoration and conservation.

**Faculty Mentor:** Dave Ferguson  
**Department:** Landscape Architecture  
**Community Partner:** Red-tail Land Conservancy

### Heath Farm Sustainability Education Park

**Students:**
Unai Miguel Andres, Shenyuan Chen, Tatiana Cox, Jacob Dines, Dylan Ford, Laura Huggler, Megan Sutton, Junliang Zhang, Yun Zou
The High Riding Art, Science and Equestrian Day Camp project offers authentic experiences for students seeking to design and implement a day camp program. The students in this project studied psychological, environmental, and cultural factors that affect children with mild and moderate disabilities. Working collaboratively with several community agencies and nonprofit organizations, the students planned and implemented a two-week program for campers with disabilities. The camp included horseback riding and associated equestrian experiences, arts and crafts, physical exercises, science, music, cooking, and other enrichment activities.

Faculty Mentor: Ruth Jefferson
Department: Special Education
Community Partner: Blackford County Community Foundation, Blackford County Schools, Hurley & McCammon Farms

Students:
Lea Bowman, Lauren Brugmann, Sara Clark, Laura Duncan, Brandy Grayson, Claire Huntley, Erica Johnson, Logan Millspaugh, Zackery Morgensen, Sarah O'Donoghue, Courtnie Puckett, Kailee Ross, Sarah Spodek, Danielle Uhlenhake, Brittney Walsh, Marissa Young
In 2016, the state of Indiana celebrated its 200-year anniversary. The Indiana Office of Tourism and the Indiana 2016 Bicentennial Commission marked this celebration with a 92 county torch relay in September and October of 2016. This immersive learning project produced all media assets for the Indiana Office of Tourism Development related to the 2016 Indiana Bicentennial Torch Relay. Students were arranged into teams to produce daily video, photos, and social media during the 6 week running of the Bicentennial Torch. In addition, they produced a documentary that comprehensively explores the execution of the Torch Relay to be debuted during the Bicentennial Gala at the Statehouse. All materials are housed on the Ball State 2016 Torch website at: http://indianatorchrelay.com/.

Faculty Mentor: Chris Flook
Department: Telecommunications
Community Partner: Indiana Office of Tourism and Development

Indiana Bicentennial Torch Relay Project

Students:
Samantha Brammer, Anthony Campagna, Breanna Daugherty, Erin Drake, Hannah Dwyer, Kelly Figley, Garrett Finn, Emilu Fischer, Jacob Freske, Amy Frye, Brian Gibson, Michael Harris, Micah Holtgraves, Samantha Hunter, Daniel Johnson, Luke Jones, Michelle Kaufman, Lydia Kirschner, Sadie Lebo, Nicole Lehrman, Jana Lowery, Denver McQuaid, Kayla Meehan, Vivien Pong, William Troyer, Abigail Urbik, Michele Whitehair, Claire Willette, Zeyu Zhang
This immersive learning project managed the public communications of two real-world organizations: Whitely Community Council and the Ball State English Department. They produced promotional materials, managed social media, maintained websites, edited blogs, and conducted focus groups. This was an incredible opportunity for students to gain valuable professional experience in a variety of fields, including editing/publishing, content marketing, public relations, graphic design, web development, strategic communications, and social media management.

**Faculty Mentor:** Eva Grouling Snider  
**Department:** English  
**Community Partner:** Whitely Community Council

**Students:**  
Whitney Albright, Tristan Bennington, Lauren Birkey, Nikole Darnell, Sarah Debs, Kirsten Dollar, Ellie Fawcett, Bethany Gordon, Kathryn Hampshire, Melissa Jones, Hannah Partidge, Kelli Reutman, Sydney Robbins, Shantelle Taylor, Brittany Ulman, Brittany Wiggins
An interdisciplinary team of students (construction management and architecture) assessed, evaluated, prioritized, and certified Ball State's David Letterman Communication and Media Building as LEED-EB:O+M® (LEED, Leadership in Energy and Environmental Design for Existing Buildings, Operations and Maintenance). The students gained real-world experience working with an actual client on a project with lasting environmental impact. Ball State’s commitment to LEED has been limited to the New Construction (NC) and Commercial Interiors (CI) rating systems. This class expands Ball State’s commitment to LEED by including another rating system, Existing Buildings (EB). NC and CI are a snapshot of the building on the day it opens, but EB is an evaluation of whether the building performed the way it was intended. It provides Ball State with the information to determine what procedures worked best, which need to be revised and which need to be eliminated.

Faculty Mentor: Janet Fick, James Jones, Sherif Attallah

Department: Technology

Community Partner: Ball State University Facilities Planning and Management

Leed Lab F16

Students:
Zachary Bradby, Kenna Gibson, Brock Neirynck, Trvor Ozenbaugh, Cheyenne Perkins, Ryan Raupp, Daniel Sutton, Rob Weigand, Tyler Woolen
This immersive learning project was a partnership between the Ball State construction management program and the Ross Center, located on the south side of Muncie. Let’s Build is part of the elementary outreach initiative developed by the Ball State construction management program in 2015. The construction industry is facing a severe workforce shortage. The goal of the program is to introduce students to the construction industry at a young age. The project team worked with elementary school students on a weekly basis at the Ross Center. Through hands-on activities, the students learned about construction, careers in construction, and construction safety. The students also assisted the project team with building an outdoor bench for the Ross Center.

Students:
Joel Bolen, Chase Clark, Anthony Cook, Nate Cox, Kendal Franz, Mark Fritz, Sarah Galloway, Jake Leonard, Cody Smith, Brad Wells, Robert Yaggi

Faculty Mentor: Jennifer Warrner
Department: Technology
Community Partner: Ross Center
This immersive learning project centered on slapstick comedy in film. The project team designed and delivered digital materials and a social media campaign to coincide with Turner Classic Movies (TCM) programming retrospective, “TCM Presents Painfully Funny: Exploring Slapstick in the Movies.” The student-driven materials were incorporated into TCM’s national marketing and communication plan for this retrospective.

Faculty Mentor: Richard Edwards  
Department: iLearn Research  
Community Partner: Turner Classic Movies

Let’s Movie: Creating Innovative Engagement Strategies and New Audience Interactions for Turner Classic Movies

Students: 
Dustin Grissom, Cassandra Grosh, Madeline Grosh, Nicole Lehrman, Sarah Loyd, Henry Tegeler, Anna Weddle
This project team was tasked with developing a workshop production of a narrative dance performance. Students in this project learned to fully organize a complete dance production from concept through choreography, as well as, planning for costume, set, production and music technology. The focus of this project was on the experience of developing the performance, not a full performance event. The project team staged two unproduced public performances to a limited audience to demonstrate the dance. As the team developed elements of the production, they also taught classes to children as their after-school activity. These classes of dance technique and improvisation helped the children develop discipline, hard work, perseverance, dance ethic in class, and the etiquette of being a part of an audience.

Faculty Mentor: Vladimir Stadnik
Department: Theatre and Dance
Community Partner: Cornerstone Center for the Arts

Narrative Contemporary Dance

Students:
The project aims to provide an opportunity for exercise science and athletic training students to work with a National Guard soldier(s) who is/are having difficulties keeping their fitness levels up to pass the annual physical training (PT) tests required by the Army National Guard. EXSC 301 students provide assessments of body composition, hand grip strength, sit and reach, waist circumference, blood pressure, and heart rate on the soldiers. The soldiers perform a diagnostic PT test which include sit-ups, push-ups, and a 2-mile run or 2.5 mile walk depending on the soldier's profile. The students take the data collected and provide a home-based exercise prescription for the soldiers. Dietetic students complete a nutritional analysis using the Viocare software. The graduate students discuss the soldier’s current diet and provide recommendations to the soldiers. The graduate students are encouraged to reach out to the soldiers. A post-test and diet analysis are completed 3-4 months later. The students’ goal of the project is for them to work with actual clients verses working on case studies. Students are provided with an opportunity to apply information learned in the classroom on real people who are in need.

The goal for soldier is to have a daily exercise plan to follow and increase their muscular strength and endurance, flexibility and neuromuscular aspects as well as their aerobic capacity and overall health.

Faculty Mentor: Nicole Koontz, Tonya Skalon, Carol Friesen

Department: School of Kinesiology, Nutrition and Health Sciences

Community Partner: 113th Brigade Support Battalion, Indiana National Guard
Financial fraud and abuse are on the rise and older adults are prime targets for functional exploitation. Financial scams targeting older adults have become so prevalent, they are being considered “The Crime of the 21st Century”. Preventing financial exploitation from ever happening in the first place is the best defense for protecting older adults. In collaboration with the Muncie Delaware Senior Center, the project team prepared training materials that included prevention steps, warning signs and typical schemes targeted at older adults. The team worked with the Center and developed a training protocol and process focused on educating older adults on issues related to financial exploitation.

Faculty Mentor: Ronald Dolon
Department: Social Work
Community Partner: Muncie Delaware Senior Center

Preventing Financial Exploitation of Older Adults

Students:
Samantha Disher, Kelly Eby, Kelsey Freiburger, Laura Groleau, Sarah Hellman, Addie Herndon, Carolyn Keating, Sarah Leone, Haley McAbee, Miranda Morris, Hannah Yeoman
This project is part of an ongoing effort to report the sustainability performance of Ball State University. For the past five years, the Council on the Environment has asked student teams to report on the university’s environmental, social, and economic impacts using the Global Reporting Initiative (GRI) sustainability reporting guidelines. The GRI is a standard reporting framework used by many of the world’s largest corporations. During the fall of 2016, students engaged a broad spectrum of university and community stakeholders as they compiled an inventory of performance data, achievements, and concerns. The effort culminated in the preparation of Ball State University’s 6th Sustainability Report. The report serves as an important resource for evaluating the university’s progress toward an ecologically resilient, economically prosperous, and socially just future. Students learned how to communicate across disciplinary and organizational boundaries using social, economic, and environmental metrics while also gaining valuable skills in project management and team building.

Students:
Courtney Castleman, Andrea Lengerich, Sarah Martin, Richard Meagher, Austin Scherer, Quitin Thompson, Michele Whitehair

Faculty Mentor: Annette Rose
Department: Technology
Community Partner: Ball State University, Center for Energy Research Education Service (CERES)
This project conducted an ethnographic study of the Riverside Normal City (RNC) neighborhood, which is the area east of Ball State University in Muncie. Using participant observation, oral history, archival research, photography and semi-structured interviews, students provided an interdisciplinary analysis of how this neighborhood has changed over time. Students attended monthly RNC neighborhood meetings, interviewed neighborhood residents, scanned residents’ photos while collecting stories, reading about the history of Muncie and documenting the neighborhood today. In analyzing this data, students were asked to consider the economic, sociocultural, and political causes that changed this neighborhood overtime and how these changes have impacted local residents. The findings were published in a book.

Faculty Mentor: Jennifer Erickson
Department: Anthropology
Community Partner: Riverside-Normal City Neighborhood Association

Riverside-Normal City: Portrait of a Middletown Neighborhood in a Post Industrial Age

Students:
Iesha Alspaugh, Simran Bhinder, Abby Clark, Joseph Coachys, Alejandra Diaz-Fernandez, Barbara Dickensheets, Kathleen Harper, Amber Janzen, Savannah Myers, Mia Nickelson, Kathryn Powell, Alexis Smith, Bevin Snyder, Leslie Thomas

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Shafer Leadership Academy partnered with this immersive learning project to enumerate the current leadership needs and capacity of the Muncie community. Through gathered need and capacity data, students conducted secondary source research and surveys. The data gathered will help the Shafer Leadership Academy to design appropriate programming and seek relevant funding. In addition to developing research skills, the project team connected with and increased empathy for the Muncie Community and learned about the value of community leadership.

Faculty Mentor: Melinda Messineo  
Department: Sociology  
Community Partner: Shafer Leadership Academy

Shafer Leadership - Community Needs Assessment

Students:
Drew Apanavicius, Emmalie Hodge, Audrey Meade, Casey Misner, Zoe Sutton
Ball State University has the opportunity to take a leap towards sustainable, locally sourced food. Purchasing wholesale food from various growers in East Central Indiana could benefit the university and local economy in many ways. This project focused on the importance of sustainable local food and the want and need for locally sourced food on campus. Interest in this topic has developed from the lack of availability, affordable local, fresh produce on campus, and the opportunity for the community of Muncie to come together and form a food hub that has potential to benefit the food hub directors, the University, and the buyers and sellers of sustainable produce. Participants in this project designed a pilot survey that will assess knowledge and opinions/personal importance of local food. A written report and public presentation was produced following the collection and analysis of the data from the survey. In addition to a presentation, the researchers gave recommendations and concerning the importance of locally grown food at Ball State and the larger community.

Faculty Mentor: Gerald Waite
Department: Center for Peace and Conflict Studies
Community Partner: Muncie Food Hub

Sustainable Food Research

Students: Garrett Wells, Mallory Thatch, Barbara Wells
The TEAM 2 project implemented a reading intervention program with at-risk youth at the Youth Opportunity Center (YOC), a residential treatment facility in Muncie. Students in this project studied psychological, environmental and cultural factors that contribute to reading difficulties, and developed skills in applying proven reading strategies. This project is tied to an education-focused research study related to youth in the juvenile court system at YOC. Working collaboratively with the YOC, students spent the semester making a real difference in the lives of young people. Through funding by the National Institute of Justice, this project started in summer 2016 will continue until spring 2018.

Faculty Mentor: Janay Sander, Ruth Jefferson
Department: Educational Psychology, Special Education
Community Partner: Youth Opportunity Center

Team 2 - Reading Intervention at the Youth Opportunity Center

Students:
Kierra Bronson, Wes Eubanks, Chloe Johnson, Jessica Livermore, Erica Paschel, Abigail Reiff, Sabryna Rivera-Rucker, MacKenzie Smith, Elizabeth Worrick
Many people are already aware that the number of meth cases in the county has increased dramatically every year since 2010 and that Delaware County leads the state in the number of meth labs discovered. However, many may not know about the wider problems that the use of this illegal drug causes - medically, economically and environmentally. Through a strategic messaging plan - including social media, earned media and paid media – as well as significant editorial content - stories, photos, web video and a documentary, this project endeavored to engage the community in the discussion. By crossing disciplines and demographics; it offers solutions and best practices from communities who, like here, are tackling this issue.

**Faculty Mentor:** Terry Heifetz, Juli Metzger  
**Department:** Telecommunications, Journalism  
**Community Partner:** Ball Brothers Foundation

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**Unmasked: The Stigma of Meth**

**Students:**  
Jenny Alvaro, Seth Beiswenger, Kelsey Dickeson, Phylisia Donaldson, Brent Fuller, Sophie Gordon, Sarah James, Bradley Jones, Roy Killelea, Michael Kuhn, Jenna Liston, Jessica Lyle, Ryan McClain, Megan Melton, John Osterhoudt, Devon Roddel, Emma Rogers, Tony Sandleben, Troy Scott, John Seyler, Liam Shelton, Nicholas Siano, Desiree Williams, Jacob Wilson, Elizabeth Wyman, Bobby Yeager, Liz Young
Everybody lives downstream of somebody else. “Downstream: Connecting Indiana to the Gulf of Mexico” emphasizes how we are all connected by water — through our decisions, attitudes & actions. This documentary examines potential impact(s) of nitrogen, a fertilizer commonly used in the production of corn. Students enrolled in Water Quality Indiana at Ball State University began this production in September 2016, traveling to Louisiana with the intent to learn more about hypoxia, or the dead zone, in the Gulf of Mexico.

Faculty Mentor: Adam Kuban, Lee Florea
Department: Journalism, Geological Sciences
Community Partner: Flatland Resources
The purpose of the Working for Indiana Sustainable Housing (WISH) immersive learning project was to start and then continue educating the Indiana community about the financial and environmental benefits of owning a “tiny home.” We aimed to achieve this by designing a conceptual house which appeals to first time homebuyers and couples wishing to downsize into a sustainable lifestyle in a community setting. The conceptual idea would translate into a mobile educational center able to encourage communities towards tiny home investment and energy efficiency.

Faculty Mentor: Kevin Kenyon
Department: Sustainability Minor Program
Community Partner: Munce Action Plan (MAP) Energy Committee, Muncie-Delaware Metropolitan Planning Commission, Muncie Office of Community Development

WISH: Working for Indiana Sustainable Housing: Tiny House Energy Education

Students:
John Hopkins, Alexander Frankling, Allison Hoagland, Mary Spence, Connor Manion, Sommr Powell, Alyssa Carey
Immersive Learning offers students the opportunity to connect with communities, businesses, and government agencies to collaboratively develop solutions to unique challenges.