



Nicholls State University  
Bridge to Independence

## **Bridge to Independence- Degree Program Admission Procedure**

The Bridge to Independence **Degree** program at Nicholls State University is an optional academic and support service for degree seeking students with Autism Spectrum Disorder (ASD).

### **Initial Criteria**

- Student has been accepted to Nicholls through the regular admissions process
- Student has a diagnosis of Autism Spectrum Disorder(ASD) as indicated on a current (within three years) psychological evaluation
- Personal motivation for success
- Personal accountability
- Openness to receive support

### **STEP #1**

#### **Application Process:**

If the **initial criteria** are met, the applicant may apply directly to Bridge. The application instructions and forms can be accessed online at <https://www.nicholls.edu/education/support-programs/bridge-to-independence/> or by emailing: bridge@nicholls.edu

#### **The Application Packet includes:**

- Program Information (pages 1-3)
- Applicant and Family Background Information (pages 4-9)
- Personal Statement (page 10)
- Case Management (pages 11-14 to be completed by case manager, if applicable)
- Authorization to Release Academic and Medical Information Form (page 15)
- Applicant's Skill Inventory (pages 16 – 19)
- Student Readiness Scale (pages 20)
- Scope of Services (page 21)
- Authorization to Release Academic Information for Bridge Staff Form (page 22)

Along with the application, applicants must send in:

- A recent 5"x7" photograph
- Current 1508 special education or evaluation from private provider with full assessment data and exit IEP from High School, if student attended public school. The assessment must reflect a diagnosis of Autism or ASD.

\*All materials listed above must be submitted in one packet and thoroughly completed. Incomplete applications will not be processed



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Completed Packets can be brought to Bridge to Independence or mailed to:

**Bridge to Independence at Nicholls State University**  
**Attention: Dr. Mary Breaud**  
**College of Education and Behavioral Sciences**  
**P.O. Box 2035**  
**Thibodaux, LA 70310**

### **STEP #2**

#### **Program Tour:**

The applicant and family are encouraged to attend a Campus Tour with a visit to Bridge to Independence. During the visit to Bridge, all aspects and goals of the program will be reviewed and discussed with an opportunity for questions and answers by the staff. The tours are scheduled throughout the year and attending is not mandatory before being considered for the Bridge Program. Call the Nicholls Admissions Office at 985-448-4507 to schedule a tour. The completed application is recommended to be turned into Bridge Staff at this time.

### **Step #3**

#### **Scheduling /Orientation:**

The applicant should attend an Orientation (scheduled through admissions). During the orientation, the applicant must meet with their academic advisor and be advised before being able to schedule classes. This procedure is to ensure that students are enrolled in the correct classes. Once students are accepted to the university, an email will be sent out to schedule orientation. Any questions on scheduling/orientation should be directed to the Nicholls Admission Office.

### **Step #4**

#### **Securing Campus Housing:**

Once students are accepted to the University a letter will be sent from admissions. This letter will contain the student's N number which is their identification number as a Nicholls student. This letter will also include instructions on securing campus housing if the student intends to live on campus. A deposit is required through the housing portal on Banner. Bridge to Independence works with housing to place students in either Millet or Zeringue. These housing units on campus are the preferred for Bridge Degree students. We recommend private rooms which equate to 2 roommates, each with their own bedroom including a locking door. Both roommates share a bathroom. Preferential placement and roommate selection is a service provided by Bridge.

**\*\*It is important that the **most current information** is submitted in order to ascertain that the Bridge Program is appropriate and that the student has the combination of desire, motivation, skill, and experience to be successful in the program.**



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**Acceptance Letters:**

Formal acceptance letters to the Bridge Degree program are available upon request.

**Checklist:**

- Meets Initial Criteria
- Attend Orientation
- Meet with advisor to schedule classes
- Campus tour
- Send in admission packet
- Provide schedule to Bridge
- Complete housing forms



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### **Applicant and Family Background Information**

To ensure that the application is processed, applicant and/or parent/guardian must complete all information (Race & ethnicity tracking is optional).

Date attended a Nicholls tour and program overview: \_\_\_\_\_

<b>IDENTIFYING INFORMATION</b>					
Applicant Name:				Birthdate:	
Street Address:					Age:
City:		State:			
Phone: ( )	Applicants Cell Phone: ( )			Male/Female	
Applicant's Email Address:			Driver's License:	Yes/No	
U. S. Citizen:	Yes/No	Country of Citizenship:	SSN#		
Languages Spoken in the Home:		Are you Conserved:	Yes/No		
Areas Conserved:					
Conservator's Name:			Relationship to Applicant:		
<b>PARENT INFORMATION</b>					
Parent #1 or Guardian Name:					
Address:					
Email Address:					
Primary Phone # ( )			Email Address:		
Parent #2 :					
Address:					
Email Address:					
Primary Phone # ( )			Cell Phone#: ( )		
<b>SIBLING INFORMATION</b>					
Name of Sibling(s)	Age	Lives at Home			
		Yes/No			
		Yes/No			
		Yes/No			
		Yes/No			
		Yes/No			
		Yes/No			



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EDUCATION & SERVICES		
	Name of Institution	Diploma
High School:		
College or Program:		
High School Completion or Projected Date:		
<b>Subject Strengths:</b>		
<b>Subject Weaknesses:</b>		

Does the applicant have a <b>Louisiana Medicaid waiver?</b>		Yes/No	
If yes, Case Management Agency Name:		Phone #:	( )
Address:	Case Manager's Name:		
Email Address:	Fax #:		
Direct Services Provider:	Yes/No	Direct Service Provider Agency Name:	
Address:	Phone#:		( )
Email Address:	Fax#:		( )
<b>Is a client of Louisiana Rehab Services:</b>			
		Yes <input type="checkbox"/>	No <input type="checkbox"/> In Process <input type="checkbox"/>
Address:			
LRS Counselor Name:	Phone #:		( )
Email:	Fax #:		( )
<b>Do you receive SSI:</b>			
		Yes <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Will apply <input type="checkbox"/>	
If Yes, Name of Payee:	Amount Per Month:		\$



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<b>VOLUNTEER &amp; COMMUNITY SERVICE</b>			
Organization	Description of Activity and Duties		Hours/ Per Week
<b>WORK EXPERIENCE</b>			
Business/ Organization	Duties	Dates Employed	Hrs/Wk



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MEDICATION INFORMATION		
Do You Take Medication(s):	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Needs Assistance With Medications: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, please explain:
Medication(s)	Times of Day/Week	Purpose



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BEHAVIOR		
	YES	NO
Caused property damage including fires		
Physically threatened and/or attacked others		
Verbally threatened others		
Self-injurious behavior		
Mistreating animals		
Elopement		
Lying		
Fabrication		
Inappropriate sexual behavior		
Stealing		
Prior arrest or probation		
Tobacco use/abuse		
Marijuana use/abuse		
Drug use/abuse		
Alcohol use/abuse		
Seizure(s)		
Current gang behavior, affiliation and desires		
Incontinence problems		
Requires attendant care		
Consistently follows verbal directions		

**If yes to any of the behavioral and or self- care issues, please explain in detail. Include the most recent date(s) of the occurrence(s) and severity (use another sheet for more writing space):**





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<b>RACE &amp; ETHNICITY TRACKING</b>
<b>OPTIONAL</b>
For purpose of data collection for Bridge to Independence funding, please mark the box that best describes the applicant’s race/ethnicity category or which he/she identifies with:

<b>A</b> <input type="checkbox"/>	Asian or Pacific Islander: Persons having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.
<b>B</b> <input type="checkbox"/>	African American (not of Hispanic origin): Person having origins in any of the black ethnic groups.
<b>H</b> <input type="checkbox"/>	Hispanic: Persons having origins in any of the Mexican, Puerto Rican, Cuban, Central or South American or other Latin Cultures, regardless of ethnicity.
<b>I</b> <input type="checkbox"/>	Native American or Alaskan Native: Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
<b>W</b> <input type="checkbox"/>	Caucasian (not of Hispanic origin): Persons having origins in any of the original peoples of Europe, North Africa or the Middle East.

I have completed this Bridge to Independence Degree program application truthfully and to the best of my knowledge all information is accurate.

Applicant Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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## **Personal Statement**

An important part of the admissions process is the personal statement. This is your opportunity to shine by telling why you want to come to the Bridge Program as well as something about you. This includes facts about your background, goals, and any other information that you think will help us learn more about YOU. BE CREATIVE. The personal statement can be handwritten or typed, a portfolio, video recorded, etc. Any electronic submissions must be on a flash drive, as a DVD/CD will easily break during the mailing process. The maximum allowed time for video recorded personal statements is 5 minutes. Materials submitted will not be returned.

**Your personal statement must include numbers 1 – 4 and 11 below. 5 - 10 are optional.**

1. Your name.
2. Why you want to participate in the Bridge to Independence Degree program.
3. Special interests.
4. Include specific areas or activities you would like participate in while in the program.
5. Describe 1-2 opportunities/trips you have taken without your parents/family. Include:
  - # of days
  - Destination
  - Purpose (e.g. vacation, conference, etc.)
  - How you felt about being away
  - Who you traveled with
  - Mode of transportation
6. Things you like to do in your free time.
7. In school, name your favorite subject(s) and your least favorite subject(s).
8. Your strengths.
9. Areas you would like to improve upon.
10. Describe what you learned and enjoyed about any paid and/or volunteer work experience.
11. Describe what you see as your ideal life in the future?
  - Where would you like to work?
  - Where would you like to live? A City, Apartment, condominium, home and would you like to live with a roommates, family or alone.



**Case Management/State Agency Referral Form (if applicable)**

Pages 11 to 14 are to be completed by applicant’s case manager, if applicable. If applicant does not have a case manager, please check the “No Case Manager” box and continue to page 15.

No Case Manager at time of application

Attach the most current state report for this client.

Client Name:					
ID/Case#:		AGE:			
Diagnosis:					
Name of Agency:		Fax#:	( )		
Address:					
Name of Case Manager:					
Phone #:		Email:			
Number of months or years the applicant has been your client?:					

1. What are the client’s most exemplary traits?
  
2. What are some areas for improvement?
  
3. State any factors/characteristics/behaviors of this client that would be a concern for Bridge?  
Please be very specific.
  
4. State reasons why you feel the client is or is not appropriate/ready for Bridge at Nicholls State?





**Check the box for all that apply to the client's history of:** \_\_\_\_\_

	YES	NO
Caused property damage including fires		
Physically threatened and/or attacked others		
Verbally threatened others		
Self-injurious behavior		
Mistreating animals		
Consistently follows verbal directions		
Elopement		
Lying		
Fabrication		
Inappropriate sexual behavior		
Stealing		
Prior arrest or probation		
Tobacco use/abuse		
Marijuana use/abuse		
Drug use/abuse		
Alcohol use/abuse		
Seizure(s)		
Current gang behavior, affiliation and desires		
Incontinence problems		
Requires attendant care		
Resentment towards parent(s)		
If yes to any of the behavioral and or self- care issues, please explain in detail. Include the most recent date(s) of the occurrence(s) and severity (use another sheet for more writing space):		



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**Certification:**

I have completed this application truthfully and to the best of my knowledge all information is accurate.

Case Management Agency Service Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

**Signature Submission of Regional Center Referral Form:**

Your client's current Annual/Quarterly report **MUST** be submitted with this form.

This referral **MUST** accompany the Bridge Degree program application when it is received by the program's office for review.

Return all 3 documents to your client in an envelope sealed as directed below.

**Envelope Sealing Instructions:**

Once completed, please place this referral in an envelope, seal the envelope completely, and write your name across the overlap of the flap/envelope body. Finally, place a generous amount of clear tape over your signature.



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## Authorization to Release Academic and Medical Information Form

<b>Name(s) of Agency, High School, Professional, Medical (all that apply)</b>	
Applicant name:	
DOB:	Today's Date:

Bridge to Independence at Nicholls State University requests the following information regarding the aforementioned person to aid in providing quality services:

<b>Medical information:</b> <ul style="list-style-type: none"> <li>• Diagnostic Information</li> <li>• Current Medications</li> <li>• Treatment History</li> <li>• Assessments/Evaluations</li> </ul>	<b>Psychological Information:</b> <ul style="list-style-type: none"> <li>• Diagnostic information</li> <li>• Current Medications</li> <li>• Treatment history</li> <li>• Assessment/Evaluations</li> </ul>
<input type="checkbox"/> Individual Education Plan (IEP)	<input type="checkbox"/> Individual Transition Plan for Employment
<input type="checkbox"/> Educational Assessments/1508 Evaluation	<input type="checkbox"/> Social Assessment Information
<input type="checkbox"/> Employment Assessment (Louisiana Rehab. Services)	<input type="checkbox"/> Case Management Agency Reports/Plan
<input type="checkbox"/> Other (describe):	

By signing below, I understand that Bridge to Independence at Nicholls State University shall share information with the referring agency and any other agencies as it pertains to the program services rendered to the aforementioned person and his/her health and welfare. I authorize Bridge to Independence to request information from the referring agency, school and other pertinent health care providers that is deemed pertinent to services provided. I also authorize the release of information from the referring agency to Bridge to Independence to aid in providing such services only until I complete/graduate from the university.

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Bridge Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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### Applicant's Skill Inventory

Applicant Name: \_\_\_\_\_

Person assisting or rating applicant: \_\_\_\_\_

Relationship: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Use this rubric to rate the applicant with the attached Skill Inventory**

<b>With No Assistance</b>	Applicant is able to accomplish the task without assistance
<b>Little Assistance</b>	Applicant requires 25-50% assistance to accomplish the task
<b>Significant Assistance</b>	Applicant requires 50-75% assistance to accomplish the task
<b>With No Reminders</b>	Applicant is able to accomplish the task without reminders
<b>Few Reminders</b>	Applicant is able to accomplish the task with reminders on 25-50% of the steps
<b>Many Reminders</b>	Applicant is able to accomplish the task with reminders on 50-75% of the steps
<b>Is Still learning</b>	Applicant is able to accomplish the task with reminders on 50-75% of the steps
<b>N/A</b>	This particular task is not applicable to this Applicant

Place a mark in the appropriate box indicating the Level of Assistance AND the Level of Reminders needed to accomplish the skill. See example on the next page. Please follow the example provided at the top of the next page.





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<b>Academics: General</b>	<b>With No Assistance</b>	<b>Little Assistance</b>	<b>Significant Assistance</b>	<b>With No Reminder</b>	<b>Few Reminders</b>	<b>Many Reminders</b>	<b>Is Still Learning</b>	<b>N/A</b>
Keeps track of assignments and due dates								
Brings proper supplies to class								
Completes multiple choice exams								
Completes written exams								
Gets up in the morning for school								







### Student Readiness Scale

This survey will generally determine a student’s college readiness by assessing academic maturity, academic motivation, learning style, assertiveness, social skills, willingness to seek advice and planning/goal setting skills.

Students Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent’s Name: \_\_\_\_\_

**Instructions:** Answer quickly and honestly. The quality of the results depends on your responses. Both people should complete the survey **independently**. Please focus on the present, not the future.

**Rating Scale: 5 = Excellent (Strong); 4 = Adequate; 3 = Neutral; 2 = Marginal; 1 = Poor (Weak)**

S = Student’s Ratings

P = Parent’s Ratings

- |   |   |
|---|---|
| 1. _____ Time management skills         | 23. _____ Tasks done promptly           |
| 2. _____ Study habits                   | 24. _____ Use of library and computer   |
| 3. _____ Effort                         | 25. _____ Comfort with strangers        |
| 4. _____ Comfort with testing           | 26. _____ Speaks own opinion            |
| 5. _____ Works under pressure           | 27. _____ Competitive                   |
| 6. _____ Goal focus and completion      | 28. _____ Proactive (not reactive)      |
| 7. _____ Problem-solving skills         | 29. _____ Self-confidence               |
| 8. _____ Perseverance                   | 30. _____ Willingness to compromise     |
| 9. _____ Ability to self-direct         | 31. _____ Desire to socialize           |
| 10. _____ Work-play balance             | 32. _____ Joins teams and clubs         |
| 11. _____ Critical thinking skills      | 33. _____ Values close friendships      |
| 12. _____ Thirst for knowledge          | 34. _____ Leadership skills             |
| 13. _____ Interest in attending college | 35. _____ Seeks help from friends       |
| 14. _____ Reasons for attending college | 36. _____ Able to make decisions        |
| 15. _____ Writing interest              | 37. _____ Values parental advice        |
| 16. _____ Reading interest              | 38. _____ Wants recognition             |
| 17. _____ Creative ideas and tasks      | 39. _____ Seeks college planning advice |
| 18. _____ Interest in science and math  | 40. _____ Seeks teacher feedback        |
| 19. _____ Class participation           | 41. _____ College goals defined         |
| 20. _____ Listens and takes notes       | 42. _____ Has plans for future          |
| 21. _____ Works beyond assignments      | 43. _____ Helps to meet college costs   |
| 22. _____ Prefers to study alone        |   |

Sources who are helping the student the most with college planning (please rank-order):

\_\_\_\_\_ Self-Help; \_\_\_\_\_ Counselor; \_\_\_\_\_ Parents; \_\_\_\_\_ Friends; \_\_\_\_\_ Siblings; \_\_\_\_\_ Teacher; \_\_\_\_\_ Other

## **Scope of Services**

The Bridge Program is designed to address the unique needs of students with Autism Spectrum Disorder.

### **ACADEMICS**

Participants in the Bridge Degree program at Nicholls State University are enrolled through the traditional admissions process as are all degree seeking students. The Bridge Degree program provides academic support services.

### **HEALTH SERVICES**

Bridge students have access to campus Student Health Center services. These services are for immediate first aid/onset care only. Bridge students need to make other medical arrangements for long term care issues. Likewise, counseling and psychological services provided by the Student Services are also for immediate emergency interventions only. Students with pre-existing/ongoing concerns should make the necessary arrangements for these known issues. Bridge does not endorse any physician or counselor and therefore does not make referrals.

### **CODE OF CONDUCT**

All Bridge students will be expected to abide by the student code of conduct as outlined, <https://www.nicholls.edu/online/wp-content/uploads/sites/56/2019/09/Code-of-Student-Conduct-Handbook-2.pdf>. Bridge students will follow policies of the judicial system and the recommendations of the Vice President of Student Affairs as well as the Bridge Accountability Policy. Any resulting disciplinary action will follow in accordance with Nicholls State and/or Bridge policies.

### **PARENTS/GUARDIANS**

Parental involvement is crucial for student success in the Bridge Program. Parents may be incorporated in important decisions that their student may make through Bridge Individual Planning Meetings.

However, there may be times that Bridge is bound by confidentiality or judicial rulings, and may be unable to share information about the student without his/her permission. The Bridge Program goal is to support students in becoming independent adults, capable of self-advocacy and self-determination.

Parents may not always agree with the decisions that their students make, but should maintain a positive and open relationship with all parties.

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Applicant's Name Printed

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Applicant's Signature

---

Date



**Authorization to Release Academic Information for Bridge Staff Form**

I, \_\_\_\_\_, grant permission to the Bridge to  
(student)

Independence Staff to communicate with my parents and professors on a case-by-case basis. I understand that parents and/or professors will be contacted for any concerning issues that need to be addressed. I understand and allow the Bridge to Independence staff to have permission to view my Moodle page, Banner account, Nicholls student email, and Student Access Center Information/Status to gather any necessary information to help me in my academic progress.

\_\_\_\_\_  
(student)

\_\_\_\_\_  
(date)