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History of the University

Mount Vernon Nazarene University was founded by action of the General Assembly of the Church of the Nazarene in 1964 when the Assembly authorized the start of two new liberal arts colleges and a Bible college. The first Board of Trustees, organized in spring 1966, elected Stephen W. Nease as its first president in May 1966. In September 1966 the Trustees voted to locate the College in Mount Vernon, Ohio on the Lakeholm farm. The land was purchased with funds raised by public subscription in the Mount Vernon area and deeded to the Board of Trustees as the university site. A charter was received from the State of Ohio in December 1966. The first students, the Pioneer Class, arrived on campus October 12, 1968.

The first graduates received associate degrees in June 1970. Four succeeding two-year classes received associate degrees through May 1974. In 1972 the University was accredited as an associate degree conferring institution by the North Central Association of Colleges and Schools. Accreditation was extended in 1974 to include baccalaureate degree programs. In 1979, 1989, and 1999 the accreditation was reaffirmed. The first junior class enrolled in the academic year 1974 and the senior class was added in 1975. The first baccalaureate degree was awarded in May 1976. The graduate program began in 1991 with the first class of students in the Master of Ministry program. The first graduate students were graduated in May 1994.

The University began its degree completion program for adult learners in fall 1993. Its first graduates received the Bachelor of Business Administration degree in spring 1995.

The Master of Science in Management program was initiated in 2003. The Master of Business Administration degree program was approved by the Ohio Board of Regents and The Higher Learning Commission in 2006 and the first MBA degrees were awarded in December 2006.

The University received a Certificate of Authorization from the Ohio Board of Regents in 1969 and was elected to membership in the Ohio College Association in 1971. In 1975 the University received accreditation of the Teacher Education Program.

The Master of Arts in Education program received approval from the State of Ohio and the North Central Association of Colleges and Schools, and began in fall 1995. The first graduates completed the program in spring 1997.

Dr. John Allan Knight, the second president, served from August 1972 until June 1975. Dr. L. Guy Nees, the third president, served from June 1975 until November 1980. In November 1980, Dr. William J. Prince was elected as the fourth president; he served through July 1989. In July 1989, Dr. E. LeBron Fairbanks was elected as the fifth president. The transition to university status was

completed in August 2002. Dr. Daniel J. Martin was elected as the University's sixth president in November 2006 and began his service in February 2007.

Denominational Relationship and Control

A coeducational university of the arts and sciences, Mount Vernon Nazarene University is the official university of the East Central Educational Region of the Church of the Nazarene. Primary responsibility for sponsorship and support of the University is charged to the Nazarene congregations in Ohio, West Virginia, and the eastern half of Kentucky, with control delegated to the Board of Trustees elected by the annual assemblies of the Central Ohio, East Kentucky, East Ohio, North Central Ohio, Northwestern Ohio, Southwestern Ohio, West Virginia North and West Virginia South districts. Many of the students come from this church constituency. However, the University is not narrowly sectarian; students of like ideals are welcome to the university community.

As an institution of the Church of the Nazarene, Mount Vernon Nazarene University stands in the Wesleyan evangelical tradition, as summarized in the "Articles of Faith" in the *Manual*, Church of the Nazarene. According to this "**Agreed Statement of Belief**," we believe:

- In one God – the Father, Son, and Holy Spirit.
- That the Old and New Testament scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
- That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
- That the finally impenitent are hopelessly and eternally lost.
- That the atonement through Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
- That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
- That the Holy Spirit bears witness to the new birth and also the entire sanctification of believers.
- That our Lord will return, the dead will be raised, and the final judgment will take place.

To these ends, the Mount Vernon Nazarene University curriculum follows a liberal arts pattern, which encompasses career preparation at the college level in selected professional and pre-professional areas of study.

Mission Statement

Mount Vernon Nazarene University exists to shape lives through educating the whole person and cultivating Christ-likeness for lifelong learning and service.

Mission Context

MVNU's educational philosophy and purpose are shaped by its Wesleyan-Arminian holiness theological roots, informed by the Bible, focused on Christ-likeness in every aspect of life, and defined by an emphasis on loving God with all of one's heart, mind, soul, and strength, as well as one's neighbor's as one's self. Students are nurtured and empowered through caring relationships with faculty, staff, and administrators; challenged to be a devoted disciple of Christ; drawn toward discovery of wisdom and truth in every discipline of study; prepared for leadership in various professions; equipped to be lifelong learners; and sent into the world to live out their faith by offering their hearts and lives in service to God and others.

The University is characterized by an engaging environment where diversity is celebrated and differences in ethnicity, denomination, gender, economic level, and stage of spiritual development are embraced. A spirit of worship unifies the academic, social, and spiritual life of the student body, and the community is shaped through shared commitments, values, and experiences that provide the context for transformation in Christ, individually and collectively. Excellence in vocational pursuits and in character development are viewed as an expression of faithful stewardship, and a lifestyle of compassion is demonstrated as the most effective witness to others of God's love. As students become graduates, the marks of Mount Vernon Nazarene University continue to identify them as devoted disciples, servant leaders, learning professionals, and loyal alumni.

This mission is fulfilled through campus experiences that personalize communication, living, and learning and is implemented through traditional and non-traditional programs leading to associate, baccalaureate, and graduate degrees.

Vision Statement

Mount Vernon Nazarene University: To Change the World with the Love of Christ.

The University's aspiration is that academic and student life activities be integrated in a Wesleyan evangelical tradition to facilitate character, value, and cultural development to improve the quality of life for all through the love of Jesus Christ. The University seeks to enable students to model the attitude expressed in its motto *"To seek to learn is to seek to serve."* As students experience

the educational process, the University strives to enable students to function as competent Christians, citizens, and professionals.

Statement of General Education Philosophy and Goals

Liberal arts education at Mount Vernon Nazarene University is a holistic approach to faith and learning with the goals of enabling students to think and act like the persons they were created to be and equipping them for a career and life of service to God and humankind in the twenty-first century. This is rooted in the biblical command to love God with all of your heart, soul, mind, and strength, and your neighbor as yourself (Deut. 6:4-8; Matt. 22:37, 38). On this basis we assert that a lifestyle of study, which we define as the pursuit of goodness, truth and beauty, is a sacred calling. We believe that education should be concerned with developing a person's humanity as one created in the image and likeness of God. We affirm a Wesleyan evangelical worldview as the basis for understanding this humanity both in terms of what we are and what, by God's grace, we can and should be. We affirm our commitment to the education of the whole person - body, mind, and spirit - through the growth of personhood that results from knowledge and skills dedicated to breadth and integration of understanding and to depth of coverage in the disciplines. Our vision is to work redemptively to address the human predicament as evidenced, for example, in the marginalizing of the intellectual life, failed relationships, moral decay, loss of community, crisis in the church, distortion of imagination in popular media, stunting of creativity in the workplace, and degrading of the natural environment. A Christian liberal arts education should prepare us to assume the rights and responsibilities of citizenship that apply to our native, global, and Christian cultures. We are committed to the appreciation of enduring traditions and values as well as the exploration of the great human questions concerning the nature and meaning of humanity. Through exposure to cultural diversity, we should learn to appreciate others and their values without compromising our values and carry out evangelism without coercion. We believe that the University experience should refine interpersonal knowledge, abilities, and skills crucial to relationships with self, others, and God so that we may be effective change-agents in our communities. We believe that Christian liberal arts education should result in service to the world. In short, we believe that liberal arts education provides a sound foundation for Christian living and one's calling as summarized in the University motto "To seek to learn is to seek to serve." Thus, the goal of liberal arts education is: to equip students with requisite skill, essential knowledge, and Christ-like virtues to be effective change-agents, citizens, and stewards in the context of the twenty-first century.

Mount Vernon Nazarene University's philosophy of education shall be implemented through the following

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goals for students. While no single course can fulfill every goal, the general education curriculum as a whole should foster:

Goal 1 Integrative Thinking

As demonstrated by students' ability to:

1. Gather, analyze, and synthesize knowledge from within disciplines and between disciplines;
2. Draw thoughtful, informed conclusions from disparate and complex information;
3. Apply sound theological thinking to the academic disciplines and to life;
4. Connect theory with practice.

Goal 2 Critical Thinking

As demonstrated by students' ability to:

1. Recognize and evaluate multiple frameworks and points of view from which thinking is done;
2. Identify and assess assumptions;
3. Evaluate the appropriateness of procedures for investigating questions;
4. Identify and evaluate explanations of cause and correlation;
5. Evaluate hypotheses for consistency with facts and methodology;
6. Determine the relevance and reliability of information for evaluating an argument;
7. Recognize flaws and inconsistencies in an argument;
8. Establish appropriate inferences and conclusions from information.

Goal 3 Adaptability and Problem Solving

As demonstrated by students' ability to:

1. Evaluate information sources for reliability, validity, and integrity;
2. Apply sound principles and best practices to novel problems;
3. Allow new insights from the academic disciplines to inform their theology;

Goal 4 Aesthetic Development

As demonstrated by students' ability to:

1. Understand the interactive influences between artistic expressions and culture (commerce, media, history, politics);
2. Explain the essential elements of multiple media forms, including originality, creativity, and other aesthetic values;
3. Interpret and appreciate artistic expression and creative processes from multiple frameworks in a way that is both thoughtful and informed;
4. Make reasoned and comparative judgments about the overall value of artistic expressions;

5. Affirm goodness, truth, and beauty in various artistic forms as meaningful expressions of the image and likeness of God.

Goal 5 Citizenship

As demonstrated by students' ability to:

1. Recognize the elements of citizenship;
2. Assume the privileges and responsibilities of citizenship as change-agents in their communities;
3. Develop their citizen callings as Christians in local, regional, national, and international contexts;
4. Appreciate the inherent tension in dual citizenship in the Kingdom of God and in the world.

Goal 6 Service

As demonstrated by students' ability to:

1. Ascertain their gifts and abilities for service to God and others;
2. Recognize their responsibilities to use their gifts for service to God and others;
3. Refine their gifts for service to God and humanity;
4. Practice their gifts in local, regional, national, and international contexts.

Goal 7 Stewardship

As demonstrated by students' ability to:

1. Understand the privileges and responsibilities as stewards of all creation;
2. Demonstrate stewardship of natural, cultural, and material resources;
3. Recognize and use their spiritual intellectual and physical gifts in the context of calling;
4. Nurture and challenge the whole person – body, mind, and spirit.

Goal 8 Diversity

As demonstrated by students' ability to:

1. Understand and value the God-given diversity inherent in gender, race, age, ability, and geographic origin;
2. Respect people in diverse human cultures, religions, socioeconomic classes, and ethnicities through meaningful engagement;
3. Apply their God-given callings in culturally diverse environments;
4. Understand and value the diversity of the natural world.

Goal 9 Christian Worldview

As demonstrated by students' ability to:

1. Identify the key elements and functions of a worldview;
2. Assess the claims of truth in worldviews;

3. Develop and articulate an academically informed Christian worldview in general and a Wesleyan-Arminian Holiness perspective in particular;
4. Understand the personal reformation involved in living out the implications of a Christ-centered worldview.

Goal 10 Christ-Like Character

As demonstrated by students' ability to:

1. Identify and analyze central ethical issues that are essential for Christian formation in the twenty-first century;
2. Assess the validity and truthfulness of personal, familial, communal, and institutional challenges from the perspective of Kingdom ethics;
3. Attain the appropriate knowledge for virtuous decision-making;
4. Engage critical ethical thinking from an informed Wesleyan-Arminian perspective centered in the quadrilateral;
5. Ground ethical thinking in truth known through community;
6. Live ethically through participative grace.

Institutional Climate and Process Goals

In achieving the climate and process goals, the University endeavors to:

- Conduct campus business and government in a manner complimentary to all involved, recognizing the dignity and worth of the individual, and in a manner genuinely responsible to campus concerns, allowing for and depending upon significant involvement of administrators, constituency, faculty, staff, students, and trustees;
- Create and maintain a campus climate that stimulates intellectual rigor, cultural and aesthetic development, and academic integrity;
- Practice and demonstrate responsible stewardship; and
- Foster a campus climate committed to the general welfare of individuals and Mount Vernon Nazarene University and to open, candid communication, mutual trust, and respect.

Affirmative Action Policy

The University complies with all laws regarding nondiscrimination in employment, including those with respect to race, color, age, sex, national origin, marital status, military service, and disability. As a religious educational institution operating under the auspices of the Church of the Nazarene, Mount Vernon Nazarene University is permitted by law to consider religious beliefs

and practices in making employment decisions and the University does so to achieve its mission.

The Main Campus

The main campus of Mount Vernon Nazarene University is located at 800 Martinsburg Road, Ohio State Route 586, about two miles south of the Public Square of Mount Vernon. As the county seat of Knox County in central Ohio, Mount Vernon is an attractive city of approximately 16,000, a community with a balance of industrial, residential, commercial, agricultural, cultural, and spiritual interests.

The campus consists of 406 acres on the Lakeholm farm, a place well known in the surrounding area for more than a century. Adjacent to the campus to the north are the Knox County Career Center, the Mount Vernon Senior High School, and the Mount Vernon Middle School. The gently rolling fields, bordered on the rear by the Kokosing River, constitute a campus of natural beauty. The buildings are of Williamsburg colonial design blending well with the site and complementing Mount Vernon's reputation as "Ohio's Colonial City."

Other sites throughout Ohio reside in Cincinnati, Columbus, Gahanna, Grove City, Mansfield, Marion, and Newark.

Four residence halls afford pleasant and attractive living quarters for resident students: *Pioneer Hall* (1968) for women, named to commemorate the 1968 pioneer class of students; *Oakwood Hall* (1969), a dormitory for men; *Galloway Hall* (1972) for women, named in honor of Dr. Harvey S. Galloway, the first chairman of the Board of Trustees; and *Redwood Hall* (1998), a dormitory for men.

Pioneer, Oakwood, Galloway, and Redwood Halls have central areas containing a lobby and an apartment for the resident director. Pioneer Hall houses the campus telephone switchboard and Galloway Hall houses the Student Health Services Office.

Eight apartment complexes provide housing for upper division students. *Cedar, Maplewood and Elmwood Apartments* were completed between 1975 and 1977, while *Birch, Spruce, Rosewood and Cypress Apartments*, were added between 1988 and 2002. These apartment units have 3 bedrooms, 2 baths, a kitchenette and living room for 6 students sharing the apartment. In 2008, the University acquired two apartment units adjacent to campus (*Division Street Apartments*) that house married students. Each has four, two bedroom units. In standard configuration, the residence facilities can accommodate 1158 students.

The *Jennie K. Moore Family and Consumer Science Center* was completed in 2000, and a second floor expansion was begun in 2004. The first floor contains

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offices, classrooms, and laboratories for the Family and Consumer Sciences Department and houses the *Esther Jetter Pre-school* that operates during the academic year. The second floor houses classrooms and offices for the Social Work Department, some Education Department Staff.

The *Jetter School of Business* (originally named Free Enterprise Business Center and built in 1990) houses the School of Business with faculty offices, one micro-computer laboratory, classrooms and a lecture hall.

The *Hyson Campus Center* (1969) is a three-story air-conditioned building with an external design patterned after the historic Wren Building in Williamsburg. The *Dining Commons* is on the ground floor and seats 540. It was added to the Campus Center in fall 1979, expanded further in summer 1994, and renovated in 2003 and 2009. The first floor also contains the offices for the Student Government Association, a private dining room known as the *President's Dining Room*, and the post office. The Student Development Office is housed on the second floor. The School of Theology and Philosophy, the Education Department, the Career and Counseling Center, and the Test Center are located on the second floor. The Academic Support Office is also located on the second floor. Classrooms and conference rooms are found on the second and third floors. Additional renovations were completed in 1995, 1999 and 2009.

The *Gymnasium* (1975) houses the indoor athletic facilities, including the intercollegiate basketball court. In 1983 athletic training, weight lifting and exercise facilities were added. Office facilities for the Physical Education Department and coaches were added in 1986. The *Donoho Recreation Center* (1969 and remodeled in 1991) is named in honor of Drs. John and Lora Donoho, long time Dean of Students and Director of Athletics from 1975 to their retirement in 1990. Outdoor recreational facilities include athletic fields for soccer, baseball, softball, and tennis. The *William J. and Evelyn Prince Student Union* was added to the complex in 2004 to commemorate the contributions of the third president and his wife to the University. The student union provides additional recreational and leisure activities.

The *Prince Student Union Annex*, formerly known as the Visual Arts Center, was originally completed in 1995. It was renovated in 2009 to house an office and labs for the Computer Science Department as well as classrooms for a variety of classes.

Cougar Corner Bookstore (1984), a colonial style, brick building houses the bookstore on its first floor. The textbook processing area and telecommunication office are located on the lower floor. Display and storage space was added in 1996.

The *Academic Services Building* was renovated in 2010 and houses marketing, registrar's office, and adult program admissions.

The Barn is one of the original Lakeholm Farm buildings and, over the years, has been used as a cafeteria, gymnasium, chapel, classrooms, and recreational area. Renovated and refurbished in 2008, it includes a large, open space for receptions, dinners, and alumni activities. The upper-level meeting room is named in honor of Chet Foraker, MVNU's first athletic coach.

The *Thorne Library/Learning Resource Center*, completed in late 1996, provides the major bibliographic and information services and resources for the University. It provides a high quality collection of materials in many formats, including over 120,000 print and non-print items, and maintains subscriptions to approximately 541 print periodicals and 7,000 electronic journals. Through membership in OhioLINK, a statewide library consortium, access is provided to 10.2 million unique items. Patron initiated borrowing allows materials to be delivered to the library of choice within three (3) to five (5) working days. MVNU provides access to 140 research databases all of which are available by remote access. The Educational Resource Center has a curriculum materials laboratory, and a video laboratory. The Library/Learning Resource Center is open 86 hours a week during the school term.

The library participates in OhioLINK, a statewide network of libraries, which provides reciprocal interlibrary loan and direct user borrowing by college and university students throughout the state. One hundred electronic databases and other on-line resources are available in the Library/Learning Resource Center and via the Internet.

Regents Hall (1985), a three-story classroom building, was named in honor of the Board of Trustees. The main level houses the Mathematics, Psychology-Sociology-Criminal Justice Departments and the School of Nursing. The upper level houses the Chemistry Department, chemistry, physics, electronics and research laboratories. Regents Hall has undergone significant renovations in 2002, 2004, 2008 and 2009. Classrooms and a state-of-the-art nursing laboratory are located in the lower level.

Faculty Hall (1970), honoring the University's original faculty and staff, houses the Biology and History Departments. A lecture auditorium is located on the main level. Classrooms, several biology laboratories, and a chemistry laboratory are housed in Faculty Hall. Faculty Hall has undergone major renovations in 2002 and 2004.

Founders Hall (1969) was named in honor of those who contributed to the University's first financial campaign. The two-story building contains classrooms, faculty offices for the Graphic Design, English and Communication Departments, a state-of-the-art computer laboratory and the WNZR FM radio station. It also houses the Admissions,

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Enrollment Management, Financial Aid, and Student Financial Services.

The ***R. R. Hodges Chapel-Auditorium and Fine Arts Center*** was dedicated in March 1990. The chapel seats over 1800 in air-conditioned comfort. The auditorium is equipped with a 3 manual, 50 rank Schantz pipe organ and sound equipment. The Fine Arts Center contains a smaller auditorium, ***Thorne Performance Hall***, for drama and musical presentations, music practice rooms, the chaplain's office, faculty offices, classrooms and ***David H. Nease Rehearsal Hall***.

The ***Lakeholm Administration Building***, a structure over one hundred years old, was once the home of Columbus Delano, an Ohio state senator and Secretary of the Interior in the administration of President Ulysses Grant. The Lakeholm mansion has been designated as an Ohio historic site by the Ohio Historical Society in 2003. It houses the Office of the President of the University, the Provost, and several other administrative offices.

The ***Parry Business Services*** building is adjacent to Lakeholm and was originally constructed in 1976, with additional offices added in 1996. Offices for human resources, finance and accounting are housed there.

The ***Couchenour House***, formerly used as the University president's home, houses the Alumni and Church Relations offices and provides guest housing on the second floor. Office space is accommodated on the first floor, including a kitchenette, garage storage area, and lower-level conference room. Located on Glen Road, the facility is named for Dr. James Couchenour, long-time friend of MVNU and former Board of Trustees chair.

The ***Buchwald Art Center***, (2009) is located in a fully renovated, former department store in downtown Mount Vernon and is named for Jim and Maureen Buchwald, founders of the Ariel Corporation. Within its three main floors and 32,000 square feet are housed the University's visual arts program including the Schnormeier Gallery, classrooms, faculty offices, conference rooms, an atrium that was original to the building and studios for printmaking, ceramics, design, photography, sculpture, woodworking, painting, drawing and senior students.

Campus development purposely blends the new with the old, symbolic of the aims of education in which the wisdom of the past is confronted by the opportunities and challenges of the present. Similarly the University colors, blue and green, speak of the familiar sky and land, marks of security and beauty from the past and hope in the future.