As we enter 2012, Hadley remains on the cutting edge of technology and trends in distance education. This year marks the 10th anniversary of eHadley, and I am pleased to report that we currently offer more than 40 online courses.

As we pass this important milestone, we move into the next phase of online education—mobile learning, or mLearning—which offers students the ability to complete coursework from their mobile devices, thus enabling them to learn anytime, anywhere. Seminars@Hadley is now available as a podcast, which can be accessed from a mobile device. mLearning is the future of distance education, and Hadley is proud to be at the forefront of this trend.

On Veterans Day 2011, we officially launched our Blinded Veterans Initiative. This new initiative addresses the needs of blinded veterans and their families. According to the U.S. Department of Veterans Affairs, there are an estimated 158,300 legally blind veterans and 700,000 veterans with low vision. In addition, approximately 7,000 veterans become newly blind or visually impaired each year from non-combat related causes. Compounding the problem is that approximately 70 percent of working-age Americans who are blind or visually impaired are unemployed or underemployed. In response, Hadley’s Blinded Veterans Initiative will educate and inspire blind or visually impaired veterans to pursue their personal and professional goals as they strive to support their families.

In this issue of Connection, we are pleased to introduce our 2011 Student Award Winners. Their stories are inspirational and reflect how Hadley supports its students as they overcome life’s challenges. You will also learn about a braille reading contest and updates to the Forsythe Center for Entrepreneurship.

As Hadley strives to “stay ahead of the curve” in online learning—and as we incorporate mLearning—I wish you continued success in your journey of lifelong learning!

Best regards,

Charles E. Young, President
On October 20, 2011, the Hadley School presented The Edwin J. Brach and Hazel and Bertram Brodie Student Awards to seven students at the school’s Annual Meeting of the Board of Trustees. Each year, Hadley instructors and faculty honor students who demonstrate outstanding achievement in their studies. Hadley has formally presented student awards for more than 50 years.

**Student of the Year Award**

**Sun Y. Ha, Maryland**

Sun was born in South Korea and has lived in the U.S. for 28 years. When she arrived in the States with her family, she was diagnosed with macular degeneration and told her vision would continue to deteriorate. She has been legally blind for 47 years.

At 21, Sun began her first full-time job as a fireproof fabric thread-maker. Later, she worked as a housekeeper at a nursing home. Sun also ran a marathon with the help of her brother-in-law, Eric. She now lives with her sister’s family.

Sun has studied many subjects with Hadley, including English, math, general science, health, abacus, braille and, most recently, Spanish. She says braille made learning much easier for her.

Upon learning she was Hadley’s 2011 Student of the Year, Sun was moved to tears. She thanks her sister, Seung, and Eric, for their support and for welcoming her into their home.

**International Student of the Year Award**

**Padhmavathi Bashyarangan, India**

Padhmavathi has master’s degrees in rehabilitation science and psychology. She has been a rehabilitation specialist for eight years.

After learning about Hadley through a colleague, Padhmavathi enrolled in “The Human Eye.” The knowledge, confidence and skills she gained helped her to better serve her clients and led her to try other courses. She found that many courses, such as “Self-Esteem and Adjusting with Blindness,” provided information that was useful not just to her clients with vision loss, but to herself and her friends as well.

Inspired by Hadley’s “Independent Living” course, Padhmavathi is working on a book for individuals who are visually impaired, incorporating the cultural differences of India. She appreciates Hadley’s effort to educate the world on acceptance and rehabilitation of the visually impaired. “I have recommended Hadley to many people,” she says. “I discuss the changes it has made in my life.”

**Braille Student of the Year Award**

**Jan A. Lavine, Oklahoma**

In 2006, Jan lost her vision due to pigment epithelial detachment (PED). She has taken eight braille courses and several others, including “Independent Living,” “Effective Listening” and “Safety in the Home.”

Prior to losing her vision, Jan had no exposure to blindness or braille. “Now, braille has become ‘my everything,’” she says. “My braille instruction has enabled me to read wherever I am—while reclined in the dentist’s chair or in a concert hall.”

Jan volunteers as a braille transcriber for Fire Protection Publications and a braille instructor for adults at the Oklahoma Chapter of the National Federation of the Blind. After learning how to read aloud through Hadley’s “Experience Braille Reading” course, she became a volunteer reader in the National Education Association’s “Read Across America”
Bernard Newcomb, co-founder of E*TRADE, is legally blind, but that didn’t stop him from launching a company in the early 1980s that revolutionized the world of online trading.

Born with congenital cataracts, Newcomb attended the Oregon School for the Blind as a child, then enrolled in public school in Oregon. He graduated as valedictorian of his senior class and received a bachelor’s degree in business administration from Oregon State University. His vision loss made it challenging to find a job, and he has since been committed to the importance of employment for people who are blind or visually impaired.

Newcomb learned about Hadley through the school’s president, Chuck Young, who previously served as administrator of the Oregon Commission for the Blind. Through the Bernard A. Newcomb Foundation, he has funded Hadley’s “Finding Employment” and “Self-Employment with a Minimal Investment” courses. He also introduced Hadley to Bookshare.org, resulting in a partnership that offers digital books, textbooks, teacher-recommended reading, periodicals and assistive technology tools for free download by Hadley students.

Robert J. Winn
Family Education Award

Trudy L. Stanford, Canada

Before her role as full-time mother and wife, Trudy’s background was in business. When her first child was born, she decided to work from home and began a family daycare. When her second child was born with a visual impairment, her life took on additional challenges and responsibilities. In 2010, after 10 years of providing childcare for other families, Trudy decided to devote her full attention to her family. She now enjoys being a mom, wife and student.

Shortly after her daughter’s blindness was diagnosed, Trudy’s early intervention specialist mentioned the Hadley School. “It was the start of something truly wonderful,” she says.

Trudy says watching her daughter blossom has made her studies with Hadley worthwhile. Hadley’s instructors have given her family guidance and hope and have helped them feel more prepared for life’s daily challenges. “Hadley has provided us with a great foundation for our daughter and has helped me grow into a more positive individual,” she says.

Holly A. Idler, Florida

Holly is a certified orientation and mobility specialist at the Division of Blind Services Rehabilitation Center for the Blind and Visually Impaired in Florida. She graduated cum laude from Florida State University, earning a bachelor’s degree in visual disabilities with a certificate in orientation and mobility.

Holly uses much of what she learns at Hadley in her personal and professional life and says the parenting courses have helped her in raising her son. She shares what she’s learned with clients and students, encourages them to take Hadley’s courses and discusses the course material with them when they do. “If I am struggling in a class, the instructor is there to give positive encouragement through a written letter, email or phone call anytime, day or night,” she says.

Richard Kinney
Challenge of Living Award

James L. Holland, Georgia

James says he can attest to the philosophy of Immanuel Kant, who said, “Happiness is something to do, someone to love and

(see Student Award Winners, page 4)
Prize Drawing Keeps Pages Turning

If you are a new braille reader looking for some practice or an experienced braille reader who enjoys reading for pleasure, join other Hadley students as we “Spring Into Braille Reading.”

To participate in the prize drawing, all you have to do is read a minimum of 100 single-sided braille pages. Your name will be entered in the drawing once for every 100 pages you read. Two sides of a page are counted as two pages.

The grand prize winner will receive a Louis Braille Uncirculated Commemorative Bicentennial Silver Dollar Coin and a $50 American Express Gift Card. Four additional winners each will receive a $50 American Express Gift Card. All participants will receive a Certificate of Participation.

The prize drawing is open to all current and former Hadley students who read braille. This includes students in the ACE/HS Programs who read by touch and students in the HSPS/FE Programs who read by sight. Learning braille through Hadley is not a requirement. You may read braille to yourself or to others.

All braille paper sizes are acceptable. Pages may have any number of words, but the entire page must be read. You may read any level of contracted or uncontracted material, including braille-only or Twin-Vision print-braille books. Materials may be mass or individually produced. Hard-copy or downloadable braille is acceptable. You may NOT count Hadley course materials or textbooks, and speech access is not permitted.

The reading program runs April 1 through May 31, 2012. Completed reading logs must be received at Hadley by June 15. The random drawing will be held July 2. Winners will be notified by telephone or email.

Keep track of your books on our reading log found under Announcements at www.hadley.edu. Email and mailing directions are on the form.

Check out our reading suggestions for contracted and uncontracted braille readers. If you’re a new braille reader, consider a number of shorter selections, such as children’s books, Twin-Vision books, periodicals or poems. Challenge yourself to read something new!

To request a print or braille copy of the reading log or resource list, contact Debbie Siegel at siegel@Hadley.edu or Linn Sorge at sorge@hadley.edu.

Student Award Winners
Continued from page 3

something to hope for.” “Taking Hadley courses gives me something to do and something to hope for,” he says.

Having worked as a geologist in minerals exploration, a computer operator for a large insurance company and a motel desk clerk, James is now a full-time student. He also serves as vice president of the local chapter of the Georgia Council of the Blind. James learned about Hadley through a rehabilitation specialist. “I had lost my job and become despondent,” he says. Hadley’s “Self-Esteem and Adjusting with Blindness” course helped him cope with his vision loss by teaching him how to recognize his assets and limitations and set goals. Hadley courses have helped him use his creativity in meaningful ways and communicate more effectively in his role with the Georgia Council of the Blind.

“The most valuable thing I have learned at Hadley is to communicate your needs,” says James. “If you do so, people are willing to help you.”

James’ interests include philosophy, science and reading. He also enjoys Book Chat, Hadley’s online book club.

(see Student Award Winners, page 5)
On Veterans Day, November 11, 2011, Hadley officially announced the launch of a new Blinded Veterans Initiative. The goal is to educate and inspire blind or visually impaired veterans to pursue their personal and professional goals and help support their families. Veterans drawn to Hadley as a result of this initiative can enroll in any of the school’s 100+ distance education courses. Core subjects include business and entrepreneurship, technology, independent living skills, adjustment to blindness and braille literacy.

The program is tuition-free for visually impaired veterans and their family members, thanks to the support of Goldman Sachs Gives.

The new project complements Hadley’s Forsythe Center for Entrepreneurship (see below), designed to provide individuals who are visually impaired with the knowledge, resources and networking opportunities to advance in their careers or start their own business.

“There are many courses and programs about how to get into business, but there was no curriculum on how someone who is blind or visually impaired can make those programs work. The Blinded Veterans Initiative will address issues specific to people who are visually impaired,” says Urban Miyares, founder of the Disabled Businesspersons Association and Hadley’s new Veterans Outreach Specialist. Miyares will network with business and veterans colleagues around the country to encourage enrollment.

To learn more about the Blinded Veterans Initiative, visit www.hadley.edu/veterans.

Forsythe Center for Entrepreneurship Off to Successful Start


In addition, Hadley’s new “Veterans Benefits” module will educate the entrepreneur in the benefits and services available to veterans. The module introduces key aspects of the U.S. Department of Veterans Affairs (VA) system. It provides an overview of the benefits available to veterans, a basic understanding of how to process claims and where veterans can obtain assistance with running a business. The module serves as a complement to Hadley’s Blinded Veterans Initiative.

Student Award Winners

Continued from page 4

Rita Tester, North Carolina

Rita has taken nearly 20 Hadley courses since she first enrolled in 1991. She heard about Hadley through the Independent Living Center for the Blind in North Carolina. Her favorite courses have been “Health 1 and 2” and “Personal Psychology.” Currently, she is enrolled in Hadley’s “Finding Employment” course to help prepare for her job search. In the future, she would like to take Hadley’s diabetes course to learn how to better manage her condition.

“I love that I am able to learn new things and refresh my skills, all at a distance and at my own pace,” Rita says.
Hadley has unveiled four new courses that emphasize the basics of reading, writing, braille music, science and mathematics:

**Basic English Skills 1: ENG – 103**
This 10-lesson course is designed for those with a desire to learn the parts of speech of the English language. It presents a discussion of sentences and teaches an individual how to construct a sentence in working order.

**Braille Music Basics:**
**MUS – 201 and MUS – 206**
Did you know that music notes can be written in braille? For sighted individuals who want to learn about transcribing braille music, this 5-lesson course offers an introduction to basics of braille music. Before enrolling, students must pass a diagnostic to verify that they can read print music and uncontracted braille. A companion course for visually impaired individuals is in queue.

**Low Vision and School-Aged Children:**
**VIS – 111 and VIS – 121**
This 7-lesson course is informational in that it familiarizes parents, school teachers, paraeducators and medical professionals with what students with low vision may need to succeed in school.

**Algebra: Part One: MTH – 401**
This 6 chapter/10-assignment course is designed to help expand one’s knowledge of skills in mathematics and explain how algebra is used in everyday situations. Each chapter begins with a brief introduction and list of terms. Chapters average 8 to 10 lessons.

Each lesson presents clear models and examples. Then, students apply their skills to complete practice exercises. Application lessons show how one can apply what he or she knows to everyday problems. Lessons show different ways to solve all types of problems. Calculator use is permitted for this course.

A number of new courses are in development:

**Basic English 2** continues Basic English 1’s overview of the parts of speech.

**Braille Music Reading** teaches visually impaired individuals the basics of the braille music code.

**Business Law 1** provides the basics of business law to entrepreneurs and other interested business people.

**Conversational Spanish 1** uses an audio format to teach the basics of the Spanish language.

**Forsythe Center for Entrepreneurship (FCE)** modules will feature topics such as networking, obtaining financing, using PowerPoint and the LinkedIn social network.

**Human Eye 2** provides a significant amount of detail as a follow-up to the popular Human Eye 1 course.

**Personality Psychology** teaches the basics of the psychology of personality.

Three Family Education mini-courses are now “ebook” compatible, which means they can be accessed via a Kindle, Nook or other ebook readers:

- **Beginning the Special Education Journey**
- **How To Be Your Child’s Advocate**
- **You, Your Child and Your Community**

If any of the available courses interest you, visit www.hadley.edu, contact Student Services at 800-526-9909 (U.S., Canada and Puerto Rico) or email student_services@hadley.edu to enroll.
Newspapers, business cards, Web sites, banners, billboards—all are sporting these weird square codes. What are they used for, and what information do they contain?

The official name for these codes is “QR (Quick Response) code.” QR codes are used to encode information such as Web addresses (or URLs), product or contact information and other tidbits. Simply put, any numerical or textual information—up to 7,089 numbers or 4,296 letters—can be encoded into a QR code.

To decode information contained in a QR code, you will need a Smartphone (such as an iPhone) with a barcode scanning app. The app uses the phone’s built-in camera to take a picture of the QR code and then deciphers the information. Depending on the encoded information, it may take you to a Web site, add business card information to your contacts or dial a phone number. Scanning the QR code on this page will take you to the Hadley Web site.

QR codes eliminate the need to type information into the phone—the encoded information just pops up on the screen when scanned. It is easier than using the small keys or on-screen buttons of a Smartphone.

What are some other uses for QR codes? Museums use them to make exhibit information accessible to Smartphone users who might otherwise be limited to reading print on a plaque. Stores use them to encode product information. QR codes are popping up everywhere!

You can create your own QR code by using one of many QR code generators available online. Enter the information to encode, and the generator creates an image of a QR code that can be printed or embedded in a document. Because many QR codes are not tactile, one of the biggest challenges for users who are blind or visually impaired is locating them for scanning. However, if you create your own QR codes, you can easily add tactile markers so they can be located for scanning.

Did you know you can be notified when a newly-recorded seminar has been posted? Podcasts are the perfect solution for those who are unable to attend a live seminar or who wish to revisit one they previously enjoyed. Visit the Past Seminars page on the Hadley Web site, www.hadley.edu, and follow the Podcasts link to subscribe today.

We’ve also added transcripts of seminar recordings to our Past Seminars page. If you have difficulty accessing the recording, this feature will be of interest to you.

As a quick reminder, for your convenience, Past Seminars are sorted by topic. These topics include:

- Accessibility and Technology
- Braille Literacy
- Business, Employment and Vocational Skills
- Cooking and Entertaining
- Family Oriented
- Health and Medical
- Independent Living
- Recreation and Leisure
- About Hadley
Family Growth with Container Gardening

Where can you go that doesn’t require a long trip in a car, is a fun environment for people of all ages and abilities, provides moderate exercise, stimulates the senses, creates opportunities for learning and discovery—and even saves money? Answer: Your garden!

If your family is seeking a rewarding hobby, you can do no better than to cultivate a special relationship with the natural world that has engaged everyone from Thomas Jefferson to Peter Rabbit. A few containers of culinary herbs on a porch bring the same satisfaction to a gardener as an entire field of vegetables brings to a farmer. And, gardening is primarily tactile; digging, planting, weeding and picking are best done by feel. With a few modifications in how you garden, families can grow their own beautiful flowers and delicious fruits and vegetables.

Gardening forces us to stop and focus on the shared experience rather than the goal. The work of gardening is its own reward, allowing both children and adults to understand that tending a garden is enjoyable in and of itself. The final result? Well, every gardener knows that the perfect bloom or a beautiful ripe tomato is a combination of many factors they can’t control or even predict. Gardeners of all ages can relax knowing that the best they can do is to be a part of the process. They set things in motion—partnering with nature to make their vision reality. What better way for a child to learn about the rewards of creativity and labor?

For individuals with vision impairment, the rewards multiply. Gardening is so adaptable that often those who succeed are inspired to undertake other new activities. One Hadley student said it best: “I have found gardening is something I can do well. My eyes are opened to a beautiful new world. I am even thinking of going back to work or volunteering in a nursery. Thanks to gardening, my life has changed.”

Want to get started? Here’s a fun project you can do at the kitchen table that also promotes accessibility. It’s often difficult for those with a visual impairment to get the correct spacing when sowing small seeds. Seed tape is the solution. Seed tape is thin paper with seeds attached to it in the correct spacing. Simply place the seed tape in your garden or container, cover with the recommended depth of soil and water thoroughly.

To make your own seed tape, assemble the following common materials:

- Black and white newspaper
- Flour
- Water
- Small brush
- Seeds

Tear the newspaper into strips. Mix a thick paste of flour and water, then dot the paste along a strip using a brush. Space the dots the same distance apart as the seeds should be when planted. (Or just use your spread-apart fingers as a template.) Sprinkle seeds along the strip and allow the paste to dry. Tip the paper onto a tray or baking sheet and let the excess seeds slide off. Your seed tape is ready for planting!

Another way to begin your gardening journey is to take Hadley’s “Container Gardening” course. The textbook offers useful information in an engaging format that applies to many types of gardening situations. “Container Gardening” covers all the fundamentals—from choosing a location to selecting plants to pruning and harvesting. If you need any more encouragement, perhaps the words of another student will inspire you: “The best thing to do on a beautiful summer day is to sit on the deck, smell the flowers, listen to the water flowing in the fountain and watch the hummingbirds fight over the feeders. It doesn’t get much better than that.”
When did you join Hadley, and what is your professional background?

I joined Hadley in July 2001. Prior to that, I worked for the New Mexico Commission for the Blind Technology Center. I learned a lot about access technology from my colleagues, seminars and workshops, as well as my own exploration and daily use.

You support the assistive technology needs of Hadley students. What do you enjoy most about your role?

It is a good feeling when I can help people figure out why their computer is not functioning as it should. My key role with students is to find a solution to their problem so that they can continue their Hadley coursework. I also enjoy testing new assistive technology devices that Hadley students might use to help improve their coursework or make assignment submission easier.

What other aspects of your job would you like to share?

I enjoy giving presentations to visiting school children. I talk about our school and what it’s like to be blind. My favorite part is answering their questions, because some, although innocent, can be very direct.

Do you have any tips for Hadley students using assistive technology to access our programs?

Students are most successful with Hadley courses when they are familiar and comfortable with their assistive technology, whether it is a screen reader, screen enlargement software or digital book player.

Hadley offers three courses for advanced screen reader users who wish to become more productive and competitive in an employment setting: “Screen Reader: Web Browsing”; “Screen Reader: Listening Skills”; and “Screen Reader: Formatting Word Documents.” Visit www.hadley.edu/techcourses.asp to learn more about these courses.

What type of assistive technology do you find useful in your daily life?

At work, I use a screen reader to access my computer and a flatbed scanner with talking scanning software for reading print documents. I use a braille embosser to emboss larger documents and a braille display to review documents on the computer.

At home, I have a computer with a screen reader program and scanning software. I also use a talking dictionary. My favorite device is my iPhone, which I use with VoiceOver.

Do you have a hobby or special interest?

I enjoy collecting and setting up o-scale model trains and enjoyed building my own L-shaped train table to display my train gear. I also collect swords and die-cast metal planes, jets and prop planes. As a fan of science fiction shows and movies, I enjoy “Star Wars” and “Star Trek.”

Hadley Student and Instructor Create a Song About Braille

“Brailling Signs Is Cool to Do” (parody on “Breaking Up Is Hard To Do” 1962, Neil Sedaka)

Nearly 1,000 copies of “Brailling Signs is Cool to Do” (recorded by Anne Hills and David Roth with lyrics by Hadley student Becky Williams and instructor Linn Sorge) have been requested worldwide since it was posted online. Visit www.hadley.edu/braillesong to listen, and help us to promote its message of universal braille access, which is so vital to all of us here at the Hadley School. We’ve been teaching braille to students since 1920!
**Do you offer a GED course?**

Hadley does not offer a GED program. However, we do offer a high school diploma program. You can earn a Hadley diploma through the High School Program, or you can take Hadley courses and transfer credit to a local school. Students also have the option to transfer credit earned from a previous school for credit toward a Hadley diploma. Visit [www.hadley.edu](http://www.hadley.edu) and access the High School Program link for details about eligibility, enrollment and more.

**Is digital talking book (DTB) available for all of your courses?**

No. Not all courses are available using the digital talking book format. Currently, many are available and more are being developed. Review our catalog or course listing online for a complete description of the courses and formats available.

**Are courses still free?**

Courses offered in our Adult Continuing Education, High School and Family Education Programs are free. Several of the courses offered in our Hadley School for Professional Studies Program are also free. To review a complete HSPS course listing, visit [www.hadley.edu/hspsp](http://www.hadley.edu/hspsp).

**Can I really submit my assignment using my telephone?**

Absolutely! Hadley’s telephone Assignment Submission Line is an easy and convenient way to submit your Hadley lesson assignments. The toll-free number allows you to phone in your assignments to your instructor’s assignment submission mailbox. Contact your instructor for details, or call 800-449-1530 and follow the instructions on how to submit an assignment by phone.

**Once I submit my lesson, how long before I hear back from my instructor?**

Your instructor evaluates assignments and strives to return them with feedback within two business days after receipt. Allow sufficient time for assignments sent through the postal mail.

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**Hounds for Hadley**

On Saturday, October 1, 2011, Hadley held its 6th Annual Hounds for Hadley Dog Walk to raise awareness and funds to support the school’s free distance education programs, including a course on guide dogs for individuals who are blind or visually impaired and their families. More than 125 members of the North Shore community and their dogs strutted their stuff to support the school. Attendees joined in the pre-Halloween fun by dressing in costume and trick or treating along the route.

The two-mile walk raised more than $23,000 toward providing free distance education courses to Hadley’s 10,000 students around the globe. More than 25 sponsors also participated.

Hounds for Hadley was presented by Whitehall of Deerfield, North Shore Community Bank and Grand Food Center.

Save the date! Our 7th Annual Hounds for Hadley Dog Walk happens October 6, 2012!
Dear Students—Your input and feedback is important to us as we embark on our new Mobile Learning Initiative. We ask that you take a moment to complete this survey. Your feedback will be kept confidential. We thank you in advance for your participation.

1. Do you own or have access to a mobile device (such as a Smartphone, tablet or eReader)?
   - [ ] Yes
   - [ ] No

2. If answering “No” to Question 1, do you have plans to obtain a mobile device?
   - [ ] Yes, in the next 6 months
   - [ ] Yes, eventually
   - [ ] No

3. Please indicate which of the following mobile devices you use. (Check all that apply.)
   - [ ] Smartphone
   - [ ] Tablet
   - [ ] eBook Reader
   - [ ] Other

4. If you use a Smartphone or a tablet, please indicate the operating system:
   - [ ] iOS (iPhone/iPad)
   - [ ] Android
   - [ ] Windows Mobile 6.5 or earlier
   - [ ] Windows Phone 7
   - [ ] Symbian
   - [ ] Other

5. If you use an eBook Reader, please indicate which one:
   - [ ] Amazon Kindle
   - [ ] Barnes & Noble NOOK
   - [ ] Sony Reader
   - [ ] Other

6. Does your mobile device have Internet access for Web browsing?
   - [ ] Yes
   - [ ] No

7. If you have a mobile device, in which of the following ways do you use it? (Check all that apply.)
   - [ ] Listening to audio
   - [ ] Email access
   - [ ] Web browsing
   - [ ] Reading books/periodicals
   - [ ] Note taking
   - [ ] Other

8. If you have a mobile device, do you use it in your studies with Hadley?
   - [ ] Yes
   - [ ] No
   - Please explain:

9. Did you know that you can access most eHadley courses using a Web-enabled mobile device (i.e., Smartphone or tablet)?
   - [ ] Yes
   - [ ] No

10. Would you be interested in taking Hadley courses on your mobile device?
    - [ ] Already use mobile device for Hadley courses
    - [ ] Yes
    - [ ] No

11. Have you used the Hadley Telephone Assignment Submission Line?
    - [ ] Yes
    - [ ] No
    - Didn’t know about it

12. If Hadley offered a telephone system that allowed instructors to provide verbal feedback to students, would you be interested in receiving your course feedback in this manner?
    - [ ] Yes
    - [ ] No

13. If Hadley offered courses by telephone, would you be interested in taking them?
    - [ ] Yes
    - [ ] No

14. Please provide any additional comments or feedback.

You may complete the survey in hard copy and mail it to:

The Hadley School for the Blind
ATTN: Mobile Survey
700 Elm Street
Winnetka, IL 60093

Or, you may complete this survey online by visiting the following link:
www.hadley.edu/mobilesurvey
Our mission: To promote independent living through lifelong, distance education programs for people who are blind or visually impaired, their families and blindness service providers.