In a unique partnership between UPCEA and ACE, The Summit convenes key thought leaders and practitioners to address the pivotal challenges and opportunities of strategic growth of online programs, virtual leadership, online marketing, competency-based education, predictive analytics, and more. The rapid changes in our field have wrought new, powerful opportunities that campus leaders must learn to strategically leverage for future institutional success.

The most relevant conversation in online leadership today, The Summit is focused squarely on what managing an online enterprise most requires: thought leadership and informed strategy. Through high-level sessions on the most important aspects of online learning, significant opportunities to dialogue with talented presenters, and facilitated networking with attendees, The Summit provides an unequaled experience.

Welcome to San Antonio!

Continue the conversation online! Don’t miss out on conversations with fellow attendees and speakers during and between sessions. Use #the2015summit on Twitter, and check the summit app on Guidebook for speakers’ Twitter usernames.
**TUESDAY, JANUARY 20, 2015**

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<td>Alignment of Online and Workforce Development</td>
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<td>Building the ‘Foundation’ for the Future of Higher Education: Reflections from America’s Leading Foundations</td>
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<td>1:30–2:45 p.m.</td>
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<td>Business Model Meets Innovation</td>
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<td>4–4:30 p.m.</td>
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<td>9:45–10:45 a.m.</td>
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<td>Washington Update: Latest Developments in the Online Policy Arena</td>
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<td>Myth Busting in Learning Analytics for Decision-Makers</td>
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<td>11:15 a.m.–12:15 p.m.</td>
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<td>Key Findings from Joint Study of Adult Learner Persistence and Degree Completion</td>
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<td>Strategies for Integrating Online Learning into the Core Academic Enterprise: A Case Study of the Penn State World Campus</td>
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<td>The Good, the Bad, and the Ugly: Lessons Learned in State Authorization</td>
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<td>Internationalization and Online Learning: Perspectives from the U.S. and Europe</td>
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<td>For Student Success, Choose “And” not “Or” in Deciding Course Delivery Modes</td>
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<td>Engaging Adult Students through Collaborative Online Programming: The Wisconsin Experience</td>
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<td>You’ve Got Them, Now How Do You Keep Them? Developing a Student Management System That Fosters Retention</td>
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<td>Strategic Development of Two Competency-Based Education Programs: University of Wisconsin’s “Flexible Option” Program and Capella University’s “FlexPath”</td>
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<td>Navigating the High Seas: Sailing into Old Dominion University Online</td>
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<td>Thriving Online: How Small Colleges Can Succeed in a Competitive Landscape</td>
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<td>Networking Break</td>
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<td>Personalized Student Experience Drives Student Success</td>
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<td>Drive Enrollment Using Online Marketing: Three Things to Ensure Success!</td>
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<td>Laying the Foundation for Online Enrollment Growth: A Case Study in Partnership between University of Arkansas and Blackboard</td>
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<td>11 a.m.–Noon</td>
<td>Closing General Session</td>
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<td>Evolving toward Openness amidst the Disruption of Higher Education</td>
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EXHIBIT HALL HOURS
Tuesday, January 20 from 1–7:30 p.m.
Wednesday, January 21 from 8:15 a.m.–4:45 p.m.
Thursday, January 22 from 8 a.m.–Noon
TUESDAY, JANUARY 20, 2015

1:15 p.m.
Opening Remarks
Lone Star D/E/F
BOB HANSEN UPCEA

1:30–2:45 p.m.
Opening General Session
Business Model Meets Innovation
Lone Star D/E/F OP
JOHN WALDA NACUBO
SCOTT JASCHIK Inside Higher Ed
BURCK SMITH StraighterLine
MODERATOR BOB HANSEN UPCEA

John Walda, President and CEO of NACUBO, diagnoses what is driving change in the business model of higher education. Entrepreneur and educator Burck Smith describes various trajectories of innovation in the landscape today. And Scott Jaschik reflects on similar changes in the publishing industry, which led to the success of Inside Higher Education. Against the backdrop of this intriguing cross-section of perspectives, the panelists engage in a dynamic conversation about where higher education is headed, and why.

3–4 p.m.
Concurrent Sessions I
Alignment of Online and Workforce Development
Lone Star A OP
NELSON BAKER Georgia Institute of Technology
SALWA MUHAMMAD Udacity
MODERATOR JOSEPH UGRAS La Salle University

Addressing the skills gap in critical software disciplines, Georgia Tech's Online Master of Science in Computer Science (OMS CS), the first accredited degree of its kind delivered exclusively through a MOOC format, provides increased access and affordability, particularly for women, minorities, recent high school graduates, veterans and the long-term unemployed and under-employed. In this interactive session, panelists from Georgia Tech and Udacity will engage the audience in dialogue about this ground-breaking program, noting successes, surprises, and plans for the future.

Building the ‘Foundation’ for the Future of Higher Education: Reflections from America’s Leading Foundations
Lone Star B OP
JASON PALMER Bill and Melinda Gates Foundation
SHERI RANIS Lumina Foundation
WILLIAM MOSES The Kresge Foundation
MODERATOR DAVID SCHEJBAL University of Wisconsin Extension

Panelists from some of the most influential foundations in the nation will share their collective ideas about online higher education as well as their individual perspectives as to how they’ll help institutions succeed. As brokers and conveners of innovation, foundations are in unique leadership positions, and as such, discussion will include alternative credentials such as competency-based education and prior learning assessment, continued support for the development of online learning, and the role of accrediting bodies and the federal government.

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In partnership with Sonic Foundry, UPCEA and ACE are providing an Online Pass, available to UPCEA and ACE members for $399 ($599 for non-members). The pass, which includes all six general sessions, and 12 concurrent sessions, provides on-demand viewing for your entire institution. For those unable to attend the event, this is a great opportunity to take advantage of the resources UPCEA and ACE have to offer.

Purchase on-site during the Summit, and get the full Online Pass for the special price of $299!
4:30–5:30 p.m.
General Session
The Policy Landscape for Online Education
Lone Star D/E/F
TED MITCHELL Under Secretary, U.S. Department of Education
INTRODUCTION BOB HANSEN UPCEA
Charged with implementing President Obama’s American Graduation Initiative, the Under Secretary will share remarks on innovative solutions aimed at improving access and completion, as well as describe key policy drivers and regulations in postsecondary education. Time for questions and audience discussion will follow the Under Secretary’s remarks.

5:30–7:30 p.m.
Opening Reception
Exhibit Hall

Implementing Online Programs at Small Institutions: Are You Ready?
Lone Star C
VICKIE COOK University of Illinois, Springfield
MODERATOR RAY SCHROEDER University of Illinois, Springfield and UPCEA
This workshop session will focus on the unique positioning of online programs at small institutions in today’s marketplace. Specific topics include assessing the needs of online students and faculty, policy development and change related to admissions, and the roles of key personnel and decision-making required for online success at a small institution.

Digital Badges as Value Add for Degree Attainment: Institutional Perspectives
Seguin A&B
MICHAEL PALMQUIST Colorado State University
DANIEL HICKEY Indiana University
JASON FISH Purdue University
MODERATOR LAWRENCE RAGAN Penn State University
Transforming the ways in which we recognize and assess learning, the phenomenon of digital badges in the context of higher education is increasing. Highlighting institutions in varied stages of credentialing informal learning, nano-degrees, and/or badges, this session is designed to help attendees answer for their own institutions the increasingly important question “Should we be doing this?” Through case studies and lively discussion, presenters will share their own stories, challenges, and insights, as well as invite questions from the audience.

4–4:30 p.m.
Networking Break
Exhibit Hall

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WASHINGTON, JANUARY 21, 2015

8:15–9:30 a.m.
Breakfast and General Session

Designed to Engage
Lone Star D/E/F
DIANA OBLINGER EDUCAUSE
INTRODUCTION BETHAI DA GONZA LEZ Syracuse University
The next generation of digital learning is emerging, integrating formal and informal experiences, personalizing learning and providing clear pathways to student success. The digital environment of social, mobile, cloud, and big data creates unique settings that promise more than replicating offline activities online. Digital learning uses the best that technology has to offer, combining the physical and the virtual, engaging each learner to maximize student success.

9:45–10:45 a.m.
Concurrent Sessions II

Presidential Perspectives on the Convergence of Online Education and Institutional Strategy
Lone Star A
KATRINA ROGERS Fielding Graduate University
MERODIE HANCOCK Empire State College
SUSAN ALDRIDGE Drexel University
MODERATOR RICHARD PATTENAUDE Ashford University
University presidents are increasingly turning to online education as a key strategy for stable enrollments, which are in turn so critical to the sustainability of their institutions. In this panel, four presidents from very different institutional types discuss the intersection of online learning and the adult market; the challenges faced by experienced players competing in a mature market; advice to new entrants, and the next big thing(s) in online learning.

Special thanks to our webcasting partner, Sonic Foundry, for making it possible for us to provide the Online Pass!

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Washington Update: Latest Developments in the Online Policy Arena
Lone Star B
DAN MADZELAN ACE
CHRIS MURRAY Thompson Coburn, LLC
GREG FERENBACH Cooley, LLC
MODERATOR JAMES SHAEFFER Old Dominion University
Representatives from the Washington policy community will address the latest developments in the policy arena that impact the delivery of online education. Topics to be covered include the policy environment for innovation (MOOCs, competency-based education, adaptive learning), and regulatory/legislative issues such as accreditation, state authorization, financial aid compliance, and student access.

Myth Busting in Learning Analytics for Decision-Makers
Lone Star C
ROB ROBINSON Civitas Learning
ELLEN WAGNER Predictive Analytics Reporting
MODERATOR JOHN LABRIE Northeastern University
Educators are just beginning to understand the implications of data analytics, in which patterns of data generation, online engagements, transactions and interactions reveal to us things about us and our students that we never could have anticipated or expected. This session takes a look at the emerging world of data analytics in post-secondary education and busts some of the myths that practitioners and decision-makers are likely to encounter on their analytics journey.

Tackling the Next Phase of Online Program Growth with a Research-Based, Five-Step Approach
Seguin A&B
RICHARD NOVAK Rutgers University
BRETT FRAZIER Pearson
MODERATOR JIM FONG UPCEA
As more universities are launching online programs, and as online program diversity continues to grow, many online pioneers are beginning to see a slowdown in enrollments. In this session, examine the importance of a research-driven approach to online program selection, development, and launch and differentiation.
10:45–11:15 a.m.
Networking Break
Exhibit Hall

11:15 a.m.–12:15 p.m.
Concurrent Sessions III

Key Findings from Joint Study of Adult Learner Persistence and Degree Completion
Lone Star A
KEVIN KRUGER NASPA
JIM FONG UPCEA
DEBORAH SEYMOUR ACE
DAVE JARRAT InsideTrack
MODERATOR BETHAIDA GONZALEZ Syracuse University
To address the lack of publicly available data on the success of adults returning to college, UPCEA partnered with ACE, InsideTrack, NASPA, and the National Student Clearinghouse to jointly issue benchmarking data for non-first-time (NFT) and first-time (FT) students and preliminary results revealed surprising disparities. In this session, attendees will review the study’s full findings and discuss their implications.

Strategies for Integrating Online Learning into the Core Academic Enterprise: A Case Study of the Penn State World Campus
Lone Star B
CRAIG WEIDEMANN The Pennsylvania State University
LAWRENCE RAGAN The Pennsylvania State University
MODERATOR KARA VAN DAM University of Maryland
University College
Innovations and entrepreneurship in online learning can advance an institution’s goals of access, affordability, and student success through the integration of online learning into the core academic enterprise. Using Penn State’s World Campus as a case study, this session will provide proven strategies that can advance online learning at other institutions.

The Good, the Bad, and the Ugly: Lessons Learned in State Authorization
Lone Star C
SARAH GARVIN Georgetown University
KELLY OTTER Georgetown University
KRISTEN CONSOLO Georgetown University
MODERATOR STEPHANIE GOLD Hogan Lovells, LLP
Using as case study the Georgetown University School of Continuing Studies’ approach to tackling state authorization requirements, this session will share challenges and key lessons discovered in an enterprise-wide, systematized solution. Topics also include navigating the renewals cycle and data management, creating a timeline for authorizing new online programs in the pipeline, and managing support from stakeholders at a variety of levels.

Internationalization and Online Learning: Perspectives from the U.S. and Europe
Seguin A&B
ROBERT WAGNER Utah State University
ANNE BOYER University of Lorraine;
Ministère de l’Éducation Nationale, de l’Enseignement Supérieur et de la Recherche
ANGELA PROCOLI Fondation Maison des sciences de l’homme
MODERATOR GERALDINE DE BERLY Syracuse University
This unique session will feature U.S. and European perspectives of online education – challenges, successes, and next steps, as well as an engaging dialogue with attendees about what the future might hold for international online education. Specific topics include the value of international online initiatives as they align with institutional strategic priorities, the unseen issues in getting projects off the ground, and best practices in developing stakeholders in international online initiatives.

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Network: UPCEA_ACE_Event
Password: summit2015
12:30–1:45 p.m.
Lunch and General Session
An Interview with Timothy Slottow,
University of Phoenix
Lone Star D/E/F
MODERATOR TIMOTHY MCDONOUGH ACE
In this lively interview, former University of Michigan CFO Timothy Slottow will talk about his vision for the future of University of Phoenix, particularly the desire to solve readiness and completion issues via admissions requirements and innovative partnerships and business models. As online increasingly becomes a proxy for serving adult students, Phoenix’ goals of improving student outcomes translates across the higher education landscape to a vision for all students. Time for questions from attendees will follow the interview.

2–3 p.m.
Concurrent Sessions IV
Virtual Leadership in Higher Education
Lone Star A
CRAIG WILSON University of Miami
MARY NIEMIEC University of Nebraska
PETER SMITH Kaplan University
MODERATOR WITT SALLEY Clemson University
Online learning and the ecosystems necessary to support it call for today’s higher education administrators to be highly adept at blending time-tested leadership principles with an increasingly mobile and diverse workforce and technologies that constantly change. This potent combination has a direct impact on communication, productivity, and learning. Hot-button issues such as accountability, scalability, collaboration and remoteness warrant increased and specialized attention. Attend this panel session to hear multifaceted perspectives on the challenges and opportunities of leading online initiatives, programs and teams from the viewpoint of three private, public, and proprietary universities.
For Student Success, Choose “And” not “Or” in Deciding Course Delivery Modes
Lone Star B OP
HUNTINGTON LAMBERT Harvard University
MODERATOR DAVID CILLAY Washington State University
At Harvard our goal to best serve our adult part-time students means not endorsing one delivery format or pedagogy. Instead we work with great faculty to build learning opportunities according to the needs of the material and those of our student in a variety of modes: classroom-based learning, lecture capture and web conference options, MOOCs and flipped-classrooms, as well as online active mastery and other modes and blended options. Harvard is doing most of this now at typical in-state tuition pricing and still remains economically self-sustaining. What are you doing and what keeps you from choosing “And” not “Or”?

Engaging Adult Students through Collaborative Online Programming: The Wisconsin Experience
Lone Star C
GEORGE KROENINGER University of Wisconsin Extension
MODERATOR NANCY COLEMAN PlattForm
This workshop showcases the experience of the University of Wisconsin Extension’s role in the development, implementation and ongoing management of a growing array of system-wide online collaborative academic programs in both a traditional online and competency-based formats. Specific topics include an overview of the collaborative program model, partnership agreements, partner roles and responsibilities, benefits, challenges and lessons learned. The program will also include a facilitated open discussion regarding the potential of this model for replication at other institutions.

A Comprehensive Approach to Career Development for Adult Students
Seguin A&B
KAYLA KRUPNICK WALSH Golden Gate University
PAUL MCNEIL University of California, Davis
AUTUMN MCCLENAGHAN Brandman University
MODERATOR CHRIS TILGHMAN InsideTrack
Learn how various institutions serving adult, professional, and graduate students are incorporating career development into every stage in the student lifecycle – from recruitment and enrollment, maximizing learning and engagement in the classroom, to graduation and beyond. Panelists reveal how they leverage comprehensive career development strategies, including challenges, opportunities to differentiate their programs in the marketplace, and how they cultivate continuous improvement and innovation.

3–3:30 p.m.
Networking Break
Exhibit Hall

3:30–4:30 p.m.
General Session
Open Education, Open Resources, Open Institutions
Lone Star D/E/F OP
STEVE MINTZ University of Texas System
HARRISON KELLER University of Texas at Austin
CAROLINE LEVANDER Rice University
MODERATOR JOHANNES HEINLEIN edX
In this panel, three institutions share their varied journeys and unique needs with regard to what works and what doesn’t in the context of open education and MOOCs. Amid the trends in this space, panelists will address how their institutions are working together and with edX – focusing on replicable models, as well as how they differ and how they address the unique perspectives, opportunities, and challenges today’s marketplace presents.
Navigating the High Seas: Sailing into Old Dominion University Online
Lone Star C
ANDY CASIELLO Old Dominion University
S. MITSUE BLYTHE Old Dominion University
MODERATOR KEVIN CURRIE Northeastern
A doctoral research institution on the east coast reinvents its existing distance learning operations to move from a modest closed circuit system to a major player in national and international online delivery, and earns ten (and counting) national accolades in the process. This presentation will afford participants an opportunity to examine how Old Dominion University has navigated the high seas of distance education. In a time of internationalization of college campuses, ODU has responded to a globalized system by offering education in mediums not restricted by the physical.

Thriving Online: How Small Colleges Can Succeed in a Competitive Landscape
Seguin A&B
ELIZABETH DOMHOLDT The College of St. Scholastica
ANDREW PERMENTER Southeastern University
DONNA N. MCDANIEL Bellevue University
MODERATOR DAVID CLINEFELTER The Learning House, Inc.
With a strong regional presence and a reputation for quality, smaller institutions can use online programs to extend their brand given appropriate leadership and investment. But for many institutions, getting started can feel daunting. In this panel discussion, learn how three smaller institutions are successfully developing and executing online programs. Discover best practices for determining what programs to offer, ensuring academic quality remains high, how to get faculty buy-in, and more.

9:15–9:45 a.m.
Networking Break
Exhibit Hall
Laying the Foundation for Online Enrollment Growth: A Case Study in Partnership between University of Arkansas and Blackboard
Seguin A&B

JAVIER REYES University of Arkansas
CHRISTINA FLEMING Blackboard, Inc.

MODERATOR JULIE URANIS Western Kentucky University

Building and growing a diverse set of online programs requires careful planning, commitment, and cross-team collaboration. Learn about our journey together as The University of Arkansas and Blackboard embarked on a yearlong initiative to prioritize programs for investment, determine competitive differentiators, identify target students, and execute on a well balanced, fiscally responsible media plan. Explore the methodologies, models, and techniques we used to establish a data-driven, repeatable process that leads to enrollment growth. Hear firsthand how two partner teams exchanged mutual knowledge and laid the foundation for a relationship built on accountability, results, and long-term success.

11 a.m.–Noon
Closing General Session

Evolving toward Openness amidst the Disruption of Higher Education

Lone Star D/E/F

MICHELLE WEISE Christensen Institute

INTRODUCTION RAY SCHROEDER University of Illinois, Springfield and UPCEA

Michelle Weise will illuminate how the theory of disruptive innovation presents an opportunity to rethink the resources, processes, and ways in which higher education addresses the country’s challenges and needs. She will discuss the shifting value proposition of postsecondary education as well as the different kinds of models, partnerships, and solutions that exist that will enable institutions to think strategically about the future of higher education.

Noon
Adjourn
The UPCEA Center for Online Leadership and Strategy (COLS) is dedicated to helping member institutions leverage online education as a critical strategic asset, and to serving as a valued resource for professional administrators charged with building and sustaining successful programs.

Under the leadership of Director Ray Schroeder, COLS is focused on helping institutions best manage the complicated enterprise of online education through this dynamic period in higher education.

FIND OUT MORE TODAY AT UPCEA.EDU/COLS.
Center for Online Leadership and Strategy Advisory Council

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**KYLE SHEA**  
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**JON POOLE**  
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**STEVEN SHOTTS**  
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**JAYNE EDGE**  
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**Nicole Foerschler Horn**
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**Desirée Jewell**
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**Proctor U**
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**Lynn Colgin**
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Story+Structure is a human-centered design firm that likes to innovate by applying principles such as empathy, intuition, and friendliness, to our work. We’ve crafted unique applications to manage workflow, increase student recruiting and engagement, and train people across the country. We like to make services, products, and web experiences better.

**Guy Felder**
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The Learning House
Online education solutions provider The Learning House, Inc., helps colleges and universities achieve their online education goals. Services include product development and market research, marketing and lead generation, admissions and enrollment management, student retention, curriculum development and management, faculty training and professional development, learning management systems and 24/7 technical support.

JAY HATCHER
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ELI ADLER
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ACCESS, INNOVATION, ENGAGEMENT: A CENTURY OF REINVENTING HIGHER EDUCATION

March 30 – April 1, 2015

Washington, DC ★ Renaissance Washington, DC Downtown

WHY THE FIREWORKS?
Because it’s time to celebrate 100 years of access, innovation, and engagement – values that have defined UPCEA since its origins in 1915. From university extension and night schools to electronically mediated distance courses and online education, we have been the pioneers.

WHY WASHINGTON, DC?
There’s a reason we are based at One Dupont Circle. Washington isn’t just the capital but also the center of national higher education policy. What better place to make our case, and to write the next chapter in higher education.