10 years of GROWTH, SERVICE & EDUCATION at Dundalk Community College
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Athletic Director

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Director of the Learning Resources Center

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WHERE WE CAME FROM

As Dundalk Community College celebrates its 10th anniversary, we look back on more than 15 years of our own history.

As early as 1964, people who live in Dundalk had determined that the community needed a college that met its special needs and served its unique population. By 1970, Baltimore County and the State of Maryland were also convinced.

Our beginnings, in cramped quarters with a staff of three, were inconspicuous. But our growth has been remarkable. For the first official year and a half, we taught and learned and planned in the Dundalk United Methodist Church, the YMCA and a variety of satellite facilities, including some junior high school classrooms, where everything was built to a scale that was just too small for our expectations.

Once we moved into the first building on what was then a barren, clay-colored hill top, our sense of what was possible opened up, and Dundalk’s educational expectations expanded. As buildings rose, trees took root and playing fields turned green, we were more and more able to meet those expectations and to foster new ones.

Throughout these years, the college has been able to rely on the Board of Trustees of Baltimore County Community Colleges. Ultimately responsible for decisions in the hiring of faculty, the operating and capital budgets, and college policy and curriculums, the Board has provided leadership, direction and, most of all, support.

Now it is accurate to say that Dundalk Community College has become an educational and cultural center in a vital community, a community that is more aware of its diversity and potential and better able to take advantage of both.
WHAT WE ARE

After nine years of carefully planned growth, the campus is a compact, 60-acre package that meets nearly all of our educational, cultural and recreational needs.

For years, the Dundalk Community Theatre got along in facilities so primitive that all the necessary illusions of a theatre were produced out of thin air. Now DCT works its magic in a facility as sophisticated as any in the state.

The recently completed Physical Education Building provides us with not only the traditional fields, courts and classrooms but with a technologically advanced Cardio-Vascular Fitness Laboratory.

Art classes, which used to meet in a room designed as a physics lab, now meet in spacious, light-flooded studios that provide all the materials and equipment for painting, drawing, design, sculpture, ceramics and crafts.
Classes that once met in rooms where tables and chairs were lined up in uninspiring rows now meet in labs, centers, studios, and classrooms where the furniture and equipment create flexible environments that stimulate learning and teaching.

The Learning Resources Center, the student activities offices, the new food center, and a wide variety of meeting rooms also provide space for daily interactions among us all, students, faculty and community members.

As buildings have been added year by year, the campus has grown greener and more attractive. Trees that were planted seven or eight years ago have reached significant size and shape, and each new building has been carefully integrated into an architectural master plan. The most recently completed building, the College Community Center, closes in a courtyard whose focal point is a sophisticated and carefully-crafted, welded steel sculpture by Allen Bertoldi.
WHO WE ARE

As a community, Dundalk is easy to define geographically: 80,000 people live in the Patapsco Neck region. Our citizens are not so easy to pin down; we are a diverse group. The community is justifiably proud of the industrial and manufacturing basis of its economy - Bethlehem Steel, General Motors and the Sparrows Point Shipyard, among others. At the same time, it is also proud of the variety of its smaller, community-oriented businesses. The bumper sticker that says, "LIVE WORK SHOP DUNDALK" offers many ways to do all three.

The students of the college are as various as the community residents. Some of us are attending college right out of high school. Some are returning after years of working, either to upgrade our skills or to train for new careers. Many of us attend simply for the stimulation and reward of learning something new.
Our average age is 31, but 10% of us are over 50 and 18% of us are under 20. Most of us (90%) come from Baltimore County. We are 44% male and 56% female. Ninety percent of us are white, 8 percent of us are black and 2% of us are Native American, Asian, or Hispanic. Eighty percent of us attend part-time. Twenty-eight percent of us plan to transfer to four-year colleges or universities when we graduate from DCC; fifty-one percent of us are enrolled in career programs.

Faculty show a different sort of variety. While most of us live in the immediate area, we come from places as diverse as Trinidad, Texas, California, North Dakota, and New York. Fourteen percent of us hold doctoral degrees, better than 80% hold master degrees, and many of us have worked extensively in our teaching fields. Many have studied abroad. Forty percent of us are female, 60% male; 85% of us are white, 8% of us are black, and 7% of us are Native American or Asian. Sixty-six percent of us are between the ages of 30 and 40. Thirty-five percent of us are full-time, 65% part-time.
WHAT WE DO

In 1971, DCC's catalog was 36 pages long and listed five programs of study. Today we offer 21 different programs, ranging from Accounting to Paraprofessional Counseling in Alcoholism, from Early Childhood Education to Stationary Engineering, from Floristry to Photography, from Labor Studies to Secretarial Science, and from Special Education to General Studies.

One of our earliest and most successful programs was the Women's Workshop in Self-Discovery, which is literally a workshop that enables returning women students to put where they have been and what they have accomplished together with what they expect to achieve.

Another early program was Creative Career Development. An individualized and systematic approach to planning and fulfilling career goals, this program radically changed the lives of hundreds of DCC students. Now the college offers a multi-level program for career exploration and development. The Career Information Center and the Job Placement Office turn hopes and expectations into realities for students and alumni.

Students at DCC finance their education in a variety of ways. Most work, either part-time or full-time, and many receive direct financial aid from a variety of sources. In 1981, 705 students received a total $460,732. This aid came from Pell Grants, Supplementary Education Opportunity Grants, veterans benefits, and work-study programs.
The counseling program provides a broad range of experiences that make our students more aware not only of themselves but of the variety of people and experiences available in the world beyond Dundalk. Courses and mini-courses cover contemporary issues like step-parenting, working mothers, the changing role of men, stress and unemployment, test-anxiety, life style planning, and stress management. In addition, counselors provide traditional services—program planning, transfer information and aid, planning for improved academic performance, and personal growth.
WHY WE DO IT

The college and the Dundalk community have every reason to be proud of our growth. From the beginning, the citizens and political leaders who worked to create the college did so because they were convinced that the community would benefit from and support a great variety of educational programs.

Our reasons for being are clear in our philosophy: "Dundalk Community College belongs to the people whom it serves and who support it. Therefore we strive to be responsible to the individual and collective needs of our community... Our basic purpose is to offer our students comprehensive programs that will prepare them for fuller participation in society. We believe we should enrich the lives of all our citizens and raise their levels of aspiration and accomplishment..."
HOW WE DO IT

DCC serves a wide variety of students in a number of ways. For hands-on practicality, it is hard to beat the Heating, Ventilating and Air Conditioning or Business Office Occupations curriculums, in which students develop sophisticated skills that lead directly to employment and promotion.

More important than the range of these programs are the diverse ways we learn. Our learning systems are responsive not just to the perceived community needs but to a full range of individual students.

Across the college we learn and teach in classrooms, writing and reading centers, laboratories, and studios. We learn and teach in gymnasiums, the library, student lounges, and faculty offices. We also learn and teach in Annapolis, on trips through China and Egypt, in the classrooms of special education schools, and in senior citizens' centers.
Over the past 10 years, our faculty have also been busy learning and creating. We still work with books and pencil and paper. But we've also learned to use computers and typewriters and television, films and slides, treadmills and tape recorders. We work in large groups and small groups, but most of all we insist on the individuality of every learning experience. From Freshman Writing to Motors, Generators and Transformers, each course, no matter how standard or how special, is designed so that it can be adapted to a diverse community of learners and teachers.

In classrooms on campus and in a variety of off-campus locations including senior centers, nursing homes and hospitals, we serve 10,000 students every year in non-credit courses. These range from political awareness discussions and creative writing seminars to courses on the word processor and the internal combustion engine. Many of these courses are developed by the faculty and the Office of Continuing Education, but many others are developed by community groups, industrial organizations and public service agencies.
The college also serves the community with various programs centered in the Physical Education Complex, with its playing fields, classrooms, swimming pool, dance studio, courts, gym, and cardiovascular fitness lab. The intercollegiate athletic program consists of four sports for women—volleyball, tennis, basketball, softball—and four for men—soccer, basketball, baseball, and tennis. The complex also serves as a center for recreational activities for students, faculty and the community.

The activity program at DCC is another part of our life-long learning experience. Based on the principle that education goes on at all times in all settings, the program offers students opportunities for learning through participation in governance, special events such as concerts and films, a newspaper, The DCC Lion, and a literary magazine, Chimeras, a variety of clubs from the Black Student Association to the Counseling Curriculum Club, and various community-centered activities, including the Christmas Crafts Festival and the Spring Arts Festival.
The Learning Resources Center provides a variety of important services to the students and faculty of the college. From a small collection of books housed in the North Point Branch of the Baltimore County Library, the LRC has grown to include a broad-based collection of books and journals, an extensive collection of learning materials in other media, a technologically sophisticated television studio with access to its own cable channel, and the adaptable, comfortable space in which to use these resources.

At the heart of any community college are the traditional curriculums and courses. But at DCC we like to think that our programs are not so much traditional as they are flexible and adaptable, specialized where needs are special, individualized to meet individual needs, and even traditional where that is appropriate.

In the Reading Center, some lessons are taught with one faculty member sitting down next to one student and other lessons are learned on a computer. In the Audio-Tutorial Biology Lab many traditional concepts are learned by students who are plugged into headphones while they peer through microscopes.

In the Writing Center, students learn to write as they always have, by reading and writing and rewriting. But they also learn from teachers who serve as personal editors and from video tapes. And soon they will learn how a computer can help them revise their essays. In the Math lab, students still sit down and figure things out with a pencil on scraps of paper, but they also learn with calculators and computers. And students who are just beginning to build their math skills can do so in a flexible program that applies those skills to each individual's career goals.
In business and management courses, students learn by listening to lectures in traditional classrooms but they also learn by designing their own case studies and conducting their own research projects. In personal development courses, students are discovering for the first time that how they see themselves is closely connected with how they see the world and how they learn. And in a course as traditional as anthropology, students are learning about ethnocentrism from a non-traditional source, the Kalahari Bushmen.

So the last 10 years have been full of learning and growing for all of us, the community and the college alike. And if we have learned any one thing it is that we have a lot more to learn. We can look forward to the next 10 years with expectation and confidence, convinced that knowing where we are going depends on knowing where we have come from.
President's Message

As President of Dundalk Community College for the first ten years, I have been pleased and excited about the progress that the college has made. Still, I am a great believer that the past is prologue to the future and that the future of Dundalk Community College holds much more promise than we have achieved to date. I am confident that DCC will improve what it is doing well now and will develop new programs and services to meet the needs of the citizens of the greater Dundalk area.

Of course, it is very difficult to predict the future. Even during this past year, the college has had to make unplanned major adjustments in its offerings to help meet the needs of workers affected by the recession in the economy and high school students who faced the loss of Social Security benefits. I do feel that in the next ten years you will see the college put a great deal of emphasis on improving the quality of life for Dundalk citizens. The college will also emphasize the liberal arts, especially as the college develops the Honors Program and week-end fine arts offerings. The college will expand its service to the community as the cable TV station matures and expands.

Several years ago the college made a commitment to providing education for senior citizens and handicapped individuals. We will maintain and improve these programs.

This past year the college placed a new emphasis on occupational training, not only in developing two-year AA degree programs but also in providing specific short-term training projects. Some of the programs were developed through Baltimore County's very successful CETA program, and many were developed off-campus in conjunction with local business and unions.

Next year the college will begin construction on the last major building in the Master Plan, which will provide additional classrooms for liberal arts and business courses as well as occupational-education space.

The college will certainly be different in a few years. The economic condition of the college, like that of the country, will be tighter. With fewer local high school graduates and a stable community population, Dundalk Community College will not continue to increase enrollment. However, with continuing fiscal support from the state and county, excellent leadership from our Board of Trustees, and, especially, the dedication of faculty and staff, the college will do well. Our new courses and programs will allow the college to continue to grow and meet the needs of our students.

Although Dundalk Community College will change, some of its qualities will remain the same. The unique relationship between the college and the community will remain constant. Though our limited budget will cause some stress and difficulty, choices as to what can be done and priorities will be worked out jointly between the community and the college. Dundalk Community College will continue to be a unifying force in the community. Dundalk Community College will remain small and personal, with emphasis on quality of instruction, excellence of faculty and a devotion to the individual student.

John E. Rawles
CURRENT FUNDS REVENUE BY SOURCE
Fiscal Year 1981

EXPENDITURES BY FUNCTION
Fiscal Year 1981

GROWTH AND COST OF CAMPUS

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<th>Project Title</th>
<th>Start Construction</th>
<th>Net Assignable Sq. Ft.</th>
<th>Total Cost</th>
<th>Cumulative Total</th>
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<td>Land Purchase &amp; Master Plan</td>
<td>1971</td>
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<td>$385,000</td>
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<td>12,860</td>
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<td>1972</td>
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<td>Auxiliary Buildings:</td>
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<td>College Center &amp; Classrooms</td>
<td>1972</td>
<td>6,075</td>
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<td>3,800</td>
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<td>1976</td>
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<td>29,884</td>
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Former Faculty

Lorraine Antrim
Stephen Barker
Robert Boll
Tish Cavalieri
Vernon Crawford
Shirley Creighton
Cheryl Epps
Michael Farabelli
Frieda Greer
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Counseling/Reading Division
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Donald W. Weller
Assistant Professor/Division Chairperson
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Karen O. Whitman
Associate Professor
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Assistant Professor
Humanities and Arts Division