



## Undergraduate Course Offerings

### ***Independent Living Skills & Apartment Teaching Routine (for Freshmen)***

#### ***Apartment Life***

From freshman year through graduation, Minnesota Life College teaches students skills that are continually practiced to develop a routine for independent living. We focus primarily on three categories:

- **Safety and Awareness** – Instruct students on safety when living on their own, including personal safety in the home and handling severe weather conditions or natural disasters. Students learn what to do, who to call, and where to go.
- **Apartment Living** – Help students develop a routine for living on their own, including how to put in requests for apartment repairs and how to do simple repairs independently.
- **Daily Living Skills** – Teach menu planning for healthy living, grocery shopping, staying within a budget, preparing and eating healthy foods, learning to live with non-relatives, resolving issues with roommates, and all aspects of cleaning, which includes doing laundry, practicing energy conservation, and safely using appliances in the apartment.

In the first quarter, Independent Living Skills takes place four days a week, three hours a day. One day a week is spent preparing a meal with residents of two to three other apartments in a team-based culinary class. In the second quarter apartment teaching time is gradually reduced as students start to become more independent. Beginning second semester, Independent Living Skills instruction is four days a week at two hours per day, along with the team culinary day.

### ***ILS Continued Routine and Application of Skills (for Juniors and Seniors)***

***Juniors:*** In their second year at MLC, students work with their Apartment Mentor four days a week, two hours each day on roommate issues, problem solving, setting a cleaning routine, practicing laundry skills, menu planning, grocery shopping, and preparing the evening meal to eat together. Day 5 centers on cooking the evening meal with 1-2 other apartments led by the Culinary Specialist. The focus of the lessons is to set and maintain a good routine for living independently.

***Seniors:*** In their final year students work two days a week, two hours each day with their Apartment Mentor on roommate issues, problem solving, menu planning, grocery shopping, and apartment cleaning. One day a week focuses on cooking the evening meal with 1-2 other apartments led by the Culinary Specialist.

### ***More Independent Living Skills (All Years)***

#### ***Daily Food Preparation (All Years)***

***Course Goal:*** Continue developing the necessary skills to read and cook recipes for simple and balanced meals.

Students bring the techniques they learned in MLC cooking classes into their own apartments. They continue to plan and prepare nutritious meals while practicing safety, sanitation, and the proper use and care of kitchen supplies and equipment, all with the assistance of Apartment Mentors.

#### ***Menu Planning and Grocery Shopping Lab (All Years)***

***Course Goal:*** Learn to prepare a menu plan and grocery list and buy the items on the list at the store.

With staff assistance, students plan a nutritious weekly menu and prepare a grocery list of required items. They then purchase the items on their grocery list while staying within a set budget. An interactive class, students learn while at home and out in the community with the guidance from their Apartment Mentors.

## **Cooking Classes**

### ***Cooking 101 (Freshmen)***

*Course Goal:* Develop the basic skills of working and cooking in a kitchen.

Students learn how to read a recipe, applying fundamental cooking skills while safely operating the appliances. Topics include food storage, kitchen organization, nutrition, and menu design.

### ***Cooking with the Culinary Specialist (All Years)***

*Course Goal:* Hone the necessary skills for preparing, eating, and cleaning up after a meal in coordination with other apartments.

In this weekly course students are exposed to working in teams, sharing meal creation and cleanup responsibilities with young adults from other apartments. They learn to read and understand the recipe and handle any potential safety hazards. Etiquette, including table setting and appropriate conversations, is also practiced.

### ***Cooking 201 (Freshmen)***

*Course Goal:* Expand knowledge of food and cooking practices, understanding what makes a meal and how to make better choices when grocery shopping.

Further developing the skills learned in cooking and culinary exploration classes, students identify what is included in a balanced meal, learning to recognize the healthy choice.

## **Banking Classes**

### ***Budgeting/Banking (Freshmen)***

*Course Goal:* Develop skills in fundamental math in order to promote independence.

Learning the basic math skills that will enable them to function at independent and supported levels, students are prepared for effective participation post-school and in the work environment. Designed to teach students how to navigate the banking world and maintain accounts, topics include numbers, money, time, and how they apply to their personal and workplace lives. Students receive a stipend checkbook that they will manage throughout the school year. Students are also able to access their accounts online to help maintain accuracy between classes and student advisory sessions.

### ***Consumer Math/Budgeting (Juniors)***

*Course Goal:* Develop higher-level math skills necessary for to independent living such as and managing finances.

This course builds on the prior skills and knowledge of fundamental math, including money, money management, managing a household, banking, account maintenance, and budgeting. Students receive a stipend checkbook and manage it throughout the school year, and can also access their accounts online to help maintain accuracy between classes and student advisory sessions.

### ***Budgeting (Seniors)***

*Course Goal:* Put into practice skills learned in Freshman and Junior years in areas of banking, budgeting, and personal financial management.

Students receive gradually decreased supervision in the handling of their financial affairs in order to enable them to be completely independent by graduation.

## **Transportation Classes**

### ***Transportation 101/Transportation 101 Lab (Freshmen/Juniors)***

*Course Goal:* Develop the ability to access and use public transportation safely.

Students become familiarized with the many modes of public transportation. They learn to read and interpret route maps and understand schedules, fares, riding procedures, personal safety, and the general use of public transportation. Designed to give students an opportunity to apply their knowledge, groups will use several public transportation systems to visit destinations of interest.

### ***Recreation Exploration Class (Freshmen/Juniors)***

*Course Goal:* Learn to independently plan and take public transportation to any location of interest in the Twin Cities area.

This course teaches students the basic strategies when planning public transportation routes, to include budgeting, time management, and problem solving.

### ***Recreation Exploration Continued (Seniors)***

*Course Goal:* Obtain the confidence and skills to independently travel.

This course teaches students to travel around the community without assistance, training for weather conditions, construction, and what to do if they find themselves lost. In addition to public transportation instruction, students independently plan outings for themselves and others to destinations of interest.

## ***Social Development & Wellness***

### ***Managing Effective Relationships (Freshmen)***

*Course Goal:* Develop a deeper understanding of personal connections and individual characteristics that may affect current and future relationships.

Students explore the components of healthy relationships, providing them with an understanding of how to cope with their emotions and how those emotions might affect those around them. They learn skills to be proactive and deal with conflict when it occurs. The course also addresses students' sexuality and how it affects their lives.

### ***Maintaining Social Relationships (Juniors)***

*Course Goal:* Develop a deeper understanding of the dynamics of personal relationships.

This course is designed to enhance the skills learned in Managing Effective Relationships. By applying their newfound knowledge of relationships in real life situations students gain an understanding of safe and unsafe relationships, including ones of a sexual nature, through presentations, videos, and group discussions.

### ***Strategies for Success (Freshmen)***

*Course Goal:* Start thinking about the future and learn to recognize and label emotions, gain awareness of their disabilities, and model appropriate self-advocacy skills.

We teach students to label and recognize emotions using verbal and nonverbal cues. Applying strategies developed by the University of Kansas, and MLC's curriculum, students discover and reflect on goals for the future and learn how to self-advocate in a variety of settings.

***Stress Busters and the Junior and Senior Seminar are designed to work as a complimentary series.***

### ***Stress Busters (Freshmen)***

*Course Goal:* Recognize the signs and symptoms of stress, learning how stress affects daily life and how to release and manage it.

This course is designed to enable students to recognize their stressors and stress reactions, including the frustrations that come with young adulthood and challenges related to their disabilities. Students learn positive ways to release stress and how to better react to feelings like anger, depression, and society.

### ***Junior Seminar (Juniors)***

*Course Goal:* Increase responsibilities by planning senior year goals with a focus on self-awareness. Questions that drive the seminar include: Who am I? What image do I present to the world? What do I want? What do I need to learn before senior year?

Students are guided through a "Life Mapping" process that addresses their strengths, their areas that need work, goal setting, and goal attainment. The second semester prepares students for their transition into senior year. They make steps towards achieving their desired goals, MLC helping them to facilitate problem solving methods and identify the resources they need for success.

### ***Senior Seminar (Seniors)***

*Course Goal:* Further understand the particular issues they will face in the next stage of independence.

Students address the personal and social expectations of adulthood. In preparation for graduation from Minnesota Life College, the Senior Seminar focuses on accepting the responsibility that comes with independence. Developing a mission statement and goals, students explore ideas about how life will be different and examine which independent skills require more work.

### ***411 (Freshmen)***

*Course Goal:* Gain knowledge of the social skills that are never taught but everyone else already seems to know.

Students are taught how to navigate the social world by developing an understanding of the secret language everyone else seems to possess. They learn to read body language, look for hidden cues, and think outside the written rules. They then practice their new skills within the community under MLC staff supervision.

### ***YMCA (All Years)***

*Course Goal:* Understand the basics of physical fitness and participate in routine physical activities.

Students are familiarized with the fundamentals of physical fitness and learn ways they can incorporate it into their regular routine. Three times a week they use the gym facilities at the YMCA for 30 minutes of weight training and 30 minutes of cardiovascular exercise. Optional activities include racquetball, swimming, group fitness classes, team sports, and rock climbing.

## ***MLC & Community Support***

### ***Gala Class (All Years)***

*Course Goal:* Obtain a greater awareness of the MLC Gala event, with its purpose to raise funds for scholarships and program enhancements. Annually, MLC reaches out to our community, acknowledging past and current business partnerships, working to build a wider network of MLC awareness within the community.

Students learn about nonprofit fundraising for MLC programs. They work on hands-on projects for the Gala, developing an understanding of the importance of volunteering within the MLC community.

## ***Work Readiness***

### ***Expedition to Employment (Freshmen – Fall Semester)***

*Course Goal:* Understand the activities, tasks, and expectations associated with getting and keeping a job

Students gain knowledge of the tasks and behaviors necessary to meet basic grooming & hygiene expectations, learning how those expectations associate with employment. They also receive an overview of the tools and tasks associated with getting a job in the community. This course provides students with the framework for future job search and employment efforts.

### ***Job Skills Workshops (Freshmen – Spring Semester)***

*Course Goal:* Develop the skills and experience necessary for job searching while gaining personal awareness of their vocational strengths, interests, and goals.

This hands-on, interactive workshop provides students experience completing the activities associated with job searching. They explore their personal vocational skills, limitations, and interests, and utilize their newfound knowledge in job goal development activities.

*Fundamentals Level of the course is designed for the students who attended MCTC during the spring semester of their Freshman year in conjunction with Work Readiness programming and provides more intensive coverage of class topics.*

### ***Juniors***

*Course Goal:* Learn and practice the skills necessary for obtaining employment and developing further personal awareness regarding their vocational strengths, interests, and goals. Students are prepared to begin searching for jobs as appropriate.

Students explore topics in depth and develop the related skills in this hands-on, interactive workshop. Topics include planning and conducting the job search, completing job applications, interviewing, and writing resumes, reference lists, and thank you letters.

*Fundamentals Level of the course is designed for the students who attended MCTC and can be taken in conjunction with or in place of Work Readiness programming and provides more intensive coverage of class topics.*

### **Seniors**

*Course Goal:* Develop the ability to independently navigate through the job search process.

We provide a framework for job hunting to students, all of whom receive individualized support throughout the process. We also help students who have established employment hold on to their jobs.

*Fundamentals Level of the course is designed for the students who attended MCTC and can be taken in conjunction with or in place of Work Readiness programming and provides more intensive coverage of class topics.*

### **Training Internship Experience (Freshmen)**

*Course Goal:* Gain real life work experience.

This training experience in the spring semester teaches basic on-the-job performance and behavior requirements. Students are interviewed and work in a group setting, supervised by a job coach and work supervisor throughout their shifts. They also have opportunities to earn additional responsibilities by demonstrating their independence on the job.

### **Training Internship Experience (Juniors/Seniors)**

*Course Goal:* Gain further real life work experience.

During both fall and spring semesters, students will increase their understanding of on-the-job performance and behavior requirements. Students are interviewed by the training site and placed in positions that match their interests and skill levels. They are supervised by a work supervisor and a job coach, but students are encouraged to work independently throughout their shifts. They develop a deeper understanding of workplace expectations and learn what kind of accommodations they may need in the workplace.

### **Worksite Wrap-up (All)**

*Course Goal:* Reflect on the volunteer worksite experience.

In the wrap-up students further expand their knowledge and understanding of appropriate workplace behaviors and expectations. They participate in a lecture and engage in problem-solving discussions regarding issues the students experienced during their internship the previous week.

## **Post-Secondary Classes**

### **Strategies for College Success Experience (Freshmen)**

All freshmen have the opportunity to take the ACCUPLACER and college placement assessments in the fall. Students deemed appropriate to continue in the second semester of their freshman year will enroll in a “Strategies for College Success” course with MLC staff and guidance in conjunction with Work Readiness programming.

### **Additional Post-Secondary Classes\* (Freshmen, Juniors, Seniors)**

After passing “Strategies for College Success” in regard to grades earned, parental support, and executive functioning needs being met, additional coursework (with structured MLC staff support) may be taken if the student’s performance indicates the ability to succeed in traditional academic classroom settings.

Additional post-secondary academic classes must be taken in conjunction with a student’s Work Readiness programming and additional MLC undergraduate curriculum requirements.

*\*Additional coursework beyond “Strategies for College Success” is not included in MLC’s yearly undergraduate tuition.*