

Understanding the university's traditional role as creator, innovator, and reformer through the pictorial representations of the Renaissance text, the *Nuremberg Chronicle*, and other works from the monumental era.

In 1490, the doctor, humanist, and bibliophile Hartmann Schedel published the *Nuremberg Chronicle*, which is one of the earliest wood block printed books to relay a universal human history. Although the Latin text is formally titled, *Liber chronicarum*, it is popularly known and named after the Germanic city of its nativity – Nuremberg. The chronicle was a curious blending of old and new – the Christian divinity was still the centrally-organizing principle of human history, but humankind was increasingly taking matters into its own hands.

The incunabulum, a work that integrates text and images, was considered one of the finest forms of Renaissance innovation as it blended the ancient – all of human history from a European perspective – with new technologies and techniques to beautifully and mechanically communicate to broader audiences. At this temporal frontier between the Middle Ages (600 to 1500 CE) and the early modern period (1500-1800), Europeans remained intensely religious, culturally and linguistically distinct, and ruled primarily by monarchs. Yet, ever since the late 1300s and well into the 1500s, Western civilization had initiated a grand experiment with Humanism – an intellectual and cultural perspective that began a movement to re-center the world around humanity's inherent capability to guide itself as opposed to its sole reliance on the divine's traditional ordering of the world.

This Humanistic movement is just one of multiple eras of revival and reform, such as Frankish King Charlemagne's Carolingian Renaissance (8th-9th centuries) that sought to restore and reimagine the Roman Empire via new intellectual centers that championed the development of vulgar languages and handwriting (yes, the earliest forms of French, Italian, German, and Spanish) and the establishment of the academic disciplines of the *trivium* (the liberal arts) and *quadrivium* (the sciences). Similar and equally-consequential endeavors advanced scientific and intellectual achievement as in the case of the Spanish Islamic Umayyad Caliphate of Cordoba (10th-11th centuries), where Jews, Christians, and Muslims collaborated as scientists and literary thinkers with access to libraries with as many as 1,000,000 manuscripts that preserved and expanded upon ancient Greek works like those of Aristotle and Plato.

However, Humanism was fundamentally different in terms of its political and cultural contours as compared to prior eras – this was the age of humankind's rapid experimentation with its own secular gifts. In Italian city states such as Florence, Venice, and Milan, the people explored new forms of political self-governance and statecraft (for example, Niccolò Machiavelli) and Lorenzo Ghiberti mastered new architectural and artistic innovations that valued realistic and three-dimensional perspective as found in the Florentine Baptist's southern doors and the construction of the dome of the Cathedral of Santa Maria del Fiore. Literary revival marched forward with Francesco Petrarca's rediscovery of the Cicero's Roman works on philosophy and language. Galileo Galilei, the father of modern astronomy and physics, would develop new optics to re-discover and prove the Heliocentric view of our solar system. Humanism formed the basis of the European Enlightenment (18th century) and the birth of the United States of America's fundamental belief in universal rights ("life, liberty, and the pursuit of happiness.") Humanism opened the door to our modern, global perspective that frames our present 21st century. Now, through the vehicle of the public university and its educational endeavor to mold a productive citizenry, we are called to continue our traditional work as creators, innovators, and reformers.



The Nuremberg Chronicle
Bavarian State Library, Germany
<http://mdz-nbn-resolving.de/urn:nbn:de:bvb:12-bsb00034024-1>

Visioning, Planning, and Executing the CU Regents' Initiative at UCCS

> November 2017

CU Regents approve an initiative to create new online degree programs. UCCS commits to create six BA/MA online degrees.

> Academic year 2018

Initial planning for new infrastructure and outreach to academic programs that may develop online degrees.

> Early Spring 2019

- Visioning workshops with faculty and staff.
- Outreach to college deans and existing online programs.
- Research on emerging trends in learning, research, and collaboration.

> Late Spring 2019

- Call for proposals for new and revised degree programs.
- Formation of faculty-staff online education advisory council.
- Reformation of the organization of staff & technology resources to support the initiative.
- Integration of new consultancy teams.



> Summer 2019

- Selection of first cadre of new/revised online degree programs.

- Review/recommendations for infrastructure (marketing, registrar, online commons environment, and LMS).

> Fall 2019

- Commence program development.
- Begin monthly "digital" teaching, research, and collaboration workshops.
- Selection of 2nd cadre of programs.
- Rollout & testing of infrastructure.

> Fall 2021

- Offer 4th, 5th, and 6th programs.

> Summer 2021

- Beta-test 6th program.
- Begin routine quality review & revision of programs.
- Finalize & certify 6th program.

> Spring 2021

- Offer 3rd new BA/MA.
- Beta-test of 4th & 5th programs.
- Commence development of 6th program.
- Finalize & certify 4th & 5th programs

> Fall 2020

- Offer 1st & 2nd new online BA/MAs.
- Finalize & certify 3rd BA/MA program.
- Commence development of 4th and 5th programs.

> Spring 2020

- Begin beta-test of 1st BA/MA program.
- Commence program development of 2nd and 3rd BA/MAs.
- Initiate marketing and enrollment of programs.
- Finalize & quality-certify 1st BA/MA program.
- Beta-test of 2nd BA/MA program.

> Summer 2020

- Finalize and certify 2nd BA/MA program.
- Beta-test 3rd BA/MA program.

