

University of South Alabama
Application for PASSAGE USA



University of South Alabama
Department of Leadership and Teacher Education
307. University Blvd., N • Mobile, AL 36688-0002

Phone: (251) 460-7558
Fax: (251) 380-2758
Email: passageusa@southalabama.edu

Please PRINT or TYPE all of the information requested.

IDENTIFICATION INFORMATION

LEGAL NAME:

Last _____ First _____ Middle _____
Name Prefix: Mr. Mrs. Ms. Other _____ Name Suffix: (Ex: Jr., Sr., III, etc.) _____
Preferred First Name _____ Maiden/Other Name _____

ADDITIONAL IDENTIFICATION INFORMATION

Student Gender: Female Male Student Date of Birth: _____ Student Social Security #* _____
 U.S. Citizen International Permanent Resident / Resident Alien
Please choose one of the following ** Hispanic Non-Hispanic

Race** Choose any of the following: Black or African American
 American Indian or Alaska Native Asian White
 Native Hawaiian or Other Pacific Islander
Marital Status: Unmarried Married Separated Widowed
Religious Preference*** _____

Did any of your family members graduate from USA? Yes No Relationship to applicant: _____

Are you a veteran? Yes No Please contact the Office of Veterans Affairs at (251) 460-6230 for benefit information.

ADDRESS (where USA should send your mail)

Address _____ Apt. _____

City _____ State _____ Zip _____ County _____

State of Legal Residence _____ County of Legal Residence _____

Home Phone Number (____) _____ Cell Phone Number (____) _____ Work Phone Number (____) _____

Has a guardian been appointed for you? Yes No What type of Guardianship? _____

Do you live with your parent/ court appointed guardian? Parent Guardian I live by myself Other (Please Specify) _____

Email (your preferred e-mail address) _____

PARENT/GUARDIAN INFORMATION

Prefix: Mr. Mrs. Ms. Name: Last _____ First _____ Middle Initial _____
Relationship to Applicant _____

Address _____ Apt. # _____

City _____ State _____ Zip _____ County _____

Phone Number (____) _____ Check One: Current Work Cell

Email (your parent e-mail address) _____

HIGH SCHOOL INFORMATION

High School from which you graduated _____

High School Location: City _____ State _____

High School Dates Attended: Years _____ - _____

High School Completion Date: Month _____ Year _____

Did you receive a diploma? Yes No If yes, which type? _____ Did you receive a certificate of completion? Yes No

MIDDLE SCHOOL INFORMATION

Middle School which you attended _____

Middle School Location: City _____ State _____

Middle School Dates Attended: Years _____ - _____

Elementary School which you attended _____

Elementary School Location: City _____ State _____

Elementary School Dates Attended: Years _____ - _____

WORK EXPERIENCE

Employer _____ Job Title _____ Dates _____

Start Pay _____ End Pay _____ Hours _____ per _____ week
_____ Job Duties _____

Employer _____ Job Title _____ Dates _____

Start Pay _____ End Pay _____ Hours per week _____

Job Duties _____

VOLUNTEER/INTERNSHIP EXPERIENCE

Volunteer/Internship _____ Dates _____
 Hours per week _____
 Tasks/Duties _____

Volunteer/Internship _____ Dates _____
 Hours per week _____
 Tasks/Duties _____

ACCOMPLISHMENTS

List one or more things that you have done or a special skill you may have.

ACTIVITIES

List high school extracurricular activities in which you have participated such as scouting, sports teams, church groups, etc.

INTERESTS

List hobbies, special interest, travel, etc. that you enjoy most.

REFERENCE

Please pick one teacher, who you know well, who has taught you at any phase of your education. Please see attached reference form.

Name _____ Phone number _____ Email _____
 Job Title _____ Address _____

Please attach a document in which you describe how PASSAGE USA can help you accomplish your goals.

Incomplete applications cannot be processed and will delay an admission decision

I declare that I am a United States Citizen. I understand that Alabama law provides that any person who knowingly makes a false, fictitious, or fraudulent statement or representation regarding U.S. citizenship shall be guilty of a criminal act, perjury in the second degree pursuant to Ala. Code 13A-10-102. Yes No

I declare that upon enrollment I will be an alien lawfully present in the United States. I understand that Alabama law provides that any person who knowingly makes a false, fictitious, or fraudulent statement or representation regarding lawful presence in the United States shall be guilty of a criminal act, perjury in the second degree pursuant to Ala. Code 13A-10-102. Yes No (If yes, please contact the Office of International Admissions.)

Have you ever been found responsible for a disciplinary violation, academic or behavioral, in high school? Yes No

Have you ever been convicted of or plead guilty to a felony or misdemeanor crime or are there any criminal charges pending against you? Yes No

*I certify that the above information is true and complete; I understand that withholding information requested, with the exception of information designated as optional, or giving false information may make me ineligible for admission and enrollment. I also certify that, if I am a male born on or after January 1, 1960, I comply with the provisions of the United States Military Selective Service Board or that I am not yet 18 years of age and I will register when required or that I am not required by law to register (this certification is required by State of Alabama Legislature Act 91-584). **Although it is my responsibility to provide official documents, I grant the University of South Alabama permission to request transcripts from all schools that I have attended.***

Signature of Applicant _____ Date _____

Signature of Parent/Guardian _____ Date _____

*Your Social Security Number is optional as an applicant to the University of South Alabama and is used for identification purposes to match and process your application with supporting documents.

**Information relating to your ethnic background is requested for reporting requirements to the Department of Education. The data requested will be used only for the required reports to this agency and will not be used in any way in the admission process.

***Provision of this information is not mandatory and will not be used in any way in the admission process. Information on religious affiliation will be reported to local churches. Its use is in the storage, retrieval, and reporting of information. Failure to provide this information will in no way affect your admission.

*The University of South Alabama does not discriminate in its student and employment practices in violation of any applicable laws.
The University of South Alabama is an Equal Opportunity Employer - Minorities/Females/Veterans/Disabled.*

PASSAGE USA Application Checklist

Please use this checklist for your own benefit. Make sure that all steps of the application process are complete and submitted to PASSAGE USA
Application has been extended after priority deadline: November 1.
Until all slots are filled

1. USA Application (make sure that all sections are complete)
 - a. Identification Information
 - b. Parent/Guardian Information
 - c. High School Information
 - d. Middle School Information
 - e. Elementary School Information
 - f. Work Experience
 - g. Volunteer/Internship Experience
 - h. Accomplishments
 - i. Activities
 - j. Interests
 - k. References
 - l. Document describing how PASSAGE USA will help you.
 - m. Be sure to sign the application
2. Signed Student Eligibility Form
3. Medical History
4. Student & Parent/Guardian Memorandum of Understanding
5. Reference form from teacher
6. Copy of most recent IEP and/or transition IEP
7. Completed PASSAGE USA Personal Support Inventory
8. Copies of high school transcripts or final report cards from past 2 years, including attendance records.
9. Proof of Intellectual Disability diagnosis (e.g., Notice & Eligibility Decision Regarding Special Education Services)
10. Check made payable to the University of South Alabama for the application fee (\$45)
11. Mail the completed application, supporting documents, and application fee to:

PASSAGE USA
307 University Blvd. N.
Department of Leadership and Teacher Education
UCOM 3100
University of South Alabama
Mobile, AL 36688

Applicant's Name: _____

Student Eligibility Form

Please initial in the appropriate boxes to confirm the student meets the eligibility criteria for PASSAGE USA.

Student Initial	Parent/ Guardian Initial	Requirement
		Between 18-28 years old.
		Not receiving special education and related services from the public schools.
		Diagnosed with an intellectual disability (ID), as defined by an IQ of 70 or below and low adaptive behavior.
		Uses functional communication, reading, and math skills.
		Functions independently without attendant care.
		No current, serious, or chronic history of criminal conviction.
		No current or chronic history of inflicting physical harm to self or others.
		No medical conditions that are communicable by casual contact.
		Uses self-help skills and safely functions without direct supervision.
		Motivated to continue education and further develop employment and independent living skills.
		Has a Smartphone and uses it for calls, texts, and email.

By signing this form, I certify that I have read and understood the eligibility requirements for PASSAGE USA. I verify that all of the above that I have initialed are true to the best of my knowledge. I understand that these requirements are only the basic program requirements and that the final acceptance to Passage USA is not based solely on the above responses.

Student Signature _____

Date _____

Student's email _____

Parent/ Guardian Signature _____

Date _____

Parent's email _____

Medical History

1. Briefly describe your medical history (include all disability diagnoses): _____

2. Please list all medical, psychiatric, behavioral, and/or physical conditions that may impact your participation in classroom, social, or recreational activities (including allergies): _____

3. Please list any medications you are currently taking. _____

- a. I can take all of my medications independently, including knowing when and how much to take.

* Please verify with initial:

_____ Student

_____ Parent/ Guardian

4. Do you currently receive private/public/agency therapeutic services, such as PT, OT, psychiatry, speech, or behavioral therapy? If yes, list them here: _____

Please provide any other medical information that you feel would be important regarding your participation in PASSAGE USA.

Student & Parent/Guardian Memorandum of Understanding and Release of Liability

Applicant Name: _____

PASSAGE USA at the University of South Alabama is a post-secondary education program to help young adults, who have been diagnosed with an intellectual disability (ID), gain work skills and practice some life skills. Completing this application does not guarantee the student a spot in the program. Final acceptance to the program will be decided after careful review of all applications, related documents, and student interviews by PASSAGE USA administration.

PASSAGE USA is in an inclusive and integrative university setting. All PASSAGE USA students will be treated and viewed as university students. The following services will be provided to all PASSAGE USA students:

- Person-centered planning
- Academic advising
- Academic, social, and wellness mentoring
- Career awareness and development of work-related skills
- Life skills development
- Campus inclusion & membership
- Self-determination development (increased)

Because the goals of PASSAGE USA include allowing students to have a form of college experience and gain independence, the following are **NOT** provided by PASSAGE USA:

- 24/7 supervision
- Daily/weekly student progress reports to parents/guardians
- One-on-one supervision throughout the entire school day (including traveling to and from classes, during class, and during PASSAGE USA activities)

PASSAGE USA is also **NOT** responsible for the following:

- Students' personal belongings
- Students' personal finances and money in possession of students
- Students' diet on campus
- Student conduct
- Guaranteeing paid employment either during or upon completion of PASSAGE USA

PASSAGE USA will expect a high level of support from parents/guardians regarding the purpose and goals of the program. As parent(s)/guardians, you need to clearly understand the expectations and agree to the limitation of PASSAGE USA to provide direct teacher contact/supervision to the students enrolled. Some opportunities provided by PASSAGE USA may occur apart from the time of traditional college classes (weekends & nights) and are not limited to the students' scheduled class times. Students are required to:

- Travel throughout campus independently
- Be responsible for arranging transportation to and from USA campus and other PASSAGE USA activities' locations
- Manage their own schedule for school, employment experiences, and social activities
- Own a Smartphone and know how to use it for texting, phone calls, apps, and email
- Desire to participate in campus activities (both specifically PASSAGE USA activities & general USA community activities)
- Be responsible (or family must be responsible) for the costs of students' meals during the semester
- Provide (or family must provide) their own school supplies (books, paper, pencils, pens...)

PASSAGE USA is committed to providing students who meet eligibility requirements with an opportunity to have a post-secondary educational experience. It is PASSAGE USA's goal to assist students in the development of skills needed to live independently (or somewhat independently) and acquire skills needed for successful employment. PASSAGE USA will use Person-centered planning and Adult Education Plans (AEPs) to set students' goals and determine students' course selection and job/internship experiences each semester. **Please realize that upon completion of PASSAGE USA students will receive a *certificate* not a *diploma*. Students will not receive any college credit for their participation in classes.**

I understand that if I/my student, _____, is accepted into PASSAGE USA that the parent/guardian will provide the necessary materials and support. I also understand that students will not be supervised at all times by PASSAGE USA administration. There are risks associated with any program provided on a university campus or in a community setting, and I, in full recognition and appreciation of any and all risks, hazards, and dangers inherent in participation in this program, am willing to accept those risks. Further, I do for myself, my child or ward, our heirs and personal representatives, agree to hold harmless and indemnify, release and forever discharge PASSAGE USA, the University of South Alabama, its trustees, officers, employees, volunteers and students from and against any and all claims, demands and actions or causes of action on account of or resulting from my child/ward's participation in Passage USA. I further understand that the University of South Alabama, its trustees, officers, employees, volunteers and students assume and accept no liability for personal injury, loss of life or damage to personal property.

Student Signature: _____

Date: _____

Printed Student Name: _____

Parent/Guardian Signature: _____ Date: _____

Printed Parent/ Guardian Name: _____

PASSAGE USA Reference Form

Please give the attached documents to the teacher you designated as your reference on the application. Your reference should be someone who has personally taught you and who knows you well. Please attach your completed reference form to the application packet to submit to PASSAGE USA.

PASSAGE USA

Personal Support Inventory

To be filled out by: **parent/family/guardian/primary support person.**

Instructions: Please use the following scale to represent level of functioning in each section:

- (3) Student is independent
- (2) Student requires some/ moderate support
- (1) Student requires complete support
- (NA) Not applicable to student

When necessary, write notes to explain scaled responses.

Eating and Food Preparation: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Preparing meals and snacks:				
1. Gathers ingredients and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Opens containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Follows recipe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses microwave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses stovetop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses oven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses other appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating meal/snack:				
8. Has appropriate oral motor skills (i.e. chewing/swallowing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Uses utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Uses manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing eating area:				
11. Sets table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Gets condiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleaning up after meal:				
13. Puts away leftovers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Wipes off work surface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Washes dishes by hand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Washes dishes with dishwasher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility to kitchen:				
17. Uses adaptive equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Grooming and Dressing: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Grooming				
1. Brushes teeth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Uses mouthwash	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Brushes/ combs hair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Styles hair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Takes care of skin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses make-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Cleans eyeglasses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Cleans hearing aid ear molds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Maintains appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dressing / Undressing				
10. Dresses and undresses self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Chooses appropriate clothes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Dresses appropriately for season/weather conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Hygiene and Toileting: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Using private and public toilets				
1. Takes care of toileting needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Washes hands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Hygiene				
3. Bathes/ showers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Shampoos/ rinses hair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Manages menstrual care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Shaves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses deodorant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Sexuality, Health, Safety: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Awareness of sexuality issues				
1. Has awareness of public vs. private activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Closes door for bathing, toileting, dressing, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Shows affection appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Appropriately controls sexual needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Has awareness of bodily and sexual functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Has knowledge of use of birth control methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Has knowledge of sexually transmitted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of general health concerns				
8. Disease transmission (i.e., covers mouth when sneezing/ coughing, controls drooling, blows nose, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Has health concerns specific to disability (i.e., skin care, range of motion, positioning of weight)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Manages medication (i.e., knows medication schedule, ability to swallow, related behavioral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Cares for minor injury and/or illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of home hazards and emergency procedures				
12. Uses adaptive strategies to avoid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Shows awareness of danger associated with poisons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Understands what to do in case of fire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Understands what to do in case of accidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Travel: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
“Walking” (Wheeling) to and from Destination				
1. Is aware of safety procedures when crossing streets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Arrives at destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riding Bicycle				
3. Knows safety rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is able to find way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Locks bicycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riding School/City Bus				
6. Demonstrates appropriate behavior when on the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Communicates with bus driver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Can find appropriate bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Can read bus map	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Can make a transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Knows how to pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Shows bus pass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orienting Skills				
13. Identifies signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Carries identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Asks for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Is responsible for possessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Uses caution with strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Reads maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Uses Services: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
1. Uses Relay system (if hearing impaired)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Makes appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Uses banking services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses/ communicates with dentist, doctor, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses laundry/ drycleaner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

General Shopping Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Handling Money/ Budgeting				
1. Makes shopping lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Stays within budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Handles money exchanges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating/ Getting Items				
4. Pushes cart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses store directory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Asks for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Follows list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Makes appropriate choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Does cost comparisons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clothes/Personal Items				
10. Selects appropriate store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Asks for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Selects items within budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Knows sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Makes wise choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restaurant				
15. "Reads" menu (or alternative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Communicates with waitperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Uses manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Locates restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Pays bill (including tip)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Household and maintenance: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Keeping room neat				
1. Makes bed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Changes bed linens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Straightens room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling of household chores				
4. Does laundry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Vacuums/ dusts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Cleans bathroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Sweeps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Social Skills: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Telephone Use				
1. Uses phone etiquette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Takes message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dials phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Can use phone for emergency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Can use phone directory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sends a text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Receives a text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring for Others				
8. Takes care of pets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Takes care of sibling(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Babysits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Cares for elderly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reciprocal Relationships				
12. Gives gifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Remembers birthdays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Sends thank you card/note	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Skills:	3	2	1	
Level of Support	Student is independent	Student needs some support	Student needs complete support	Not applicable to student
Behavior management				
15. Introduces self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Follows instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Accepts criticism or consequence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Accepts no for an answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Greets people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Gets people’s attention appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Makes requests appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Disagrees appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Gives negative feedback appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Resists peer pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Apologizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Engages in conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Gives compliments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Volunteers to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Reports peer behavior appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Planning/Scheduling:	3	2	1	
Level of Support	Student is independent	Student needs some support	Student needs complete support	Not applicable to student
Following Daily Routines				
1. Shows up on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Gets to where they are supposed to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Adapts to changes in routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is able to tell time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling Weekly Activities				
5. Uses a time management system(i.e., calendar/daytimer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Maps out plans and time (i.e., organizes time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planning and Scheduling: Level of Support	3 Student is independent	2 Student needs some support	1 Student needs complete support	Not applicable to student
Preparing for Special Outings				
7. Arranges special things to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Handles logistics involved in planning an event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling Time Management				
9. Plans homework time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Arranges study area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Attends to homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Plans time for chores, meetings, leisure time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Arranges transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

PASSAGE USA Certificate Program Fees

Students admitted to the PASSAGE USA Certificate Program will register for specialized and inclusive courses each semester. These courses will be taken for credit toward the PASSAGE USA certificate. The courses will not be taken for degree credit. Two of the courses will include PASSAGE USA students only. The other courses will be selected from USA's traditional course offerings and will include students from the University community. There is a flat fee for the program. Information about the program fee is available at: http://www.southalabama.edu/colleges/ceps/passage/pusa_admissions.html

Additional Fees: for new students

Application fee: \$45

ID fee (for those enrolling): \$10

Orientation fee (for those enrolling): \$100

The University reserves the right to change fees, as approved by the USA Board of Trustees, without prior notice.

Questions?

Contact PASSAGE USA at 251-460-7558 or passageusa@southalabama.edu