



MICC

COLLEGE PROGRAM

COURSE CATALOG

2019-2020



Greetings.

My name is Amy Gudmestad and I have the honor of leading the amazing team at Minnesota Independence College and Community as their Executive Director. Welcome.

At MICC, we believe that learning about life first-hand within a supportive community in a vibrant city is the best way to gain independence.

We do this first by offering an apartment-living program that teaches important life, social, and vocational skills. And then through our unique Community Program that offers our members a lifetime of continual health, safety, career, and social support.

Young adults with autism spectrum disorders and other learning differences represent a group at risk. Did you know that individuals on the autism spectrum and with learning differences are currently underrepresented in the workforce?

- Less than half held any kind of paid employment within the first two years after high school.
- 87% continue to live with parents after high school and 24% are considered socially isolated – meaning that they have not had contact with anyone outside of their family for over a year.

All of these factors greatly diminish their chance to obtain competitive employment. This is the stark reality for much of the Autism Spectrum and Learning Difference community.

However, that this is not the reality of MICC students and members.

With 150 graduates, 90% of them have achieved independence and never returned to live in their parents' home. Community members have an 83% employment rate and an average length of employment of three or more years. In fact, 95% of our graduating seniors from the previous three years have been employed by winter break.

We are all the same. We want a sense of purpose, an identity, and to be able to contribute to our community. Having a reason to get up each morning, and a place to go and to have someone be excited to see you is exactly why employment is so important.

When I look back at our 24 year history, I pause to think about how far we have come. The dedication that our founders, Beverly and Roe Hatlen, exhibited over two decades ago has not waived with our current community today, in fact it has only strengthened.

Welcome to our community. We are so glad you are here.



Amy Gudmestad
Executive Director





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Mission

Every day we work to transform the lives of individuals and families affected by autism spectrum and learning differences.

Vision

A world where individuals on the autism spectrum and those with learning differences thrive and are valued.

Values

Integrity; Partnerships;
Team Work; Fun; Community;
Experiential Learning.

Truths

Our truth is: Everyone is different.

Students experience personal growth when they are offered unique and individualized programs, because no two individuals have the exact same needs.

Our truth is: People learn best by doing.

Academic instruction is not enough. By living in on-site apartments, and experiencing all that the city has to offer, people are better equipped to live independently.

Our truth is: Vocation leads to independence.

The ability to get and keep a job is one of the single most important factors to be able to live independently.

Our truth is: Cliffs are inevitable without lifelong engagement.

Adults with ASD and/or learning differences face challenges throughout their lifetime and need access to a variety of support services in order to live a fulfilling, independent life.

Our truth is: Social beings need a social life.

People gain self-awareness, confidence and self-esteem when they can experience acceptance and develop friendships.

PROGRAMS



We provide participants with continued practice in their apartments, in the community, and at Careers practicum sites to help them develop the skills and tools necessary to live independent and meaningful lives.



MICC College.

MICC College is an intensive, tiered education opportunity for young adults with learning differences and autism spectrum disorders.

We teach students the skills necessary for long-term, independent living and employment not only in the classroom, but in their own apartment and out in the community. Our campus features an apartment-living setting located in a vibrant, urban community, which allows for continuous teaching and access to competitive employment, safe public transportation, and limitless social opportunities.



MICC Careers.

Since the inception of MICC, a program goal has always been for students and graduates to find meaningful paid employment that utilizes their skills. Through MICC Careers, we offer students and graduates counseling on how to seek, obtain, and retain employment.

The last three consecutive years, 95% of our students graduated with paid employment, a statistic that stands in stark contrast to the incredibly high rate of unemployment among individuals with autism and learning differences as a whole. In an effort to ensure MICC remains competitive in the field of post-secondary programs and to offer more opportunities for students and graduates to specialize in a career

field, MICC has partnered with Century College to provide career certificate programs as part of our curriculum.

Students select a career certificate program that is based on skill set, potential for hiring, workforce need, and appropriate community partners. After completing this certificate, which can be obtained with two semesters of coursework, students will have a Century College certificate, and continuing education hours that potentially may be transferable to other institutions. We currently offer certificates in four areas: Culinary, Hospitality, Retail and Health Services.



MICC Community.

MICC Community is a life-long program serving an integral role in the long-term independence of MICC graduates. We evaluate the needs of our participants using our curriculum competencies and we offer transition guidance, apartment-living skills coaching, career support, and over 40 structured social activities per month. The program also provides families with stable communication, structure, and guidance.

COLLEGE HIGHLIGHTS

55

STUDENTS
2019-2020



RETREATS

for building social skills in a new setting



95%

average rate of employment by graduation the previous 3 years



POD CURRICULUM
focusing on skills in

5 KEY AREAS

to foster increased **student engagement and learning**, and **instructor effectiveness**:

Social-Emotional Learning

Career Readiness

Independent Living

Healthy Living



Team Building
and Community



PROGRAM PARTICIPANT RIGHTS

Any person participating in Minnesota Independence College and Community programs has the following rights:

- to be treated with consideration and respect for personal dignity, autonomy, and privacy;
- to have services provided in a safe, healthy environment with the fewest restrictions possible;
- to confidentiality of information about one's self;
- to be informed of one's own diagnosis and disability and how it may affect their ability to learn, live independently and maintain employment;
- to be informed of services provided for them at MICC;
- to an individualized program of services that best addresses one's own mental health, physical health, social and economic needs, and that specifies the provision of appropriate and adequate services, as available, either directly or by referral;
- to one's own records of program services, progress reports, etc.;
- to timely, active and informed participation in the establishment, periodic review, and reassessment of one's program of services;
- to acceptance or refusal of services, with the understanding that refusal of services may impact their standing in the program;
- to be free from intellectual, emotional and/or physical abuse;
- to be free from financial or other exploitation, retaliation, humiliation, and neglect;
- to receive pertinent information in sufficient time to facilitate his/her decision making;
- to informed consent, refusal or expression of choice regarding services, service delivery, release of information, concurrent services, composition of delivery team;
- to access or referral to legal entities for appropriate representation, self-help support services, and advocacy services;
- to information on the procedure by which the persons served may make a formal complaint, file a grievance, or appeal a decision made by the organization's personnel or team members;
- to investigation and resolution of alleged infringement of rights and other legal rights;
- to be fully informed of all rights;
- to have their rights communicated in a way that is meaningful to the persons served; and shared with persons served prior to the beginning of service delivery and/or at initiation of service delivery; annually for persons in a program longer than one year; and available at all times for review and clarification.

COMMUNITY INCLUSION

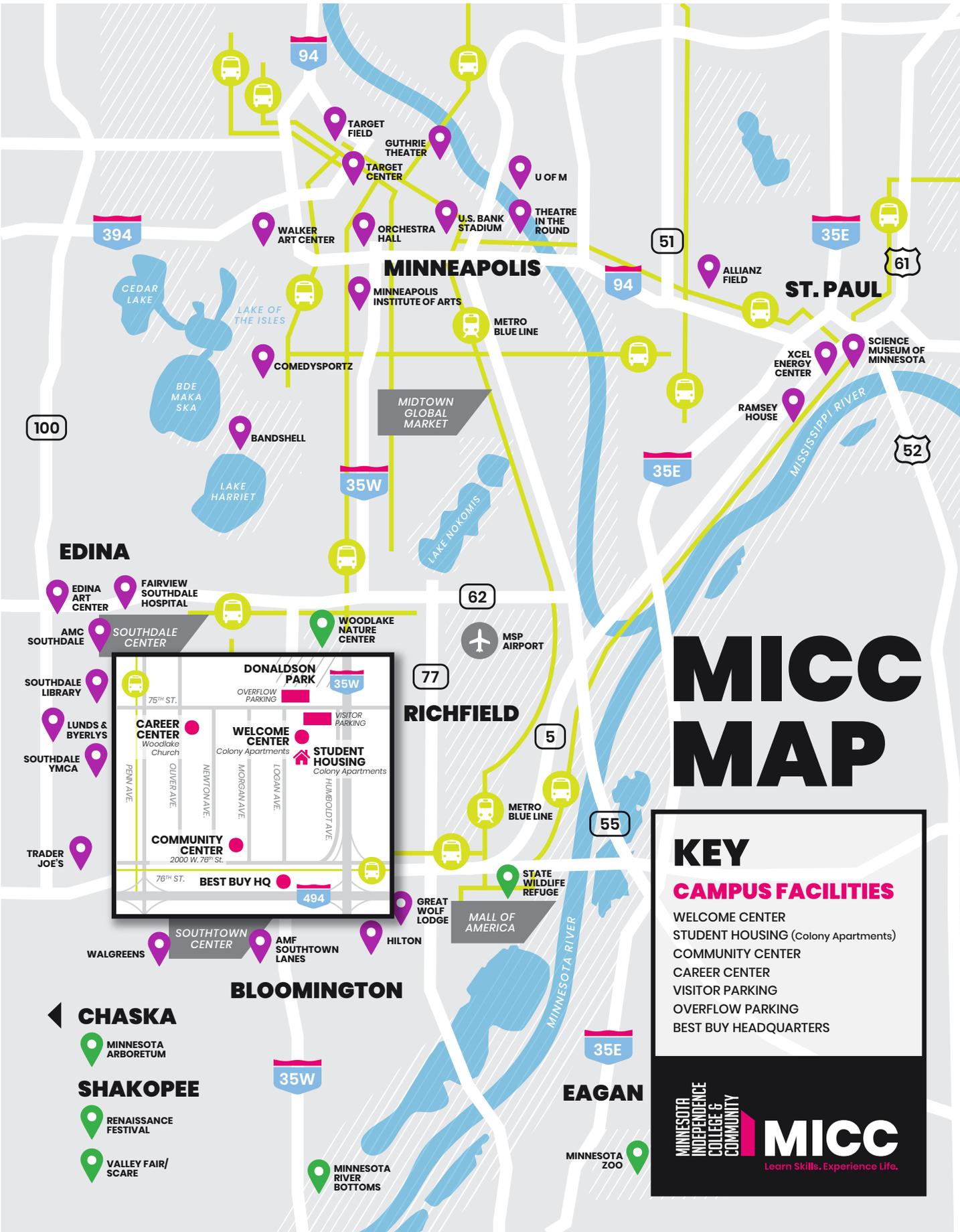


At Minnesota Independence College and Community, inclusion has always been a cornerstone of the work we do. “Learn skills, experience life” means individuals need to learn how to exist and thrive in their communities. Whether at work, play, or out and about living life, our students and members interact with the public in a variety of ways, including, but not limited to:

- Receiving culinary training including cooking alongside chefs and serving food for residents and employees.
 - Receiving hospitality training with a corporate kitchen catering department and working with and serving employees.
 - Receiving retail training working with and serving individuals.
 - Partnering with college teams for sports opportunities.
 - Mainstream community education classes, support groups, and social gatherings.
 - Living in a large community apartment complex, consisting not only of our students, but also young families and many employees of Best Buy, and upon graduation, living across the communities of Richfield and Bloomington in a residence of their choosing.
 - Participating in legislative lobbying at the capitol with government officials.
 - Volunteering with community organizations such as Ronald McDonald House, Animal Humane Society, and Feed My Starving Children.
- Participation in faith traditions at church, synagogues, mosques, etc.
 - Taking college classes at Normandale Community College or Minneapolis Community and Technical College.
 - Using public transportation to navigate the city.
 - Socializing with coworkers at their jobs.

For our students, our three year program gives them an introduction to independence within the structure of a college, just as most college students spend the majority of their time with the same individuals. Upon graduation, our students are integrated into the community, interacting with co-workers, friends, and the general public, while maintaining friendships with peers they met during their college experience. Our goal has always been full inclusion into the larger community, while offering a support network of individuals who have shared experiences to help navigate the challenges of life.

If you have any questions, please contact MICC Admissions, at 612.869.4008 or admissions@miccommunity.org.



MICC MAP

KEY

CAMPUS FACILITIES

- WELCOME CENTER
- STUDENT HOUSING (Colony Apartments)
- COMMUNITY CENTER
- CAREER CENTER
- VISITOR PARKING
- OVERFLOW PARKING
- BEST BUY HEADQUARTERS

MINNESOTA INDEPENDENCE COLLEGE & COMMUNITY

MICC

Learn Skills. Experience Life.

CHASKA

- MINNESOTA ARBORETUM

SHAKOPEE

- RENAISSANCE FESTIVAL
- VALLEY FAIR/ SCARE

BLOOMINGTON

- MINNESOTA RIVER BOTTOMS

EAGAN

- MINNESOTA ZOO

RICHFIELD

- GREAT WOLF LODGE
- MALL OF AMERICA
- STATE WILDLIFE REFUGE

EDINA

- EDINA ART CENTER
- FAIRVIEW SOUTHDALE HOSPITAL
- AMC SOUTHDALE
- SOUTHDALE CENTER
- SOUTHDALE LIBRARY
- LUNDS & BYERLYS
- SOUTHDALE YMCA
- TRADER JOE'S
- WALGREENS
- SOUTHTOWN CENTER
- AMF SOUTHTOWN LANES

DONALDSON PARK

OVERFLOW PARKING

VISITOR PARKING

CAREER CENTER
Woodlake Church

WELCOME CENTER
Colony Apartments

STUDENT HOUSING
Colony Apartments

COMMUNITY CENTER
2000 W. 76th ST.

BEST BUY HQ

75th ST.

76th ST.

77th ST.

78th ST.

79th ST.

80th ST.

81th ST.

82th ST.

83th ST.

84th ST.

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97th ST.

98th ST.

99th ST.

100th ST.

MSP AIRPORT

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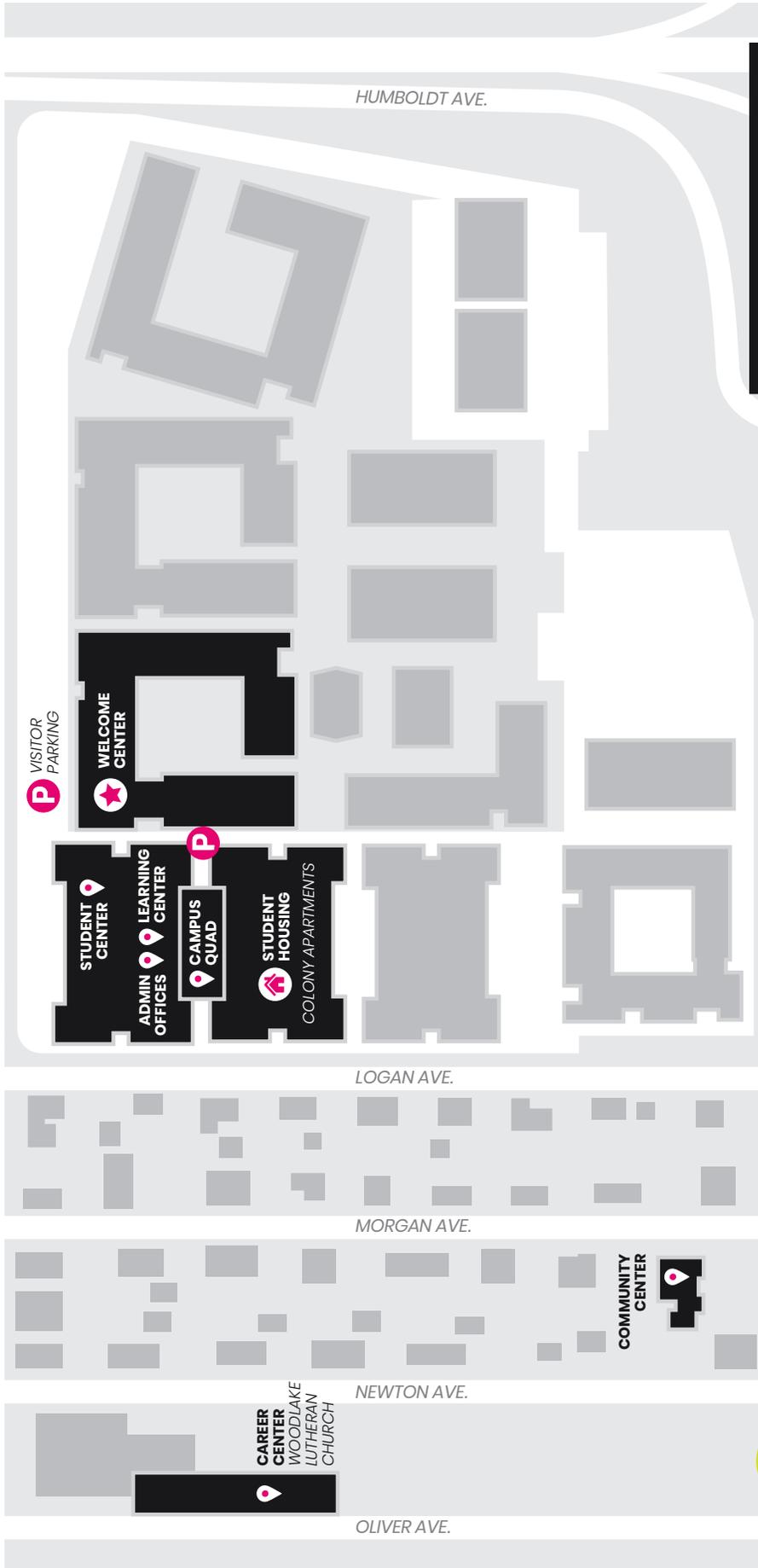
MICC WALKING MAP

DONALDSON
PARK

35W

P OVERFLOW
PARKING

75TH ST.



76TH ST.



BEST BUY HQ

MINNESOTA
INDEPENDENCE
COLLEGE &
COMMUNITY
MICC
Learn Skills. Experience Life.





PROGRAMS CALENDAR

BOLD = MICC Holiday - Offices Closed

JULY 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July

- 4 Independence Day Holiday – MICC Offices closed
- 8-21 Summer Program II

AUGUST 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

- 16-18 Family Orientation, MICC College Student Move-in
- 19 MICC College First Day of Classes

SEPTEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September

- 2 Labor Day Holiday – MICC Offices closed
- 30 Homecoming Week begins

OCTOBER 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October

- 4-5 Homecoming Family Weekend

NOVEMBER 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

- 22 MICC College Program Closes at Noon, students leave for Thanksgiving Break
- 28-29 Thanksgiving Holiday – MICC Offices closed

DECEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December

- 1 MICC College opens, students return (noon)
- 20 MICC College Closes at Noon, students leave for Winter Break
- 25 Christmas Holiday – MICC Offices closed

January

- 1 New Year's Day Holiday – MICC Offices closed
- 12 MICC College opens, students return (noon)
- 20 Martin Luther King Day Holiday – MICC Offices closed

JANUARY 2020						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

- 3 Winterfest Week begins
- 7-8 Winterfest Family Weekend
- 17 Presidents' Day Holiday – MICC Offices closed

FEBRUARY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

- 9-13 Gala Week
- 13-14 Gala Family Weekend
- 14 MICC Gala
- 16-20 MICC College Student Spring Break
- 22 MICC College Students return from Spring Break (noon)

MARCH 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

APRIL 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

- 14 Graduation
- 15-16 Family Weekend; Move-out for MICC College students
- 25 Memorial Day Holiday – MICC Offices closed

MAY 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
²⁴ / ₃₁	25	26	27	28	29	30

June

- TBD Summer Programs

JUNE 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

ADMISSIONS REQUIREMENTS



Admissions and Enrollment.

The admissions team at MICC is committed to understanding your goals, and helping you to determine if our community is the right fit for you.

Beginning a new journey can be scary, overwhelming, and also exciting. We take an individual approach to get to know each prospective student and their families, and help to support transitioning to the next phase in a young-adults' independent life. We recommend you begin the application and admissions process early. Our team will support you in the application process, starting with a guided a tour of our campus and assist in the entire admissions process.

Admissions Philosophy.

No single factor will be used exclusively to admit or eliminate an applicant to MICC. The Admissions Office will examine each application for overall suitability. The Admissions Committee will select a college class with varied backgrounds, interests, and experiences to provide a stimulating and broadening learning environment for all students.

MICC is committed to maintaining Cultural Competency and Diversity initiatives that address the linguistic and cultural needs of program participants and their families. MICC effectively provides services to recipients of all cultures, ages, races, abilities, sexual orientations, gender identities, socioeconomic statuses, languages, ethnic backgrounds, spiritual beliefs, and religions in a manner that recognizes values, affirms and respects the worth of the individual, and protects and preserves the dignity of each person. MICC adheres to non-discrimination practices and the Equal Employment Opportunity Act.

Requirements for Admission.

To be considered a candidate for the MICC College Program, it is **required** that the applicant:

- Be diagnosed with a learning disability, executive dysfunction, an autism spectrum disorder, or other neurological disorder. Typical applicants will have a range of cognitive and processing abilities.
- Be between the ages of 18-26 years of age.
- Have completed their K-12 education.
- Have a Full Scale IQ of 70 or above, as documented on a neuropsychological evaluation. (MICC will factor in test anxiety, as documented or reported).
- Not require 24-hour supervision and be able to make safe decisions, as reported in applicant's application.
- Not have a history of criminal activity that would preclude them from obtaining employment, as reported in applicant's application.

It is *recommended* that the applicant be able to demonstrate:

- A high degree of interest and/or open mind regarding participating in MICC programs, as reported.
- Appropriate decision-making to allow participation in a comprehensive apartment-living and community-based program, as well as respond well to a structured and supported environment, as reported.
- Evidence of ability to volunteer or be employed in a work setting with minimal supervision/training, as reported.
- A history of good citizenship and the ability to accept and follow rules, as reported.

ADMISSIONS REQUIREMENTS



- Sufficient emotional and behavioral stability and impulse control to live independently function socially, and participate in MICC, as reported.
- An involved support network, with realistic goals, recognition of the importance of communication and cooperation and who supports the goals and philosophy of the program.

2020–2021 College Program Admission Dates.

September 1

Early decision application opens

November 15

Early decision application deadline

November 16

Regular decision application opens

December 15

Early decision determinations sent

February 1

Regular decision application deadline

March 1

Regular decision determinations sent

March 16

Late and waitlist decisions made on a rolling basis as available

Contact Admissions.

612.869.4008, option 3

admissions@miccommunity.org



ADMISSIONS STEPS



Step 1: Tour Campus.

Tours are held weekdays between 9:00 am – 5:00 pm and last approximately 60 minutes. Tours are a one-on-one session with a member of our admissions staff and includes a program overview and a campus tour. Prospective students and families are encouraged to tour together.

- Self-schedule your campus tour online at www.miccommunity.org.
- Call 612.869.4008 or email admissions@miccommunity.org to schedule a campus visit.

Step 2: Apply Online.

- Complete the MICC College Program Application online.
- Pay the \$100 application fee. Make an online payment or mail a check payable to MICC for the \$100 application fee (please note applicant's name in the memo).

Step 3: Send Materials.

The following documentation is required to complete your application. Materials may be mailed, emailed, or faxed, and may be submitted separately:

- A comprehensive neuropsychological evaluation completed within the last 24 months. Refer to the Guidelines for Disability Documentation for evaluation requirements. If you are in need of referrals to providers who can administer a neuropsychological evaluation, please contact Admissions.
- Educational transcripts (official or unofficial) from your high school and all post-secondary institutions the applicant has attended.

- Copies of applicant's most recent Individualized Education Plan (IEP), Evaluation Report, and/or Transition Plan.
- Health records or medical reports relevant to the application process.
- Three (3) recommendations. Email our online recommendation form to three people in the following categories: an educator (teacher, instructor, or school administrator), a vocational professional (supervisor, or job coach), and a general professional (case manager, or therapist). Please instruct individuals who are providing recommendations to contact our Admissions Office with questions.
- If applicable, obtain documentation identifying the applicant's current vocational skills. This information could be in the form of an employment evaluation or a vocational assessment.

Step 4: In-person Interview.

The Admissions Committee will only review completed applications and will do so within one week of receiving all of the required information/materials. Following this review, if appropriate, applicants will be contacted to schedule an in-person (or virtual) interview, skills assessment, and half-day observation visit.

Contact Admissions.

612.869.4008, option 3
admissions@miccommunity.org

FINANCIAL INFORMATION

MICC College Program costs.

Tuition includes:

- all instruction, books and instructional materials.
- participation in classes, activities, and electives.
- staff supports (1:4 to 1:12 based upon curriculum, staff:student ratio).

Room & Board includes:

- a furnished apartment and utilities.
- groceries.
- transportation.
- YMCA access.

Total cost for the 2019–2020 MICC College program year is \$45,900 (\$39,780 tuition, \$6,120 room & board).

*Tuition does not include the \$100 application fee, neuropsychological evaluation costs, travel to and from home state to MICC, weekly spending money, medical or specialized counseling services, or medications. A \$1,000 non-refundable acceptance deposit will be applied to tuition.

Tuition payments are made using one of two payment plans, selected by the family.

- **Plan A** requires three equal payments made in August, October and January.
- **Plan B** requires ten equal monthly payments due August through May.

Costs for the 2020–2021 program year will be available in January 2020.

Financial assistance.

- MICC awards a limited amount of need-based financial assistance each year, with a maximum award of 50% of tuition covered.
- MICC does not qualify for any Federal Financial Aid.
- Participation in MICC College may qualify as a medical tax deduction. Consult with your tax advisor.
- Families with state or county funding may be able to use portions of their funding to offset tuition costs. In Minnesota, individuals can use CDCS Services, and Wisconsin residents can use IRIS funds. For information about other states, please contact admissions at 612.869.4008.
- Alternate forms of funding sources may be accepted at MICC, please contact admissions to learn more.

529 Plans/529A (ABLE) Plans.

MICC is a registered 501(c)(3) non-profit organization and is CARF accredited. For tax purposes, MICC is not considered an eligible educational institution by the IRS and does not issue 1098-T forms. Payments made to MICC from a 529 Plan are considered non-qualified distributions. Since the introduction and passing of the ABLE Act, families with children with special needs may fund a 529A Plan, which can be used for a program such as MICC. The Tax Cuts and Jobs Act of 2017 did include a provision for limited rollover of funds from a 529 Plan to a 529A Plan. Please consult your tax advisor for information on how this may apply to you.

Additional Information.

Health Insurance, Medications and Mental Health Care

This cost varies per student. Health insurance is required for students attending MICC, and needs to be taken care of by each family. MICC does not provide health insurance for students.

Cell Phone

Students will be required to have a cell phone while enrolled in the program in order to maintain communication with program staff at all times.

Indirect Costs

In addition to the direct costs, MICC estimates that each student should plan for \$1,000 in indirect costs to cover college-related expenses such as tickets to events, going to a movie or dinner with friends, spending money for weekend activities, buying laundry detergent, toothpaste, etc. Students on average bring about \$20-\$25 per week for spending money. Travel to and from home for breaks varies by student's home locale.



MICC

COLLEGE

PROGRAM





GRADUATION REQUIREMENTS



Minnesota Independence College and Community has designed its program to provide students with a solid foundation on which to build their education, career, and independence. As students begin their studies, these courses will help them develop the fundamental skills and knowledge that will prepare them for course work in their chosen career field. MICC has graduation requirements that apply to all students pursuing a certificate, bringing a level of consistency and quality programming to all students. By setting standards that are met or exceeded by the students, MICC ensures the integrity of all the certificates it awards. The minimum certificate requirements are outlined below.

Requirements for an MICC Certificate

- Complete Independent Living Skills Cores 1 – 3
- Complete Career Certificate
- Meet MICC's scoring standards

Scoring Standards

MICC provides students with semester reports on their progress towards proficiency in their courses. The courses are based on competencies that encompass the skills needed to build independence. Students are rated on a one to five scale, and individualized student needs/accommodations are accounted for during progress within the program. Students are provided skill rating scores for their skill and engagement levels. MICC takes the student's individualized needs into account during their time in the program.

SKILL RATING SCORE	SKILL RATING DESCRIPTOR	SKILL RATING EXPLANATION
5	Proficient (Independent)	Student initiates and performs all aspects of skill independently on consistent basis, whether or not being directly observed by staff.
4	Competent (Support)	Student demonstrates the ability to perform all aspects of the skill independently, but requires occasional/infrequent reminders to perform the task in its entirety, or to initiate task completion.
3	Intermediate (Minimal Assistance)	Student demonstrates the ability to perform the skill, but requires regular prompts/reminders to perform the skill in its entirety, or to initiate task completion.
2	Basic (Moderate Assistance)	Student shows awareness of skill area, demonstrates the ability to perform aspects of the skill, but requires assistance to successfully perform the skill in its entirety.
1	Introductory (Total Assistance)	Student displays limited/developing awareness of the skill area, but has not demonstrated the ability to successfully perform it without significant/complete assistance.

SAMPLE SCHEDULE

Fall First Year

MONDAY	CLASS	TEACHER	LOCATION	PERIOD	DATES
7:30 - 8:30am	Medications	Sue Anderson	Staff Office	7:30a-8:30a	8/19 - 12/20
10:00 - 11:00am	Menu Planning	Jacob Archer	Learning Center	10:00a-11:00a	8/19 - 12/20
11:00am - 12:00pm	Apartment Circle	Jennifer Pederson	Apartment	11:00a-12:00p	8/19 - 12/20
1:00 - 3:00pm	Transportation Essentials	Jack Hill	Computer Lab	1:00p-3:00p	8/19 - 12/20
4:00 - 5:00pm	Budgeting/Banking	Mary Jones	Computer Lab	4:00p-5:00p	8/19 - 12/20
6:00 - 7:30pm	History Theatre	Chris Bell	Learning Center	6:00p-7:30p	8/19 - 12/20
7:30 - 9:00pm	Grocery Shopping	Mary Jones	Student Center	7:30p-9:00p	8/19 - 12/20
8:30 - 9:30pm	Medications	Sue Anderson	Staff Office	8:30p-9:30p	8/19 - 12/20
10:30 - 11:00pm	Rounds	John Smith	Apartment	10:30p-11:00p	8/19 - 12/20
TUESDAY	CLASS	TEACHER	LOCATION	PERIOD	DATES
7:30 - 8:30am	Medications	Sue Anderson	Staff Office	7:30a-8:30a	8/19 - 12/20
10:00 - 11:00am	Stress Busters	Julia Smith	Learning Center	10:00a-11:00a	8/19 - 12/20
11:00am - 12:00pm	Career Exploration	Karen Larson	Career Center Room A	11:00a-12:00p	8/19 - 12/20
12:00 - 1:30pm	Real Food for Real Life & Apartment Teaching	Mark King	Apartment	12:00p-1:30p	8/19 - 12/20
2:00 - 3:00pm	Social Strategies	Ken Jackson	Learning Center	2:00p-3:00p	8/19 - 12/20
3:00 - 4:00pm	Peer Group	Other	Learning Center	3:00p-4:00p	8/19 - 12/20
4:30 - 6:00pm	Exercise for Life - Women	Mark King	Learning Center	4:30p-6:00p	8/19 - 12/20
8:30 - 9:30pm	Medications	Sue Anderson	Staff Office	8:30p-9:30p	8/19 - 12/20
10:30 - 11:00pm	Rounds	John Smith	Apartment	10:30p-11:00p	8/19 - 12/20
WEDNESDAY	CLASS	TEACHER	LOCATION	PERIOD	DATES
7:30 - 8:30am	Medications	Sue Anderson	Staff Office	7:30a-8:30a	8/19 - 12/20
9:00 - 10:00am	411 Class	Jennifer Pederson	Learning Center	9:00a-10:00a	8/19 - 12/20
2:30 - 4:00pm	Outdoors Club	Jennifer Pederson	Back Learning Center	2:30p-4:00p	8/19 - 12/20
4:00 - 5:30pm	Real Food for Real Life & Apartment Teaching	Mark King	Apartment	4:00p-5:30p	8/19 - 12/20
6:00 - 6:15pm	Forum (Not Scored)	John Smith	Student Center	6:00p-6:15p	8/19 - 12/20
8:30 - 9:30pm	Medications	Sue Anderson	Staff Office	8:30p-9:30p	8/19 - 12/20
10:30 - 11:00pm	Rounds	John Smith	Apartment	10:30p-11:00p	8/19 - 12/20
THURSDAY	CLASS	TEACHER	LOCATION	PERIOD	DATES
7:30 - 8:30am	Medications	Sue Anderson	Staff Office	7:30a-8:30a	8/19 - 12/20
9:00 - 10:00am	Managing Effective Relationships	Julia Smith	Learning Center	9:00a-10:00a	8/19 - 12/20
11:00am - 12:00pm	Computer Basics	Karen Larson	Career Center Room A	11:00a-12:00p	8/19 - 12/20
1:00 - 2:00pm	Advisory (Not Scored)	Other	Staff Office	1:00p-2:00p	8/19 - 12/20
2:30 - 4:00pm	Swim Club	Ken Jackson	YMCA	2:30p-4:00p	8/19 - 12/20
8:30 - 9:30pm	Medications	Sue Anderson	Staff Office	8:30p-9:30p	8/19 - 12/20
10:30 - 11:00pm	Rounds	John Smith	Apartment	10:30p-11:00p	8/19 - 12/20
FRIDAY	CLASS	TEACHER	LOCATION	PERIOD	DATES
7:30 - 8:30am	Medications	Sue Anderson	Staff Office	7:30a-8:30a	8/19 - 12/20
9:30 - 11:30am	Best Buy Class	Lindsay Sommer	Career Center Room A	9:30a-11:30a	8/19 - 12/20
1:00 - 2:30pm	Independent Living Class	Mary Jones	Back Learning Center	1:00p-2:30p	8/19 - 12/20
6:00 - 6:15pm	Forum (Not Scored)	John Smith	Student Center	6:00p-6:15p	8/19 - 12/20
8:30 - 9:30pm	Medications	Sue Anderson	Staff Office	8:30p-9:30p	8/19 - 12/20
10:30 - 11:00pm	Rounds	John Smith	Apartment	10:30p-11:00p	8/19 - 12/20
SATURDAY	CLASS	TEACHER	LOCATION	PERIOD	DATES
7:30 - 8:30am	Medications	Sue Anderson	Staff Office	7:30a-8:30a	8/19 - 12/20
8:30 - 9:30pm	Medications	Sue Anderson	Staff Office	8:30p-9:30p	8/19 - 12/20
10:30 - 11:00pm	Rounds	John Smith	Apartment	10:30p-11:00p	8/19 - 12/20
SUNDAY	CLASS	TEACHER	LOCATION	PERIOD	DATES
7:30 - 8:30am	Medications	Sue Anderson	Staff Office	7:30a-8:30a	8/19 - 12/20
10:30 - 11:30am	Stress Away	Mohammed Jackson	Back Learning Center	10:30a-11:30a	8/19 - 12/20
5:30 - 6:30pm	Ukulele	Michael Richards	Back Learning Center	5:30p-6:30p	8/19 - 12/20
7:00 - 8:00pm	Dance Fitness	Michael Richards	Learning Center	7:00p-8:00p	8/19 - 12/20
8:30 - 9:30pm	Medications	Sue Anderson	Staff Office	8:30p-9:30p	8/19 - 12/20
10:30 - 11:00pm	Rounds	John Smith	Apartment	10:30p-11:00p	8/19 - 12/20

* Not all students attending MICC take medications.

COLLEGE PROGRAM COURSES



PROGRAM OVERVIEW: CORE 1

Our program encourages the personal growth of each student through a unique and individualized process. Throughout Core 1 coursework, students focus on independent living skills, and are encouraged by staff to identify the skills they need to live independently. The program understands the importance of instilling healthy living initiatives into the lives of students. Evening and weekend electives cover a broad scope of health and fitness. Core 1 courses illuminate the value and meaning of independent living and employment exploration while creating an environment for peer relationships to flourish.

CORE 1 CURRICULUM – SEMESTER 1

Independent Living Training	Credits
Apartment Teaching 101	3
Laundry	1
Transportation Essentials 101	1
Transportation Essentials Lab 101	2
Health and Fitness	
Menu Planning	1
Grocery Shopping	2
Real Food for Real Life	2
Exercise for Life	2
Physical Fitness Electives	3
Social Skills	
Stress Busters	1
Managing Effective Relationships	1
Social Strategies	1
411	1
General Electives	3
Math and Finances	
Budgeting and Banking 101	1
Student Resources, Advisory, and Support	
Circle	1
Individual Support	1
Jobs and Employment	
Career Exploration 101	1
Computer Literacy	1
Best Buy Learning Through Partnership	1
TOTAL CREDITS CORE 1 – SEMESTER 1	30

CORE 1 CURRICULUM – SEMESTER 2

Independent Living Training	Credits
Apartment Teaching 102	3
Transportation Essentials 102	1
Transportation Essentials Lab 102	2
Health and Fitness	
Food Safety 101	1
Menu Planning	1
Grocery Shopping	2
Real Food for Real Life	2
Exercise for Life	2
Physical Fitness Electives	3
Social Skills	
Strategies for Success	1
Social Strategies	1
Managing Effective Relationships	1
411	1
General Electives	3
Math and Finances	
Budgeting and Banking 102	1
Student Resources, Advisory, and Support	
Circle	1
Individual Support	1
Jobs and Employment	
Career Exploration 201	1
Career Exploration Lab	1
Customer Service 101	1
TOTAL CREDITS CORE 1 – SEMESTER 2	30

COLLEGE PROGRAM COURSES

PROGRAM OVERVIEW: CORE 2

As students' progress onto their Core 2 coursework, they continue to gain valuable social experiences and begin to develop their own community within an ever-changing "real world" setting. The courses continue to guide students on developing their daily living skills, which are a key component to building independence and a healthy, balanced, and fulfilling life. Prior to beginning Core 2, students will select a certificate program.

CORE 2 CURRICULUM – SEMESTER 1

Independent Living Training	Credits
Apartment Teaching 201	2
Transportation Essentials 201	1
Transportation Essentials Lab 201	2
Health and Fitness	
Menu Planning	1
Grocery Shopping	1
Real Food for Real Life	1
Exercise for Life	2
Physical Fitness Electives	3
Social Skills	
Social Strategies	1
Food with Friends	2
General Electives	2
Math and Finances	
Budgeting and Banking 201	1
Student Resources, Advisory, and Support	
Circle	1
Seminar	1
Jobs and Employment	
Pre-Employment Development	1
Career Specific Skills	4
Career Specific Practicum	4
TOTAL CREDITS CORE 2 – SEMESTER 1	30

CORE 2 CURRICULUM – SEMESTER 2

Independent Living Training	Credits
Apartment Teaching 202	2
Transportation Essentials 202	1
Transportation Essentials Lab 202	2
Health and Fitness	
Menu Planning	1
Grocery Shopping	1
Real Food for Real Life	1
Exercise for Life	2
Holistic Health	1
Physical Fitness Electives	2
Social Skills	
Social Strategies	1
Food with Friends	2
General Electives	1
Math and Finances	
Your Money, Your Goals	1
Budgeting and Banking 202	1
Student Resources, Advisory, and Support	
Circle	1
Seminar	1
Jobs and Employment	
Pre-Employment Development	1
Career Specific Skills	4
Career Specific Practicum	4
TOTAL CREDITS CORE 2 – SEMESTER 2	30



PROGRAM OVERVIEW: CORE 3

The ability for students to be hired and maintain employment so students may live independently is the heart of our program. Core 3 courses provide students with the skills necessary to navigate the job search and interview process, build and maintain the understanding of apartment living, and successfully transition to independence.

CORE 3 CURRICULUM – SEMESTER 1

Independent Living Training	Credits
Apartment Teaching 301	1
Transportation Essentials 301	1
Transportation Essentials Lab 301	2
Problem Solving	1
Health and Fitness	
Menu Planning	1
Grocery Shopping	1
Real Food for Real Life	1
Exercise for Life	2
Physical Fitness Electives	2
Social Skills	
Senior Seminar	2
Food with Friends	2
Community Access	1
General Electives	1
Math and Finances	
RentWise	2
Student Resources, Advisory, and Support	
Circle	1
Independent Study (based on need)	3
Jobs and Employment	
Employment Support and Retention	6
TOTAL CREDITS CORE 3 – SEMESTER 1	30

CORE 3 CURRICULUM – SEMESTER 2

Independent Living Training	Credits
Apartment Teaching 302	1
Transportation Essentials 302	1
Transportation Essentials Lab 302	2
Problem Solving	1
Health and Fitness	
Healthy Living Capstone	1
Menu Planning	1
Grocery Shopping	1
Real Food for Real Life	1
Exercise for Life	2
Holistic Health	1
Physical Fitness Electives	2
Social Skills	
Food with Friends	2
Community Access	1
General Electives	1
Math and Finances	
RentWise	2
Student Resources, Advisory, and Support	
Circle	1
Independent Study (based on need)	3
Jobs and Employment	
Career Placement and Retention Services	6
TOTAL CREDITS CORE 3 – SEMESTER 2	30



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ELECTIVES AND SOCIAL PROGRAMMING



PROGRAM OVERVIEW

Our electives and social programming allows students to gather together around a common interest or hobby. During electives, students focus on maintaining physical fitness, managing personal stress and anxiety, participating in regular leisure activities, and establishing, maintaining, and identifying a positive, personal social network within their community. Core 1 students are required to take 6 electives (3 physical minimum), Core 2 students are required to take 5 (3 physical minimum), and Core 3 students are required to take 3 (2 physical minimum). In addition to our electives courses, we offer a variety of evening and weekend social programming.

EXAMPLES OF OFFERED ELECTIVES:

- Ambassadors/Leadership Club
- Arts and Crafts
- Basketball
- Choir
- Community Club
- Duathlon Training
- Art Club
- Group Fitness
- Hiking Club
- Improv
- International Cooking
- Personal Training
- Photography in Nature
- Reading and Writing
- Rock Band
- Sign Language
- Soccer
- Sports Topics
- Swimming
- Media Arts
- Yoga
- Weightlifting
- Biking
- Weaving

EXAMPLES OF WEEKEND SOCIALS:

- Apple orchards
- Aquariums
- Arcades
- Billiards
- Bonfires
- Bowling
- Comedy clubs
- Hiking
- Inline skating
- Karaoke
- Laser tag
- Mall of America
- Midtown Global Market
- Mini-golf
- Movies
- Museums
- Pizza parties
- Plays/Musicals
- Renaissance Festival
- Sports games
- State Fair
- Trampoline parks
- Valley Fair
- Zoos

***Electives offerings are subject to change and availability.**

MICC

CAREERS

PROGRAM





CULINARY CERTIFICATE

PROGRAM OVERVIEW

In the Culinary Certificate program students attend weekly classes and weekly practicums to develop industry-specific technical skills and professionalism skills needed for obtaining employment in a variety of culinary settings. Coursework supports students' skills development through direct, hands-on learning experiences and critical reflection around health and hygiene, food safety, communication strategies, mindfulness for safety, time management, and methods of food preparation in the culinary industry. Practicum provides students with workplace skills training taught by local chefs and culinary professionals in a variety of culinary settings.

PROGRAM OBJECTIVES

Topics covered in this course include:

Safety in Culinary

- Personal and food safety
- Health and hygiene
- Mindfulness for safety

Communication Strategies

- Tasting foods and discussing flavor and presentation
- Sharing and receiving critical feedback

Task and Time Management

- Routines for food production and food service
- Prioritizing tasks

Cookware, Equipment, and Knives

- Handling and using kitchen equipment and cookware
- Handling knives
- Essential knife cuts

Culinary Techniques

- Culinary terminology
- Preparation of ready-to-eat foods and beverages
- Production of stocks, sauces, soups, breads, and pastries
- Cooking with fresh produce, grains, eggs, dairy, and meats
- Safe techniques for cooling, reheating foods

WORKPLACE PROFESSIONALISM

Students develop professional skills and strategies including:

- Personal Presentation
- Organizational Strategies
- Problem Solving
- Critical Reflection
- Adaptability
- Self-monitoring
- Accountability
- Responding to Critical Feedback

CAREER OUTLOOK

This certificate prepares students for employment in a variety of culinary positions including:

- Prep Cook
- Cook
- Dishwasher
- Deli Prep Cook
- Barista
- Catering Associate
- Cake Decorator
- Baker
- Baker's Assistant
- Bakery Clerk

REQUIRED COURSES

Career Pre-requisites

- Career Exploration
- Career Exploration Lab
- Computer Literacy
- Food Safety 101
- Best Buy® Learning Through Partnership
- Pre-employment Development
- Employment Support and Retention

Culinary Services General Emphasis

- Customer Service 101
- Culinary Practicum
- Culinary Skills Course

HEALTH SERVICES CERTIFICATE

PROGRAM OVERVIEW

In the Health Services Certificate program, students attend weekly classes and weekly practicums to develop industry-specific technical skills and professionalism skills needed for obtaining employment in a variety of health services settings. Coursework supports students' skills development through direct, hands-on learning experiences and critical reflection around health and hygiene, safety, communication strategies, time management and methods used in the health services industry. Health services careers can include working in integrated healthcare systems, retirement and long term care facilities, physicians' practices, community health organizations, health care associations, and insurance carriers-third party administrators. Practicum provides students workplace skills training with local health services professionals in a variety of healthcare settings.

PROGRAM OBJECTIVES

Topics covered in this course include:

Safety in Health Services

- Infection control
- HIPAA & patient's rights
- Body mechanics
- Health & hygiene in the workplace

Caring for Others

- Meal assistance
- Activity planning and facilitation
- Transporting patients safely
- Dementia & Alzheimer's
- Maslow's hierarchy

Communication

- Customer service in health care
- Making conversation with patients
- Strategies for adapting communication
- De-escalation techniques

Health Services Techniques

- CPR Certification
- Basic medical terminology
- Taking vital signs

Exploring Health Services Careers

- Visiting a variety of health care providers: hospitals, clinics, assisted living facilities, memory care, pharmacies.
- Touring and participating in Q&A sessions with employees within the health services field.



WORKPLACE PROFESSIONALISM

Students develop professional skills and strategies, including:

- Professional Presentation
- Problem Solving
- Flexibility
- Accountability
- Critical Reflection
- Active Listening
- Communication Strategies
- Time Management

CAREER OUTLOOK

This certificate prepares students for employment in a variety of health services positions including:

- Resident Companion
- Patient Transporter
- Dietary Aide
- Caregiver
- Sterile Processing Technician
- Activities/Wellness Assistant
- Medical Records Clerk
- Health Information Technician

REQUIRED COURSES

Career Pre-requisites

- Career Exploration
- Career Exploration Lab
- Computer Literacy
- Food Safety 101
- Best Buy® Learning Through Partnership
- Pre-employment Development
- Employment Support and Retention

Health Services General Emphasis

- Customer Service 101
- Health Services Course
- Health Services Practicum

HOSPITALITY CERTIFICATE

PROGRAM OVERVIEW

The Hospitality Certificate program teaches second year students skills needed to achieve and maintain employment within the hospitality industry. Certificate students attend skills training classes each week on campus to develop necessary soft and hard skills in a risk-free environment. They then apply these skills in a workplace setting through practicum classes taught by leaders in attractions, lodging, and food service industries. These practica allow students to perform under realistic workplace expectations and gain the foundational skills needed for each industry.

PROGRAM OBJECTIVES

Topics covered in this course include:

Hosting in the Hotel Industry

- Guest management
- Room reservation softwares
- Phone handling skills and customer service
- Facility upkeep and cleaning

Serving and Catering

- Table setting and presentation
- Serving etiquette and conversation routine
- Point of Sale software and money handling
- Food handling and safety

Tour Guiding and Attractions

- Relaying guest information
- Public speaking and question taking
- Exhibit curation and hosting

Customer Service for Hospitality

- Managing customer needs and expectations
- Body language cues and tone of voice
- Customer de-escalation strategies and problem solving

WORKPLACE PROFESSIONALISM

Skills students will develop include:

- Active listening and reassurance skills
- Reading guest intention and asking for clarification
- Self-monitoring skills in a work setting
- Adapting to and problem solving unexpected customer interactions
- Maintaining a clean and efficient work environment
- Interpreting appropriate work pace and timing
- Personal and professional presentation



CAREER OUTLOOK

This certificate prepares students for employment in a variety of hospitality positions including:

- Wait Staff
- Visitor Services Representative
- Lodging Clerk
- Amusement and Recreational Park Attendant
- Host/Hostess
- Lobby Attendant
- Box Office Attendant
- Tour Guide
- Concierges
- Visitor Services Representative
- Usher
- Receptionist

REQUIRED COURSES

Career Pre-requisites

- Career Exploration
- Career Exploration Lab
- Computer Literacy
- Food Safety 101
- Best Buy® Learning Through Partnership
- Pre-Employment Development
- Employment Support and Retention

Hospitality General Emphasis

- Customer Service 101
- Hospitality Skills
- Hospitality Practicum

RETAIL CERTIFICATE

PROGRAM OVERVIEW

In the Retail Certificate program, students will participate in both classroom instruction and practicum. Students will be provided with a variety of learning experiences including in class speakers, tours at various retailers, and retail observations. The Retail Skills Course curriculum incorporates the National Retail Federation coursework. Practicum placement allows students to gain hands-on experience including: customer interaction, stocking merchandise, completing outdates, pricing merchandise, processing transactions, and suggestive sales. The Retail Certificate Program prepares students for employment in commercial stores, grocery stores, local retailers, and distribution centers. In addition to specific skills in retail, students will develop skills necessary to maintain successful employment.

PROGRAM OBJECTIVES

Topics covered in this course include:

Safety in the Workplace

- Following safety protocols
- Understanding preventive safety measures
- Handling equipment safely
- Responding to accidents
- Having a safety first attitude

Exploring Retailers

- Visiting a variety of retailers: big box stores, boutiques, thrift stores
- Touring and participating in Q&A sessions with local retailers
- Identifying different types of retailers

Customer Service

- Observing customer behavior
- Greeting customers with open-ended questions
- Determining customer needs
- Handling customer complaints
- Maintaining customer information
- Conducting customer follow-up

Loss Prevention

- Understanding techniques used to prevent loss
- Understanding how loss occurs
- Identifying common security devices

Selling and Cash Handling

- Exploring different types of payment
- Using a cash register
- Practicing cash handling skills



WORKPLACE PROFESSIONALISM

Students develop professional skills and strategies, including:

- Time management
- Responding to critical feedback
- Prioritizing tasks
- Communication strategies
- Adaptability
- Professional presentation
- Problem solving
- Self-monitoring
- Accountability

CAREER OUTLOOK

After completing the Retail Certificate program, graduates will be ready for a wide variety of positions such as:

- Sales Associate
- Team Member
- Customer Service Representative
- Cashier
- Key Holder
- Stock Clerk

REQUIRED COURSES

Career Pre-requisites

- Career Exploration
- Career Exploration Lab
- Computer Literacy
- Food Safety 101
- Best Buy® Learning Through Partnership
- Pre-Employment Development
- Employment Support and Retention

Retail Services General Emphasis

- Customer Service 101
- Retail Practicum
- Retail Skills Course

COURSE

DESCRIPTIONS



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COURSE DESCRIPTIONS

HEALTH AND FITNESS

Exercise for Life

This course gives students the skills to develop and meet goals for an exercise routine that fits within their lifestyle, abilities, and desires. Students will have the opportunity to explore a wide variety of exercise activities at the gym, in the home, and in the community. (Core 1, 2, 3)

Food Safety

In this course, students will identify biohazards, food borne illnesses, signs of food spoilage, types of food prep contamination, improper temperature control methods; will learn to safely store and prepare meat, poultry, and vegetables; will demonstrate effective food handling techniques that promote cleanliness and safety in food establishments; and will summarize practices for properly cleaning and sanitizing food contact materials and surfaces. (Core 1)

Grocery Shopping

This course is designed to teach students how to grocery shop for daily cooking and eating. Students will shop with staff once each week. One-on-one instructor support will be provided in navigating the grocery store, locating items, comparing prices, tracking a budget, bagging groceries, and storing groceries in the apartment. (Core 1)

Grocery Shopping

This course is designed to teach students how to grocery shop for the food required for daily cooking and eating. Students will shop with staff once each week. One-on-one instructor support will be provided, as needed. (Core 2)

Grocery Shopping

Students will grocery shop independently once each week. Students may use public transportation to and from the grocery store. (Core 3)

Healthy Living Capstone

In this course, each Core 3 student will identify a personal healthy living initiative and then create a tool intended to improve their quality of life as an independent adult. Students will work with instructors to research, plan, and implement their healthy living initiative. (Core 3)

Holistic Health

The goal of this class is to develop awareness of the different dimensions of health and wellness and to have tools to put healthy habits into practice. In this class, we will discuss various dimensions of health including: emotional, physical, social, occupational, financial, spiritual, and environmental. This class will focus on how we can improve these dimensions of our own health, and how all of these dimensions can work to make us the best and healthiest versions of our self. We will seek to feel more contented, energized, resilient, and safe. Using tools learned and practiced in class, students will be able to incorporate healthy living practices into various aspects of their own daily life. (Core 2, 3)

Menu Planning

This course is designed to help students establish a meal plan strategy and prepare them for a week of healthy eating. For the purposes of this course, healthy eating follows the guidelines introduced within the Healthy Living curriculum. Instructors will teach several options for menu planning and creating a grocery list, and students will find the option that best suits their needs. One-on-one support will be available for each step of the menu planning process. (Core 1)

Menu Planning

This course is designed for students to gain more independence in planning for a week of healthy eating. For the purposes of this course, healthy eating is defined as that which follows the guidelines introduced within the Healthy Living curriculum. One-on-one support will be available as needed. (Core 2)

Menu Planning

Upon completion of this course, students will be able to independently plan for a week of healthy eating with little to no assistance. For the purposes of this course, healthy eating is defined as that which follows the guidelines introduced within the Healthy Living curriculum. (Core 3)

Real Food for Real Life

This course is designed to build skills with cooking, kitchen safety, and healthy eating. Students will build a personalized portfolio with recipes of their choosing. The portfolio is intended to be a go-to cooking tool for students as they transition to independent living. (Core 2, 3)

INDEPENDENT LIVING TRAINING

Apartment Teaching

This course is designed to teach students the following skills: personal safety in the home, kitchen safety, home care, cleaning, and daily grooming and hygiene expectations. (Core 1, 2)

Apartment Teaching

This course is designed for students to master the following skills: personal safety in the home, kitchen safety, laundry care, home care, cleaning, and daily grooming and hygiene expectations. Emphasis will be on mastering and maintaining a routine in their apartment that will be utilized after graduation. (Core 3)

Laundry

This course focuses on hygiene as it relates to laundry, including washing clothing, bedding and linens, stain removal, appropriate use of communal laundry facility, and folding, hanging and storing clothes. (Core 1)

Problem Solving

This course is designed to help seniors utilize independent skills to solve problems that may come up after graduation. Students will assess their personal support networks and work to strengthen areas of weakness. Common problems of independence related to apartment living, finances, relationships and work will be discussed and worked through. (Core 3)

Transportation Essentials

In this class, students will develop the ability to access and use public transportation safely, first in a large group with instructors, and then in small groups. The course is designed to provide students with the instruction and hands-on experience necessary to travel in the community on foot or by utilizing public transportation. (Core 1, 2, 3)

COURSE DESCRIPTIONS

Transportation Essentials Lab

This course is designed to increase comfort level and confidence in utilizing public transportation, researching itineraries, using maps, navigating, and traveling in the community. Students will understand the basics of bus travel, navigating the local community with peers, and traveling to local destinations. (Core 1, 2, 3)

MATH AND FINANCES

Budgeting and Banking

The goal of this course is to develop an awareness of the value of money and the independent skills needed to maintain positive financial standing. This course will provide students with an introduction to the activities, skills, and behaviors related to budgeting and banking, as well as providing opportunities for increased financial awareness through real-world scenarios. (Core 1, 2)

RentWise

Participants in the RentWise program will better understand the benefits of a cooperative relationship with the property manager and learn how to find adequate, safe, affordable housing including gathering information to evaluate rental housing, practice financial tasks related to housing, understand lease agreements, identify methods to keep housing clean and safe, and more. (Core 3)

Your Money, Your Goals

Financial literacy goes beyond acquiring knowledge. Financial literacy leads to financial empowerment and includes education, but it focuses both on building your ability to manage money and recognizing what assistance you receive and/or need. It will also help the student to access technology and products that will work for them. When you are financially empowered, you are both informed and skilled. (Core 2)

SOCIAL SKILLS

411

This course is designed to help students navigate the social world by developing an understanding of social norms. Students will develop awareness of how to read body language, increase shared conversations, and learn to think outside the written rules. Students will also practice the skills learned in class through community experiences. (Core 1)

Community Access

This course is designed to encourage broader community integration for graduating seniors. Whether connecting students to long-term volunteer opportunities, helping them register for community ed classes, outings, or social groups, or assisting with making social plans with friends outside of MICC, this course helps students create a wide and strong personal support network, and enhances their ability to navigate the community. (Core 3)

Food with Friends

This course is designed to teach students how to utilize and practice the skills learned in transportation, budgeting and banking, and team-building classes. This is offered two days a week. One day, students are given direct instruction on different social engagements they might be invited to, while on other days students will be expected to independently budget, plan, and travel to activities they are interested in as well as learning to interact with peers. (Core 2, 3)

Managing Effective Relationships

This course is designed to provide students with the tools to assess their relationships and what role they play. Students will learn elements of self-awareness, types of relationships, and boundaries within those relationships. They will learn values and development of a moral code, as well as what constitutes a healthy intimate relationship. (Core 1)

Senior Seminar

In preparation for graduation, students focus on accepting adulthood and understanding personal responsibilities. By developing a mission statement and goals, students explore ideas about how life will be different after graduation and examine which independent skills require more work. (Core 3)

Social Strategies

This course is designed to provide students with the knowledge to develop social skills and social responsiveness to facilitate their skills in building quality friendships. It will provide students with the tools and strategies essential in developing and maintaining meaningful relationships. (Core 1, 2)

Strategies for Success

This course is designed to promote an understanding of the life skills (unwritten rules) necessary to maintain independence while staying gainfully employed. Other topics covered include: developing an understanding of their disabilities and how it affects their daily living skills as they learn self advocacy skills necessary to live independently. (Core 1)

Stress Busters

This course is designed to support students in recognizing their own stressors and reactions, including typical stresses of young adults and the challenges related to their disabilities. Students will learn positive ways to cope and the skills for managing stress reactions like depression, anxiety, and anger. (Core 1)

STUDENT RESOURCES, ADVISORY, AND SUPPORT

Circle

This course focuses on developing communication, advocating, and problem-solving skills that assist students in developing positive relationships. This course is designed to use the format of Peacekeeping Circles with a facilitator and a talking piece for weekly meetings in student apartments. Roommates participate in a structured conversation on a variety of topics. The questions are designed to draw out student needs, concerns, and opinions, so they can build positive relationships. (Core 1, 2, 3)

COURSE DESCRIPTIONS

Independent Study

For students about to graduate, an independent study course overseen by staff is undertaken on their own. The course may focus on future plans, such as researching colleges, practicing for and taking a drivers exam; acquiring new skills, such as basic apartment repairs, or career research. A final project will be presented to staff. (Core 3)

Individual Supports

This completely individualized course focuses on skill-building in whichever area or areas a first-year student may be struggling in, such as skills related to cooking, transportation, healthy living, or socializing. (Core 1)

Seminar

This course guides students in developing self-awareness and learning how to be a positive, contributing community member through examining strengths and needs, effective communication, problem-solving, and decision-making including self-reflection, understanding other perspectives, managing emotions, and compromise. (Core 2)

OTHER COURSES (APPLICATION OR NEED-BASED)

Leadership

This course is designed as an elective for year 2 and 3 students to provide them with the opportunity to begin developing their leadership and team-building skills through classroom instruction and hands-on experience. Students will also work to build self-confidence and their own leadership style while interacting with peers. (Core 2, 3)

Metro Mobility

This course is designed to include an overview of the Metro Mobility system and how to use it successfully. Students practice reserving and taking trips, as well as troubleshooting potential problems. This course is available based on need and qualifications of the student. (Core 1, 2, 3)

The Summit

This course is designed as an elective for year 1 and 2 students to provide them with the opportunity to develop their leadership and team building skills through classroom instruction and hands-on experience, as well as working to facilitate personal growth, and awareness of self while interacting with peers. (Core 1, 2)

CAREERS COURSE DESCRIPTIONS



Best Buy® Learning Through Partnership

Students will develop career skills necessary to retain employment and expand job opportunities for the future. This course challenges and encourages students to step outside their comfort zones, through experiential exercises in an off-site classroom setting. Students explore topics such as resume writing, networking, and interviewing. These workshops are presented at Best Buy® Corporate Headquarters and are facilitated by Best Buy® staff.

Career Exploration

This course is designed to explore personal vocational skills, abilities and interests in order to develop job goals. Students will reflect on their experiences and complete a variety of assignments to explore potential employment opportunities and what is involved. Information will be provided about meeting employers, grooming, and hygiene expectations, workplace attendance and punctuality, availability of jobs in the industry, potential career pathways, work related skills, typical pay ranges, and benefits.

Career Exploration Lab

The course is designed to provide students with real-life job experience within the fields of hospitality, culinary services, and retail. Students will learn first-hand knowledge from field experts. Students will be educated on on-the-job performance and behavior requirements.

Career Placement and Retention Services

Participants work 1:1 with a Job Developer to prepare job seeking materials, complete applications, and advocate employment needs. Technical training in specific skill areas may also be planned to prepare participants for certain tasks upon entry into a new position and may include transportation mapping and timing practice to ensure safe transportation routes.

Service may include a job site visit with managers to advocate and address ongoing issues in the workplace. Service hours in this area also may include regular scheduling and monitoring of hours worked to ensure other disability benefits are maintained.

Computer Literacy

Students will be taught valuable skills in technology that are used in competitive modern business such as Google's G Suite and Microsoft Office 365. This class will introduce evolving topics such as safety on social media, avoiding scams and identity theft, and boosting productivity through scheduling and navigation.

Culinary Practicum

This course is designed to provide students hands-on learning experiences in commercial kitchens with chefs and culinary professionals within the community. Students gain workplace experience in a variety of culinary settings working alongside cooks and food service workers in kitchens. While in practicum, students develop personal awareness regarding strengths, interests, and goals in order to identify potential future employment options in the industry.

CAREERS COURSE DESCRIPTIONS

Culinary Skills

This course supports students with the development of industry-specific technical skills and professionalism needed for obtaining and sustaining employment in a variety of culinary settings. Lessons engage students in hands on learning experiences and critical reflection around health and hygiene, safety protocol, communication and time management, culinary terminology, and methods of food preparation. Students follow curriculum topics that have been accredited through Century College.

Employment Support and Retention

In this class, students will practice the skills they need to accept a new position, identify needed supports, understand new employee documents and procedures, and retain employment. In addition, the course will address communication and interpersonal skills as well as understanding work culture and work ethic.

Food Safety 101

In this course, students will identify biohazards, food borne illnesses, signs of food spoilage, types of food prep contamination, improper temperature control methods. Students will learn to safely store food products, demonstrate effective food handling techniques, and will summarize practices for properly cleaning and sanitizing food contact materials and surfaces. After passing a final exam, students will receive a ServSafe Certification through the National Restaurant Foundation. (Core 1)

Health Services Practicum

This course is designed to provide students hands-on learning experiences with health care professionals in various environments within the community. While in practicum, students develop skills in patient communication, companionship, and caring for others. Responsibilities may include patient transport, activity facilitation, aromatherapy, and assisting the elderly with meals. Students work to develop professional workplace habits and behaviors at practicum that will prepare them for future employment in a wide variety of environments.

Health Services Skills

This course supports students with the development of industry-specific technical skills and professionalism needed for obtaining and sustaining employment in a variety of health services settings. Lessons engage students in hands-on learning experiences and critical reflection around health and hygiene, patient communication, and caring for others in a health care setting. Students will also explore entry-level positions in the health services field through tours and Q&A sessions, including Nursing Assistant, Patient Transporter, Sterile Processing Technician, and Pharmacy Technician. Students follow curriculum topics that have been accredited through Century College.

Hospitality Practicum

This course provides students with hands-on training and service experience with employers in the hospitality industry. Employers serve as head teachers and instruct lessons on skills that they deem crucial to successful employment. Students then apply these skills through actual customer interactions with and without supervision. By doing so, students are taught realistic workplace expectations, independence, and appropriate pace.

Hospitality Skills

This Century College accredited, classroom-based course teaches foundational skills needed for successful employment in the hospitality industry. Students will explore a variety of positions in the hospitality industry to gain a knowledge of each. Fields include tourism, food and beverage, lodging industry, hotels, and sales.

Pre-Employment Development

In this class, students will learn about the tools associated with finding a job in the community. Students will explore employment topics related to navigating job search engines, completing job applications, identifying references, and interviewing.

Retail Practicum

This course is designed to provide students with a framework of knowledge related to the retail industry. Students will be exposed to a variety of job settings within the community, specific to the retail field. Students will practice retail skills such as stocking, customer service, cashiering, completing outdates, facing, and price changes. Students will develop personal awareness regarding strengths, interests, and goals in order to identify potential future employment options.

Retail Skills

Students will be provided with the National Retail Federation course books and follow curriculum topics that have been accredited through Century College. Program objectives include safety in the workplace, exploring retail environments, customer service, loss prevention, sales, and cash handling.



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