

## INCLUSIVE HIGHER EDUCATION (IHE) APPLICATION PROCESS: Questions for families to ask IHE directors & staff

During the application process for inclusive higher education (IHE), students and families will be interviewed to assess whether the student and the IHE are a good “fit” for each other. During this process, it’s important for families and students to also “interview” the IHE staff. Below are questions you may want to ask.

### QUESTIONS ABOUT ACADEMICS:

- Which courses are IHE students required to take?
- How many courses are inclusive? How many courses are targeted to IHE students?
- How much choice do students have in which courses they take? Describe the class selection process.
- How many academic departments or programs on campus can IHE students access? What is the plan to improve course accessibility across campus?
- What support does your IHE offer course instructors to ensure they are prepared to teach students with ID successfully?

### QUESTIONS ABOUT CAMPUS & COMMUNITY INCLUSION:

- What campus activities have other IHE students joined? What campus activities are not accessible to IHE students?
- How does this IHE fit into your campus’s broader diversity, equity, and inclusion (DEI) efforts?
- How do IHE staff and peer mentors support students’ full inclusion into the campus community?
- Through what processes do you ensure students engage with social events and the broader campus community?
- What system do students use to help plan academic, social, and life-skill activities (i.e. Google Calendar, Outlook, etc.)? How do students learn to use the tool?
- What percentage of time is “free time” for students? How are students supported in using this time appropriately?

### QUESTIONS ABOUT CAREER DEVELOPMENT:

- Describe the work progression of students on campus. What types of jobs do IHE students hold?
- What support do you offer to help students find a paid job while attending college?
- How, if at all, do you support students to find employment once they graduate?

### QUESTIONS ABOUT RESIDENTIAL LIVING (if applicable):

- Where on campus do IHE students live? Is their housing inclusive of both IHE students and other students on campus?
- Describe the roommate selection process.
- How are Resident Assistants (RAs) and other Residence Life staff members trained to support the independent living of students with ID?
- How are student safety and security balanced with freedom?

### QUESTIONS ABOUT BEHAVIORAL EXPECTATIONS & CODE OF CONDUCT:

- What behaviors might inhibit admission to your program?
- How do program staff and peer mentors support IHE students in understanding the campus code of conduct?
- What is the university process for handling student misconduct? Does the process differ for IHE students?
- What additional supports do program staff offer within the campus misconduct process?
- If an IHE student is involved in a campus misconduct process, what is the parents’ role? What does this look like if the student is their own guardian?

### QUESTIONS ABOUT STUDENT RIGHTS & RESPONSIBILITIES:

- How do you handle FERPA requirements while communicating important information to students and families?
- Do you accept students under guardianship or other protective agreements, such as supported decision-making?
- How does a student’s guardianship status affect staff communication with families?
- What role do you expect students to play regarding family communication?

### QUESTIONS ABOUT PROGRAM ADMINISTRATION:

- How many full-time and part-time employees support IHE students? What are their roles?
- What kind of experience and training do staff members receive to support students with ID in the four main pillars: academics, social development, vocational training, and independence?
- Who should family members contact with questions or concerns? Describe the process of communication with family members.
- What role, if any, do families have in the development of the student’s individualized program and support?