



BEAUFORT COUNTY COMMUNITY COLLEGE



LIFE

on the Amblico

Preserving North Carolina's Coastal Heritage Through Oral Histories



1967  2017

50 Years

BEAUFORT COUNTY
COMMUNITY COLLEGE



A Publication of
BEAUFORT COUNTY
COMMUNITY COLLEGE



LIFE

on the Family

Preserving North Carolina's Coastal Heritage Through Oral Histories



Cultural Studies
Humanities 120

Suzanne Stotesbury
Editor

James E. Casey
Designer

2017

EDITOR'S WELCOME

Celebrating 50 Years

What makes a college truly great?

In North Carolina, our first thought often goes directly to basketball. The rivalry between light and dark blue in this state is a cultural tradition that puts direct focus on universities. But higher education is about much more than well-known mascots and sporting events. Students will be the first to tell you that it is the environment of a college that matters most. Often, smaller colleges provide a level of comfort to students that is not found on larger campuses. This is where the community college fits in.

In 1957, North Carolina's General Assembly adopted the Community College Act that funded community colleges in our state. This accounted for the shifting focus from agriculture to industry in our state after the second World War. Just a decade later, Beaufort County Community College (then Beaufort County Technical College) was formed. Today, there are 58 community colleges serving the 100 counties of North Carolina.

This year, Beaufort County Community College is celebrating its 50th year of providing higher education. The history of our college is quite amazing, and the dedication to it starts at the top. Charles Bryd, the college's first president, "he turned what had been a tobacco field on U.S. 264 east of Washington into a college."

He was "poached" from BCTI just a few years later to start another community college in our state, but without leaders like Bryd and A. Graham Elliot, the college may have been greatly delayed in getting a foothold here in Washington.

In five decades, BCCC has had only six presidents, each adding their own touch to the development of today's campus. With Dr. David Loope beginning his presidency midway in our 50th year, we can expect more of that development and dedication.



In the same respect, the staff and faculty put in years of dedication to the growth of the college and its students, many working decades at the college. This dedication is something that makes our college very special place. Pioneers like Katie Paul actually started their tenure in

education before there was a college to teach at, and today, her name is synonymous with nursing education in Beaufort County.

BCCC has an immense service area — approximately 3,400 square miles. BCCC's service area covers Beaufort, Hyde, Tyrrell, and Washington counties, but students from Pitt, Martin, and many other counties also find their home at the college. With an area so vast, some students drive over an hour just to reach campus. Others regularly take ferries to reach campus, while still

more ride on buses from local high schools to the college. Other students sit in classrooms in the service area and learn in broadcast classes or online courses. However, no matter how they reach campus or what method they take their classes, students at BCCC know their education and their future lies with a their local community college.

Some of those who attend classes at BCCC are getting a jump start on their bachelor's degrees while others are returning to finish education they pursued years before. It is the unique atmosphere that houses a diverse population. It is not uncommon to find a grandmother sitting next to a teenager in classrooms, for mothers and their children to graduate together, and for the instructors on campus to provide advice and support beyond their prescribed duties. BCCC is a place where everyone's goal is to advance the education and future goals of their students.

Personally, as an instructor, I feel I could not have chosen a better college to call my "home". Students each semester show true dedication to their studies, and it is evident that the faculty and staff at the college. Many stay after hours to tutor students and ensure that the needs for each students' are prepared, be it filing financial aid paperwork to preparing an assignment that is accessible to all learning levels within the classroom. The dedication of the faculty and staff is not to be understated. They plan events for students on campus, take time out of each day to speak with students about their concerns, and many assist students in other ways such as advising clubs and organizing workshops. Like other BCCC presidents before her, former BCCC President Dr. Tansey even worked directly with students. She interacted with them in the community and heard their concerns. She assisted former students in the community in returning to finish their education, and she even found time to stop and say "Hi" to the students who hang out in the student lounge.

This dedication is one of the many reasons that students find Beaufort to be the place for them. Former stu-

dent Ginger Woolard once wrote, "I love Beaufort Community College. I have utilized the resources they offer several times. I would encourage any person thinking about going back to school to choose Beaufort." Another former student, Shaqueyah Spencer, noted that she missed BCCC after transferring to a local university. What she missed most? The personal interaction with her teachers. And, like many former BCCC students, she stops by campus often to visit those teachers who have helped her advance her education.

With such a wide spread dedication across our campus, it was very difficult for our small class to write about all the wonderful offerings of our college in this year's publication. As such, we narrowed down our stories to the aspects the students in the Cultural Studies wanted to learn the most about. Emily, for instance, is very interested in law enforcement and criminal justice, so she decided she wanted to research and investigate the BLET program for this edition. On the other hand, Rachel felt that the value of the nursing program could not be understated as a part of the development of the college. Raphael sorted through picture after picture depicting the building of the college campus, and Alyssa's application to the TRiO program led her to want to know more about it. Tiffany enjoyed her fitness classes on campus and decided to share more about campus fitness programs. And, Kara wanted to understand more about the high school students who learn along side her each day. Each of their interests were explored, and together they created a "snapshot" of our campus. In this edition, readers will learn a little about the history of the college as well as what is going on on campus in today. The students, our illustrator James Casey, and I all hope you enjoy this edition as much as we did researching and developing it in tribute to Beaufort County Community College's 50th anniversary celebration.

Suzanne Stofesbury
Editor

CONTENTS

Editor's Welcome: Celebrating 50 Years	ii
<i>Suzanne Stotesbury</i>	
Beaufort County Community College: A History	i
<i>Raphael Lilley & Rachel Harding</i>	
James Blanton: BCCC's Longest Serving President	6
<i>Alyssa Sullivan</i>	
Cosmetology: An Original BCCC Program	9
<i>Tiffany Adams</i>	
David McLawhorn: A Popular Face on Campus	12
<i>Emily Alligood</i>	
Continuing Education: Personal Enrichment & Workforce Development	15
<i>Alyssa Sullivan</i>	
BCCC Fitness Initiatives: Building a Healthy Community	19
<i>Tiffany Adams</i>	
Barbara Tansey: BCCC's First Female President	22
<i>Kara Hall</i>	
BLET: Basic Law Enforcement Training	24
<i>Emily Alligood</i>	
TRIO: Student Support Services	27
<i>Alyssa Sullivan</i>	

CONTENTS

Work Study: Building Professional Skills	31
<i>Emily Alligood</i>	
Continuing Education: HSE & ESL	33
<i>Raphael Lilley</i>	
Early College High School: A New Path to Education	35
<i>Kara Hall</i>	
BCCC's Nursing Program: A History	38
<i>Rachel Harding</i>	
David Loope: BCCC's New President	41
<i>Rachel Harding</i>	



“Life on the Pamlico”

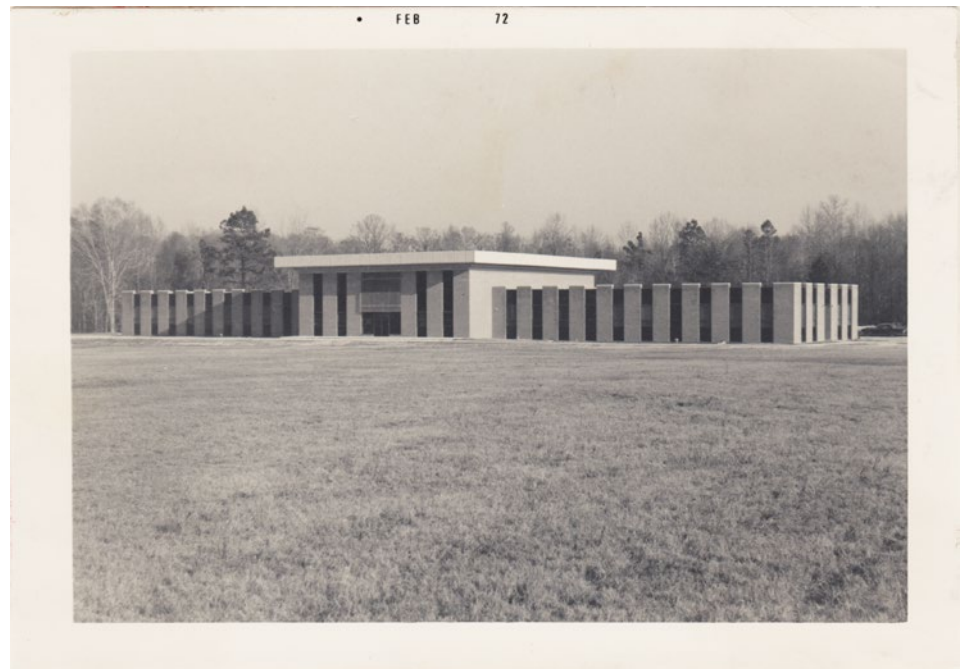
BEAUFORT COUNTY COMMUNITY COLLEGE

A History

Raphel Lilley & Rachel Harding

This year marks the 50th anniversary of Beaufort County Community College (BCCC). Those years have been filled with providing higher education for students in Beaufort and surrounding counties, and like any good educational institution, the offerings of the college are constantly expanding.

The college has a unique and interesting history. The need for vocational courses lead to the future formation of the community college. Mr. Arthur Graham Elliott played a monumental part in the development of what is now Beaufort County Community College. He was at the time chairman of the advisory committee for the local Industrial Education Center (IEC). Elliott and Charles Byrd both expressed that there was a “need of spreading trade and technical education benefits” in Beaufort County and surrounding areas. At the time, Byrd was the director of the IEC



in Beaufort County.

Vocational education was overseen by Lenoir County Technical Institutes in 1963. By 1966, the classes that were offered were controlled by the Beaufort County school board, and then higher education in Beaufort County became a part of Pitt Technical Institute.

However, on June 5, 1967, Beaufort County’s county commissioners endorsed the IEC’s decision to expand into its county technical institute. The residents of the county voted at a 3 to 1 ratio to award the community college \$500,000 through a bond referendum. In August of 1968, Byrd was named the first president of Beaufort



County Technical Institute, and Elliott was named as chairman of the college's first board of trustees. That same year, the first graduating class of 38 received diplomas in four programs. They were automotive mechanics, electrical installation, practical nursing, and welding. Full control of the college was handed over to the college's own board of trustees in 1971.

At the same time, the college was growing, with records citing full-time 210 students in eight curriculum areas as well as three times that number in night time students. Originally, the college was just a small room above the fire station and other makeshift facilities, including a school garage and the old prison camp, in the Washington area, but it became obvious that

need had outgrown the space.

In the year 1971, the institute was moved to the college's current location. The first building or Building 1 was dedicated to A. Graham Elliott at a ceremony on April 21, 1974. This service included the unveiling of a portrait of Mr. Elliott that hung for many years in the lobby of the building that bears his name, though today the painting hangs upstairs in Building 1.

The college finally had its own property, and the following year 39 students graduated. When compared to the 190 average graduates today, that number seems like a small amount, but for an up and coming technical institute, it was a significant number.

Bryd eventually left the college to go on to help establish Stanley Technical Institute (now Stanley Community College) in Albemarle, N.C. "When he went to Beaufort County



The first graduating class of 38 received diplomas in four programs—automotive mechanics, electrical installation, practical nursing, and welding.

as that college's first president, he turned what had been a tobacco field on U.S. 264 east of Washington into a college. When he came to Stanly County, this son of a Duplin County tobacco farmer turned what had been a chicken farm into a college as well," said former Stanly Community College President Dr. Michael Taylor in 2009. "Builders like Charlie Byrd visualize what others cannot."

After Bryd's departure, the first on-site president was admitted into office, Mr. James Blanton. Inducted as the institutes's second president in 1972, Blanton was a driving force for

expansion on the campus. One of the first things to happen while he was president was that the school was accredited by the Southern Association of Colleges and Schools. Then soon after the institution began to expand at a quick rate, adding buildings and new educational programs.

At the time, Building 1 was the only permanent building on site for classes and administration. In 1974, Building 2 was built as lab and vocational building. Today, it houses the automotive and computer technology programs. The building was dedicated to Delmar Keech, a trustee and advo-



cate for higher education. That same year, Building 3 was built for nursing programs. In 1976, it was dedicated to Katie Paul. Paul was the head of the nursing program for years preceding the college's formation, and she had a significant impact on how the program developed. With the foundation set by Paul, the nursing program has grown to one of the largest on the Beaufort County Community College campus. This is largely due to the demand for nurses in North Carolina.

Under Blanton's watch, the campus continued to grow, but he didn't always take the "path" many others might have when overseeing a growing campus. "You know how architects usually try to connect parking lots to the buildings with walkways?" former BCCC President Dr. David Mclawhorn recently asked. "Blanton said that they should wait and see were the students walk and make the



WHY YOU AND BEAUFORT COUNTY NEED THIS CENTER



*Continuing Education
and
Community Services
Center*

**Beaufort County
Community College**

walk ways were paths show up.”

Building 4 was constructed in 1978 and used as a vocational building, focusing on business courses. Today, mechanical engineering and welding courses are taught in the building. The next year, the college added college transfer courses. The college transfer program allows for student to get an associate’s degree and then take the credits earned and put it toward a bachelor’s degree. The addition of this program led to the change of of the name of the college from Beaufort County Technical Institute to Beaufort County Community College.

The college continued to build itself in 1982 when Building 5, which became the Learning Resources Center, was built. It was dedicated to one of the original trustees by the name of Joe Donald Eakes and his father-in-law, Carmer H. Wallace, Sr. Eeake’s wife helped establish the Wallace-Eakes scholarship fund, and Beaufort County Community College was named as a recipient of that charitable lead trust. Just before Blanton retired, another bond referendum was passed for the construction of what is today the Continuing Education building (Building 8).

In 1990, after Blanton retired, Dr. Ronald Champion took over as president. During his time as president, the college added distance education. With the rise of the Internet and other broadcast technologies, students who could not attend traditional courses on campus could take classes and obtain degrees via electronic methods.



Dr. David McLawhorn became president 2001. During his tenure, the campus continued to add new buildings and expand its educational offerings. Building 10, which was the Public Safety building, was constructed. Later, it was converted into a building for the Early College High School, of which he was a strong advocate. Building 11 was built later and used as the cosmetology building. During his time as president, buildings 2 and 3 were both renovated. Interesting, during his time as president, Building 7 was constructed to house a pool for underwater welding courses. It has since been demolished, but during its time on campus, it provided a unique classroom environment for students.

At the time of McLawhorn’s retirement, Building 12 was under construction. President Dr. Barbara Tansey arrived, Building 12 was completed, and it became the new nursing facility. At that time, Building 3 was then converted into the Arts and Sciences building. During Tansey’s tenure, the college updated its technologies, and most recently, added an agribusiness program.



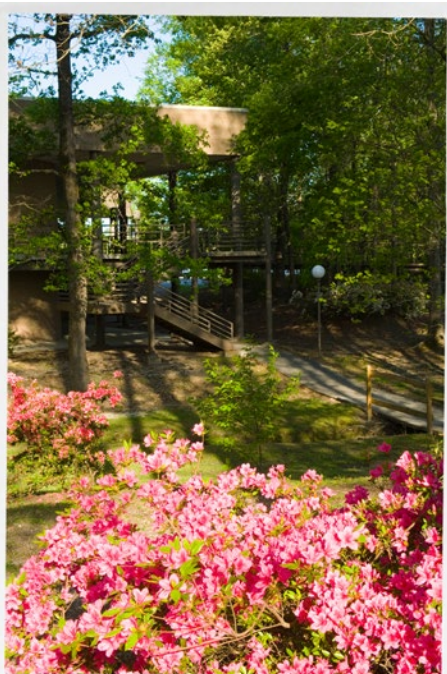
Changes constantly occur at the college, but viewed over the span of 50 years, those changes are quite evident. For example, today, college tuition is a serious concern for students and parents. Often, loans and grants are essential for students to complete their education. However, when the college

first began, tuition was not as burdensome as it is today. A full-time student would pay a \$5 deposit, a \$2 activity fee, and \$32 for a total of \$39. Today students pay much more in terms of tuition. Full-time students now pay \$912 in tuition and \$32 in student fees. So, for 12 credit hours, which is considered full-time enrollment, you would pay \$944. As a result grants and loans are now given out with larger rewards to help pay for the classes.

The college not only serves adult learners; it facilitates education for youth in the community in many ways. BCCC offer things such as College for Kids, distance learning for the regions high schools, and an Early College High School on campus. The Early College High School is probably the most significant way the college serves the local youth. It allows for high school students to take their

high school courses as well as take college classes and leave after five years with an associate's degree.

While we have had many presidents of the college, we also are having a change this year. With Dr. Barbara Tansey's retirement in May, the new president, Dr. David Loope, will begin a new era in the college's history, adding to the college's legacy of providing higher education for students in Beaufort, Hyde, Tyrell, Washington, and surrounding counties. Loope will have to keep the college running and make sure we as a collective educational community have everything we need. This is a big responsibility that only five men and women have carried before. From starting the college to building a bigger better campus, every president has left their mark in one way or another. The past 50 years would not have been possible without strong leaders paving the way to growth and innovation in higher education.



JAMES BLANTON

BCCC's Longest Serving President

Alyssa Sullivan

James Blanton was the second president of Beaufort County Community College, and also the longest serving president to date. Blanton was born in Duplin County on June 22, 1928 to parents James Blanton and Fannie Wadsworth-Blanton. He grew up in a small community called Teachy. Blanton attended Wallace High School and went to Wake Forest College where he did his undergraduate work. After that, he went into the military and served his country as a medic in the U.S. Marine Corps and the U.S. Navy during the Korean Conflict. After this service in the military, he started teaching in Bath in 1954 and married Beaufort County resident, Betty Hawkins.

In college, he had majored in science, biology, and chemistry, though he had enough physics to qualify to teach. He taught biology and chemistry at Bath High School for two years. At Washington High School, he was the head of the science department, and taught chemistry, physics, and



some biology classes for 20 years.

"I enjoyed my teaching experience. I put my whole self into it," Mr. Blanton said in a past *Life on the Pamlico* issue.

He was always pushing himself, even while teaching high school. Blanton used his free time during the summer to go to summer school to improve his knowledge of chemistry and physics. He went to East Carolina University (ECU) and started working on his master's degree. He also attended Duke University to take specialized courses in physics while working on master's in administration from ECU. Blanton even taught at ECU for a

summer session. Another summer, he went to the University of New Mexico to attend a special chemistry program. He also attended N.C. State University (formerly known as State College) and University of Florida for various courses. The focus on improving his own education showed his dedication to the educational system and no doubt improved his teaching experience before becoming president of BCCC.

Blanton led Beaufort County Technical Institute (BCTI), and later Beaufort County Community College (BCCC). Blanton came to the BCTI in 1968, and was a staff mem-

"I enjoyed my teaching experience. I put my whole self into it."

ber for 22 years, with 19 of those years serving as college president. But, in the beginning, he was an assistant to the president and taught physics courses for a year. After that, he was Dean of Instruction for 2 1/2 years before he finally became president after Charles Byrd retired.

A significant accomplishment



during Blanton's reign was full accreditation of the college's programs which standardized and affirmed the quality of education for the students. The Southern Association of Colleges and Schools Commission on Colleges first accredited the college on April 4th, 1975. Another significant change when Blanton was president was the increase in the enrollment. During the college's first year, there were 64 students enrolled. In 1969, there was 120 students enrolled. In 1990, there were around 1,500 full-time equivalent students (records show that at that time, 8 to 10 thousand full- and part-time students constitute the equivalent of 1,500 full-time students).

"Mr. Blanton served faithfully as its president from 1972 to 1990 and was the longest serving leader of the institution to date," Russel Smith, a member of the BCCC Board of Trustees, said. He was a student at BCCC during Blanton's tenure. "He was loved by his students and all the fac-



ulty and staff who served under him."

Blanton died Wednesday, October 10th, 2012.

"Beaufort County Community College would not be the vibrant place it is today without the hard work and dedication for Mr. Blanton," Dr. Barbara Tansey, former BCCC president, said. This opinion was and still held by those who knew Blanton.

Shortly after his death, an endowment was named to honor Blanton's time as the longest serving president of BCCC. "BCCC owes a debt of gratitude to President Blanton for his faithful service to the college and the community," Judy Jennette, former BCCC Foundation director said in 2013 in reference to the endowment. The James "Jim" Blanton Endowment was established by Blanton's wife, Betty Blanton. The endowment memorialized his 22 years as an instructor and president of BCCC. To reflect her husband's love of science, as well as the campus he worked so hard to build, this endowment's scholarships assists BCCC students in the pursuit of science degrees.



COSMETOLOGY

An Original BCCC Program

Tiffany Adams

Cosmetology has been a part of Beaufort County Community College since 1968, around the time the college came to be. Since then, there have been many graduates that have led successful careers or have become an instructor of the craft themselves.

The Cosmetology curriculum is designed to provide proficiency-based knowledge, scientific and artistic principles, and also hands-on fundamentals associated with the cosmetology industry. Cosmetology provides a simulated salon environment which enables students to develop manipulative skills. The course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business and computer principles, product knowledge, and other selected topics by the instructors. Graduates qualify based on grades to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State



Board exam, graduates are issued their license. After testing, they often seek employment in beauty salons and related businesses.

Many requirements of the program have changed since its inception. Such changes are the basic education classes to take alongside the cosmetology classes compared to back in 1968, when Cosmetology was first introduced. Back then the students were only allowed to take specific classes

toward their certificate.

“Fashion trends and styles change year to year, so the stylists are constantly learning,” Cosmetology Instructor Kim Moulden explains.

Presently the instructors have narrowed down their teaching from learning not only the basics but all of what it takes to run a salon to the bare fundamentals of what a stylist needs to know, the instructors narrowed it down so that the students are able to

receive their certificates in two years.

Presently cosmetology instructors focus on sanitation, disinfection, client protection, and infection control to insure they know the protocols. The state board presses on them harder to accomplish these specific requirements to get one of the many cosmetology education levels such as Cosmetology Associate in Applied Science, Cosmetology Diploma, Instructor Certificate, and Manicuring or Nail Technology Certificate.

The program has no specific prerequisites, which means that any student can receive an education in Cosmetology. While in Cosmetology, students will have to take cosmetology concept classes, at least two a semester in order to meet the requirements for their certificate. Taking these classes will help them with time management, social skills, and overall healthier hygiene. Along with Cosmetology classes, these students will have to



take general classes such as English to help write their client list and times down for everyone to read.

“Students learn the importance of time management, social skills, and overall hygiene by having them manage their time wisely so they are never late to work, speak properly, professionally, and nicely towards their clients, and just to maintain an overall healthy personal presentation about themselves to increase their clientele,” Moulden says.

“From a student’s point of view taking cosmetology is a lot of fun but also a lot of hard work. Many students float around trying to figure out exactly field they wish to enter such as beautician, cosmetology instructor, or a stylist. The techniques and the many different styles of hair and nails can interest anyone with a passion for being different,” Cosmetology student Linnie Henry explains.

After graduation Henry plans to work around Greenville or Raleigh to hone her skills. By taking the few extra

“Fashion trends and styles change year to year, so the stylists are constantly learning.”

years to work under professionals, she says she hopes she will be able to grasp on what is truly important when it comes to giving the clients what they are asking for. She then plans to open her own salon. Her plans are a reflection of what many stylists do once they leave the program. Others go on to run local hair salons or work at spas or nail salons.

The on-campus salon in Building 111 is where the students get their first taste of how to work with clients. The salon begins taking clients at 9:30 am. The clientele ranges anywhere from older women who are interested in getting hair styled all the way



to young girls who wish to have their nails painted as they also care for cuticles.

During their free time when they do not have clients, most of the students practice on their mannequin heads in order to accomplish what they need to master to better their expertise. The last clients are usually scheduled around 1 pm.

The salon offers many different hair services such as scalp treatments, styling, cuts, perms, and color. Other services include facials, pedicures, and manicures. The services are provided at a cost lower than average because the students are still in training. These services are provided under the guidance of the students' instructors.



In a press release about the salon, Former Cosmetology Lead Instructor Velma Worsley said that students “learn how to handle consultation, making sure that they are pro-

viding what the customer wants and having a professional attitude. It’s also a great way for them to experience the need for multi-tasking and working quickly.”



DAVID MCLAWHORN

A Popular Face on Campus

Emily Alligood

Dr. David McLawhorn has been an iconic figure at Beaufort County Community College for many years who continues to come campus for events. McLawhorn served as the president of BCCC from 2001-2012. Before he became the president of BCCC, McLawhorn was the Dean of Instruction at our college. McLawhorn was the fourth president that BCCC has had, and he worked under Dr. Ron Champion, our third president. He explained that his reason for choosing BCCC to work at is because it is a great institution. "It is just a great place to work, the community is so behind this college, and you see support everywhere you go," he said. McLawhorn also stated how he saw BCCC was a good potential place to retire in, a big reason he came here.

The biggest change that McLawhorn said occurred while he was president was the establishment of the Early College High School. McLawhorn remembers when the college was exploring the idea of the ECHS. While he advocated for it, he had to wait for



“We provide the trained students for the industry and other jobs in the community.”

the approval of the Beaufort County Schools’ superintendent. Once the approval was received, BCCC obtained a grant to begin the program. “I had often looked at demographics of the county, and how the college could grow,” he said. The ECHS program has helped that happen. McLawhorn says he is proud he was a part of building the ECHS program.

One project that was started while McLawhorn was at BCCC, but finished after he left, was the sculpture that was just dedicated on campus. The sculpture was recently dedicated for the 50th anniversary of BCCC, it was built by the colleges welding students. Depicting “Life on the Pamlico”, the sculpture is a representation of the hard work students put in outside their courses. The dedication of students to a project for a campus, one they work on exclusively outside of class, illustrates the type of educational environment that BCCC cultivates with its students.

Although McLawhorn lives in Washington, he was born in Middlesex, North Carolina. McLawhorn attended Campbell University where graduated from and got married the same year. After his graduation, McLawhorn began his first state job as a vocational rehabilitation counselor and worked some at Caledonia Correctional Institution in Halifax, NC. “I worked helping inmates develop study release plans,” he explained.

After leaving the prison, McLawhorn began a job at Wilson Technical College as a criminal justice instructor. This job led him to begin working in administration. This path led him to return to college and receive two masters’ degrees from East Carolina University. One master’s degree was in vocational rehabilitation, and the second was in double education. One of his last degrees was a doctorate from North Carolina State University in occupational education.

McLawhorn has four children, two boys and two girls. Both girls have taken classes at BCCC, and they have also explored their education at other colleges.

Now many years into his retirement from BCCC, McLawhorn stays busy. In his free time, McLawhorn

plays a lot of golf and spends time with his grandchildren. He is also the vice chair of the Salvation Army. At the Salvation Army, he has completed disaster training along with his wife. McLawhorn says he has really enjoyed the work he has done with the Salvation Army. He is also the president of the Washington Rotary Club, and he involved with his church.

McLawhorn explained how he thinks the college has positively impacted the community. “Jobs. We provide the trained students for the industry and other jobs in the community,” he said. He says how the college has provided hundreds of nursing graduates to hospitals and clinics all over. “A lot of them start off in Greenville...but a lot of them come back,” he says. The college has been very successful with





be is encouraged by McLawhorn. For staff and faculty, McLawhorn simply says keep up the good work. “We just have good people that work here” he stated. McLawhorn says he hopes to see BCCC improve with technology in the future. He says it is important in today’s world and that being updated is a must.



the nursing program. Advice that McLawhorn would give to students who are going to graduate from BCCC, is to “keep going and keep learning.”

He also advises into developing goals and to decide where you want to go in life. Planning for the future and asking yourself where do you want to



CONTINUING EDUCATION

Personal Enrichment & Workforce Development

Alyssa Sullivan

Students who are seeking degrees are part of the curriculum classes here on the Beaufort County Community College (BCCC) campus, but other students who are not here to earn a degree are considered part of the Continuing Education Division. Continuing education is education that is provided for adults after they have left the formal education system, consisting of typically short or part-time courses. On campus, Building 8 is where those courses are located. Many people think of continuing education courses as classes for those wanting to obtain their GED or take an ESL class. However, Building 8 offers much more than through personal enrichment classes and workforce programs.

Personal Enrichment

Personal enrichment courses are not for any credits, and are generally not focused on occupational training. This branch of continuing education



covers anything from culinary classes, to workshops that help one learn how to make a quilt, how to repair your own lawnmower, and how to play a piano. There are a wide range of subjects that can be taught through personal enrichment courses. "You can really think of personal enrichment as the department of fun learning," said Clay Carter, the director of personal enrichment in BCCC's Continuing Education Division.

According to Mr. Carter, many personal enrichment students are for retired individuals who have join Continuing Education to try to learn something new. These people are those who want to explore, find new pursuits, or maybe even restore previous skills they had earlier in their life. Besides those who are retired, the evening personal enrichment classes tend to be popular with working people who have these similar interests, who

“You can really think of personal enrichment as the department of fun learning.”

can't participate in earlier classes due to their daytime employment.

There are no prerequisites for personal enrichment classes. The only real requirements to join a class is to contact Mr. Carter or Brenda Bertrand, the Continuing Education Registration and Records Clerk, and to pay the fee for the class. The cost of personal enrichment classes usually range between \$20 and \$70. The

length of the classes also vary, from the one night only technology classes to the 8-week quilting class.

The number of classes vary each semester, with summer being the lightest term and fall being the heaviest. This past spring, there were around 50 classes scheduled. Over the course of last year, there were 110 classes scheduled. Though there have been a lot of successful personal enrichment classes, not all scheduled classes happen. Sometimes the instructor can't make it to teach the class, and other times not enough people sign up.

“We do everything we can to have class once it's scheduled. It just doesn't always work out,” Mr. Carter said.

During the normal school year, participants in these classes must be 16 years of age or older. However, during the summer there are summer enrichment programs (previously known as College for Kids) for those who are under 16 years old. These summer programs allow children to learn new things such as technology and cooking.

The classes for each semester are chosen in a variety of ways. As such, new courses for personal enrichment can develop in a great number of ways. Mr. Carter explained that sometimes he'll meet new people who know someone who's proficient at a certain skill. Other times, someone might call and ask if his division needs



an instructor for a certain subject. “My teachers come from all walks of life,” Mr. Carter said. Sometimes people with certain skills come in and ask if he needs someone to teach a certain subject, or Carter might seek out someone with a certain skill to be a teacher. Other times finding teachers for these courses happen by chance, such as the retired biochemist Mr. Carter happened to have a conversation with one day, who will now be teaching a cooking class.

Right now, the culinary classes are the most popular with the students. With these classes, students go into the culinary lab and the chef introduces the menu. Everyone in the class gets a chance to help prepare the meal, and then they all sit down and have a delicious dinner. Size of cooking classes are limited to around 10-12 people, so everyone can have a good experience with hands-on learning.

Technology classes are also popular. These classes are for people who don't really feel comfortable using Apple or Android products. These classes are usually 2 to 3 hours long. Another notable type of class are the field trip classes. In these classes, students take field trips where they explore eastern North Carolina. “I want people to have a sense of where we are [and] what our culture is like,” Mr. Carter said. The field trip classes are a good opportunity for cultural enrichment and to do it in a day's time.

While most students to enroll in a personal enrichment classes for enjoyment, some people do manage

to find jobs and start small businesses based on what they have learned. For example, some students have found jobs as cake decorators and even have created a small cake decorating business out of their home. Likewise, other students who have been in the small engine repair program has also managed to make a small business out of what they learned.

Schedules for Continuing Education courses are posted on the BCCC webpage, but anyone that cannot find a class currently on the schedule that piques their interest should check back often. New classes are being added to the schedule all the time. For example, a new upcoming class to watch out for is a photography class. A professional photographer is teaching the course where the focus is on DSLR cameras. There's also going to be a history class in the fall that focuses on the history of waterways, outer banks, and rivers, and how they connect to the history of North Carolina.

Overall, the personal enrichment courses offered here at BCCC are unique in their own ways, from the way classes are chosen to how teachers are found. Mr. Carter enthusiastically encourages all students and community members to consider personal enrichment courses. Why? “Because it's fun, that's why!” he exclaimed. “It's an enjoyable experience. We focus on making sure that people learn practical, useful, and interesting things that they can apply to their lives in a very low-stress environment. It's all about come join, have a good time, [and] go home enriched.”

Workforce Initiatives

Another part of Continuing Education are the workforce initiative programs. These programs work with people who are unemployed or underemployed who are trying to find employment. This branch of continuing education covers classes like notary





public, substitute teaching, forklift training, and a variety of other fields that revolve about the workforce. Lou Stout is the former director of the workforce initiatives in continuing education.

According to Mrs. Stout, the workforce programs have had a variety of people sign up for the courses, from an 18-year-old learning to be a notary to a 90-year-old taking a substitute teaching course. However, the minimum age for someone who wants to take a workforce initiative course is 16 years old.

“Labor market and industry drives a lot of what we do in continuing education,” Mrs. Stout said. Several companies in the area contract with BCCC, such as Potash in Aurora. Sometimes, even banks will offer online classes through the school.

Unlike personal enrichment courses, no one is really enrolling in a workforce program course for fun. In general, most people take a continuing

education course for self-interest, but workforce programs are for those who want to learn skills for a job, whether it be for recertification or learning new skills for a different career.

As such, there are no semester-exclusive classes; however, these courses are more instructor-exclusive. Whenever a teacher is available is when the course is scheduled. These instructors are found in several ways, just like the personal enrichment courses. “Some of them fall in our laps, and some of them we go searching for,” Mrs. Stout

said. People have come in and say that they have an expertise in a certain area, and the program also uses job postings. Teachers have even been found through students. An example of this would be an assistant chef for a culinary course who was once a student in the culinary program.

There aren’t many prerequisites a student needs before signing up for a workforce course; however they may need to have a high school diploma, GED, or a career readiness certification before starting a class. However, most of the classes only require that one fill out a form and pay the fee for the class.

There are usually around 20 classes a semester. The General Assembly sets the fees for the workforce programs; the price of the classes are either \$70, \$125, or \$180, depending on the number of hours the class is. There also may be extra fees, such as student insurance, testing fees, or supply fees. The courses can be as short as 6 hours or as long as 16 weeks. At the end of a course, a certificate of completion is awarded to students.



BCCC FITNESS INITIATIVES

Building a Healthy Community

Tiffany Adams

Fitness is quite important at BCCC because North Carolina is known to have high rates of diabetes and child obesity. “Beaufort recognizes that if we can do something to lower the percentage then we should,”

Mrs. Sonia Armstrong says. Beaufort County residents currently rank 71 in Health Care behaviors based on healthy eating. This means that North Carolina people need to start eating healthier and eating less junk food.

As such BCCC has a goal is to reduce obesity and increase healthy and active living, and provide locals an accessible place to exercise.

At BCCC, there are anumber of ways to get fit on campus.



IMFITT

IMFITT stands for Interactive Multipurpose Fitness and Interval Training Trail. The trail is a one mile long loop around the campus that is open to the public. It features four exercise stations with a total of fourteen different pieces of equipment such as nonelectrical treadmills. Created by Julia Crippen, Jay Sullivan, Keith Sullivan, and Katrina Barrow, the trail took three years to build. Their goal was to provide a walking trail available for college students, faculty, and the entire community.

There is a counter over by Building 8A that keeps track of the number of uses of the trail. In the first year after completion there were 15,444 recorded uses of the walking trail. Last year alone there were around 1,000 people using the trail accounted for. The trail is open all day seven days a week from sunup to sundown. There is parking available near Building 8 specifically for the walking trail users. Maps of the trail are available at the

large sign beside Building 8 or in Sonia Armstrong's office in Building 1, Room 106A.

Beau-Fitt

Beau-Fitt is a free program to help the Washington community to exercise and live a better life style. On the third Tuesday of every month, Beau-Fitt has health and wellness sessions at the college in Building 10. Every month at the sessions there are giveaways to encourage attendance and motivate their community to exercise more.

Beau-Fitt has provided fit bands for many participants. These wrist bands measure walking distance. Beau-Fitt has challenges every week and month to walk as many steps as possible. Beau-Fitt is trying to encourage its fit band wearers to challenge themselves every day to be the best they can be. The person with the most steps each week or each month gets a prize. For example, back in 2016 there was a Turkey Trot challenge. In that



event, the 58 fit band members were challenged to walk as many steps as possible. The person who won got a prize or gift such as boxing gloves. "Beau-Fitt believes that being fit and healthy is fun," Sonia Armstrong says.

Beau-Fitt also partners with the community garden here in Washington. Community Garden Representative Bill Booth and Beau-Fitt recognize if they can get locals interested in community gardens and eating healthier, then they can also reduce the amount of people on diabetes and other diseases.

Beau-Fitt additionally works with the Beaufort culinary group on campus that help with informing locals the benefits of eating healthier. At the end of this semester Beau-Fitt has organized a children's culinary camp, to educate them on healthy eating and active living. Last year, close to 100 children attended! The children were able to examine fruits and vegetables,



feel the different textures, taste the different types of sweetness or sourness, and even smell how the fruits and vegetables have different smells based on what they are.

Other events are held to keep interest staying fit. For example, there was a health fair back in February to help people understand the meaning of healthy living.

There is no membership fee for the program. One may join Beau-Fitt by talking with Mrs. Sonia Armstrong. Her office is in Building 1.

Gym & Physical Education

When Health Instructor Ron Baldwin was hired in August of 2012, he was directed to enhance and facilitate the physical education program that had on the campus at the time. Since then, he has added more physical education programs like self-defense, dance, and weightlifting to the college course offerings.

“My goal here at Beaufort was

to add more interesting choices class-wise so that more students want to take physical classes,” Baldwin says.

Due to this increasing size for such programs as the weight training program and health and fitness science he needed more space. There was actually already a small gym when he arrived, but the college wanted to utilize his ambition to create healthier lifestyles. The college gave Mr. Baldwin approximately \$11,000 to buy the larger equipment that is in the gym. The gym has been an ongoing build for the last three years. Baldwin and his work study students still take donations every semester in order to add on to the gym to make it better.

Building 8 administrators offered what used to be their maintenance storage room for use as a new gym. A lot of the equipment such as treadmills that are in the gym were either donated or bought from money the college provided. As a result, the college now offers weight and strength training programs, and Physical Edu-

BCCC has a goal to reduce obesity & increase healthy and active living.

cation 111 classes can be held in an actual gym facility rather than being held in a cramped classroom.

In the fall 2016 semester, the gym was open 30 hours a week usually, from 10 a.m. until 4 p.m. In the spring semester, the gym was open for 40 hours with the same schedule of Monday through Friday. “Hours of opening are based on the schedules of students who work in the gym as a part of the work study program,” Baldwin explained.

There is a membership fee of a \$5 a semester. If students are taking a physical education class, they don’t have to pay while class is in progress, but if they choose to use the gym outside of class time you will need a membership. With the membership, one can utilize the entire gym. There are also badminton courts and a volleyball court currently behind Building 8. In the future, the college may build a small golf course behind Building 8 for Beaufort student and faculty use.

More changes are coming, says Baldwin, as he will be moving his office to the basement of Building 5 this summer. He plans to enhance the space for classroom use that includes a small in-class workout station. This will be a supplement to the current gym and its equipment, Baldwin said.



BARBARA TANSEY

BCCC's First Female President

Kara Hall

After 38 years dedicating her life to education, Beaufort County Community College's first female president retired this year. Dr. Barbara Tansey had a diverse career in education that started when she was just a little girl.

"When I was a kid, I played school with my younger brothers and sister. They weren't very cooperative, but I kept trying." Dr. Tansey knew she wanted to be an educator for a long time.

Before becoming the fifth president of BCCC, she was the Vice President of Academic and Student Services for four years at Fayetteville Technical Community College.

Before any of that though, she had many years of experience in education. She taught Vocational Home Economics for high school, and was also a supervising instructor for Northwest Missouri State University for student teachers. For 38 years, she worked in education and training after three years of substitute teaching



“I honestly didn’t know anything about community colleges.”

for K-12 while she attended college in the evening.

She has both bachelor’s and master’s degrees in education which she earned at Northwest Missouri State University. Then, at the School of Practical Arts and Vocational Education at the University of Missouri, she earned her doctorate.

After 18 years in secondary education, she took a break where she worked for an international construction company where she was the director of corporate training for their employees who were scattered around the world at various military installations. After two years, her supervisor called her in for her annual review and bonus. Upon completion of that conversation, he asked her why she wasn’t working in a community college. “I honestly didn’t know anything about community colleges, since Missouri (where I grew up) did not have community colleges when I graduated from high school. He prompted me to check them out, which I did and began my community college career at Pima Community College in Tucson AZ as the Dean of Business & Industry Training.”

When she spoke at her installation as president of BCCC on October 5th of 2012, she said she would focus on the use of technology in decision making and teaching on campus. In a recent interview, she stated that one of

the most significant changes she’s seen was the advancement of technology in the workplace and using it to be more effective.

When asked how the campus has changed during her tenure at Beaufort County Community College, she said, “Inside and outside, the campus reflects pride in appearance, the use of technology and new instructional techniques. The campus has expanded to sites in Washington (Roper) and Hyde (Englehard) counties and into every public and private high school in our four-county service delivery area. The online course delivery has expanded to include fully online programs.”

One of Dr. Tansey’s first tasks when she arrived at BCCC was to make sure all the outdated equipment and furniture was removed from classrooms and other spaces. Likewise, the maintenance staff has worked diligently to keep the campus of the college neatly trimmed and clean for visitors and regulars alike. In addition to the upgrading of technologies and online program offerings, a new agribusiness program was implemented under Dr. Tansey’s watch.

Although Dr. Tansey retired this year, that hasn’t excused her from her duties as president. As the 2017 spring semester drew to a close, paperwork is one thing many faculty and staff members find themselves up to their knees

in. Despite her busy schedule, Dr. Tansey found the time to be briefly interviewed for this article before she left BCCC.

“It felt homey” is what Dr. Barbara Tansey said as she reflected on why she came to work at Beaufort County Community College. The college being a small one also helped her feel more at home because one of her favorite parts of working at BCCC is the students. On a large college campus the President might not be able to talk to many students on a personal level. But at Beaufort, Dr. Tansey enjoys spending the time talking to many students.

Another reason she finds Beaufort to be homey is perhaps because of the student and faculty relationships. “You can go down the hall and see a janitor giving directions to a student.” She knows how nice all of these people are and how willing they are to help because she has seen it throughout her years of working at BCCC.

Dr. Barbara Tansey retired May 3, 2017, and Dr. David Loope took her place as president on June 1.



BLET

Basic Law Enforcement Training

Emily Alligood

Gun shots on a college campus are often a cause for alarm, but students at Beaufort County Community College know that if they ever hear gunshots at the firing range, it is likely the Basic Law Enforcement Training (BLET) class. The BLET program is a BCCC standout, and it gives many students of the program the opportunity to pursue law enforcement.

The BLET program was started in the late 1970s, according to BLET director, Larry Barnes. “To the best of my knowledge, it started back in 1979,” he said. The program was started since all law enforcement officers require basic law enforcement training. Offering the basic training through a community college is an easy way for students to receive the training and become certified to work in law enforcement. Eligibility to be a part of the BLET program is a student must be at least 21 and have no felo-



nies, no class B misdemeanor charges, and a high school degree or equivalent. The program runs once in the fall and once in the spring. “The fall course is an 8-month class, and the spring course is a 4-month class,” Barnes stated. Despite the different time lengths, both courses are the same number of hours, which are 616 hours each.

The program includes a long

process of tough training, but a student in the course will come out of the program with new skills and a pristine understanding of law enforcement. In the program, there are many different abilities and practices that a student must learn, such as, first responding, driving technique, traffic law enforcement, and subject control and arrest techniques. “Basically, it’s an overall

“We are selective, in hoping to get the best of the best to do the job”

program and moves on to an actual job in law enforcement, they still are required to train. Training while having a job at an agency is called in-service training. This makes sure that officers’ skills are always sharp. Officers often come to BCCC and train at the firing range. This explains why some students around campus may see the Sheriff’s deputies, highway patrolmen, and local police officers come to the school. Other in-service training requirements include law updates and CPR training. This convenient for officers at different law enforcement agencies to be able to come and complete their yearly in-service training requirements. Barnes said that BCCC has been approved to build a driving pad with funding from a re-

view of law enforcement what people who get in this profession do, and what they must have a general knowledge of,” said Barnes. These are just a few of the different “blocks” that a student must learn to pass the course. Within each block, there are different tests that students will have to take a written test and a practical test. A practical test is the “hands on” part of the course, where students demonstrate newly learned skills.

The BLET program does not only benefit students from Beaufort County. The program is also available for people from Hyde, Tyrrell, and Washington counties. While those counties are in the college’s service area, the program also has students come from Pitt, Martin, and Dare counties as well. This shows that the BLET program at BCCC is beneficial to many students wanting to be a part of law enforcement, no matter where they live and work. Having this program at a community college, especially in our location, can be a valuable opportunity for “out-of-towners”.

An important part of the BLET program, and something that most BCCC students know about, is the firing range. The firing range is located behind the BLET building (Building 10B) at the back of campus. According to Barnes, the firing range has been at BCCC for about 15 or 20 years. “This firing range was a needed part of training for law enforcement, not only for the BLET, but for in-service training we do,” Barnes explained. The range serves more than just the program; it serves active law enforcement officers as well. Once a student graduates the





cent bond referendum. Once the driving pad is built and ready, the program will be able to offer defensive driving training, which will serve officers for in-service training.

The BLET program goes through phases where they can have

many more students one year than the next. This is a result of the economy and how many jobs are available. Barnes said when jobs are scarce, he sees a jump in law enforcement students, but when times are good and jobs are available, the number of trainees in law enforcement levels off. Barnes explained that the increase is good, but that students need to have the desire and heart to be in law enforcement. Personality and attitude play a big factor in whether someone would be effective in law enforcement or not, not just physical attributes. “We are selective, in hoping to get the best of the best to do the job” said Barnes.

Alongside the BLET, there are criminal justice courses available at BCCC as well. A criminal justice de-

gree is very broad but teaches students more about the law and criminals themselves. Some jobs one can obtain with a criminal justice degree is a probation officer, private detective, fish and game warden, and a correctional officer. The difference is that BLET is a basic course where you learn primary skills required for law enforcement. Usually, people who graduate from the BLET program go to a law enforcement agency, like the Sheriff’s department or police department.

The program provides students will an exciting, hands-on learning experience that builds professional skills for these officers. Students who are interested in entering the BLET program can learn more about it via the college website and by contacting the BLET program director.



TRIO

Student Support Services

Alyssa Sullivan

As a new college student, sometimes it can be hard adjusting to college life and feeling welcome on campus. However, thanks to TRiO programs like Student Support Services, students are provided with an engaging and friendly environment in which they can make the most out of their college experience. TRiO is a term that represents federally funded programs that provide academic assistance and outreach services that help students with retention, graduation success, and educational goal setting. Student Support Services (SSS) is one of two college-level TRiO programs that work with students on community college and four-year campuses.

SSS originated at Beaufort County Community College (BCCC) in 1973, and since then, it has helped disadvantaged students develop the basic skills for achieving academic success. SSS assists students with basic college requirements, interpersonal skills, and awareness to social and cultural change, and it serves to moti-

vate students toward successful completion of their education. All services are free to anyone who participates in the program.

Here at BCCC, Dorothy Jordan is the director of TRiO's Student Support Services program. "I am responsible for making sure that we meet our objectives set in our grant," she said. Mrs. Jordan manages budget, oversees programming, and ensures that

the program is providing the services that the U.S. Department of Education says it needs to provide as an SSS project.

TriO as a federal program was started while President Lyndon B. Johnson was in office. Since he felt that education was his way out of Texas and out of poverty, he wanted all Americans to have to opportunity to experience higher education. As such,



The coordinator will review the assessment results, discuss the needs of the student, and develop ideas for how the program can help the student be successful.

TRiO began as a part of President Johnson's War on Poverty.

The Educational Opportunity Act of 1964 established an experimental program known as Upward Bound. Eventually, another program was added, the Special Services for Disadvantaged Students (now known as SSS). Over the years, TRiO has been improved to provide a wider range of services to reach more students who need assistance. The Omnibus Consolidated Appropriations Act of 2001 amended the SSS program to permit the use of program funds for direct financial assistance for current SSS participants who are receiving federal aid. Just like BCCC, TRiO is currently celebrating its 50th year, along with SSS.

According to the Council of Opportunity for Education, TRiO programs are important for many reasons. First, the United States needs to boost both its academic and economic competitiveness globally. To maintain a healthy economy as well as compete globally, the United States needs a strong, highly-educated, and competent workforce. The country needs students, no matter their background, who are academically prepared and motivated to achieve success.

Another reason why these programs are important is because low-income students are being left behind.

Only 38% of low-income high school seniors go to college compared to 81% of their peers who are in the highest income quartile. Once enrolled into college, low-income students earn bachelor's degrees at a rate that is less than half of that of their high-income peers.

As such, all TRiO programs are required to provide a certain amount of services. SSS must provide academic tutoring, advice, and assistance in post-secondary course selection; information on financial aid programs, benefits, and resources for locating scholarships; assistance in completing financial aid applications; education or counseling services; assistance in applying for admission to graduate and professional programs; and assistance in applying to four-year programs. There is a significant gap in education attainment between America's highest and lowest income students, despite them having similar talents and potential, and these services can help close that gap.

"TRiO is important because it gives students a smaller sense of home on a college campus," Mrs. Jordan said. "When I first started working on campus, one of my colleagues told me that TRiO is family, and I think that's important. It helps students feel that there's a support group, not just the workers, but the support group among

the students."

At BCCC, SSS is funded to serve 175 students per academic year. In spring of 2017, it was serving an estimated 160 students. For a student to be eligible for a TRiO program, the student must meet certain requirements. The student must either be a first-generation college student, meet the guidelines the federal government has set for income eligibility, or have a documented disability. To join this particular TRiO program, one must fill out an information form. Then, a student is asked to complete a career assessment called "My Next Move" online. Upon completing the assessment, the student must meet with the development coordinator for their first interview. The coordinator will review the assessment results, discuss the needs of the student, and develop ideas for how the program can help the student be successful.

All TRiO programs are required to provide a certain amount of services. SSS must provide academic tutoring, advice and assistance in post-secondary course selection, information on financial aid programs, benefits and resources for locating scholarships, assistance in completing financial aid applications, education or counseling services, assistance in applying for admission to graduate and professional programs, and assistance in applying

to four-year programs. “There are things we are required to do, but there are some things we are allowed to do,” Mrs. Jordan said. “Those allowable services include counseling, mentoring programs, and cultural events. We also offer workshops.” For example, all participants are required to participate in a workshop about financial literacy. They can either do it online or sit through a session with a banker. In addition to the mandatory workshop, students are asked to periodically visit with the counselor, and to take a learning styles assessment so that the SSS employees know the best way to provide information to them. Students are also asked to participate in the cultural enrichment activities that SSS offers, along with other opportunities.

The tutoring that SSS offers is similar to that BCCC’s Learning Enhancement Center offers. The tutoring offered in SSS is primarily one-on-one. Students can get help with subjects such as math, English, Spanish, science, and computers. Besides having professional tutors, the program also has a few peer tutors. Peer tutors must prove themselves to be successful in the courses they tutor and must have an overall GPA that represents being a good student, Mrs. Jordan explained. Sometimes, peer tutors are recommended by the faculty members of the course they tutor in. There’s also online tutoring available through a contract the program has with an online tutoring company. Online tutoring is available twenty-four hours a day, so whenever students feel

that they need help, they have someone to call on.

There are also a variety of workshops held by SSS each year. For example, there are Tech Tuesdays, where technology developments are discussed, along with information about technology. This workshop originated when SSS employees noticed that some of their non-traditional students were uncomfortable with using the computer. On Wednesdays, there are “Working Wednesdays”, in which the focus is career development. There’s also Transfer Thursdays, where the focus is transfer information. A representative from a four-year school might visit, or students may be provided information about scholarships or general information about transferring. This workshop can also be used as to discuss concerns that students have. SSS additionally offers a “study skills” series that focuses on academic skills, test anxiety, test preparation, study skills, and note taking.

Besides workshops, students who

are in the program also get to participate in trips. “We try to make a variety of things available to our students to give them an opportunity to see things that they wouldn’t ordinarily see,” said Mrs. Jordan. For the transfer students, they have opportunities to visit college campuses for tours. This year, students have taken trips to East Carolina University, among other colleges in North Carolina. They’ve also attended cultural enrichment activities include trips to plays, the symphony, historical tours, and sports games.

Angel Jordan, a student at SSS and dedicated member of SSS, has used many of the program’s offerings to better her academic career. “I love that we get to go to different campuses and tour them,” she said. “And that I can get tutoring whenever I need it, which comes in handy, especially in English.”

Angel was a 2017 BCCC graduate, and gave some of the credit of reaching this goal to SSS “The tutoring definitely helped. Also, going to



see Mrs. Scott and Mrs. Dorothy [Jordan], because they are good at counseling and advice. Mrs. Scott helps with planning for each semester and asks about goals for the future. I think that's kind of helped me be where I am today."

While there are tutoring, counseling, and workshops, another offering of the program is Grant Aid. This is funding that the Department of Education has allowed this program to use to help students, because it understands that so many students have financial issues. To receive a Grant Aid, a student must be a Pell Grant recipient and must have financial need beyond the Pell Grant. At BCCC, the student must have participated in a certain number of workshops and

follow through on meeting with the counselor when asked, Mrs. Jordan explained. Grant Aid must be at least the minimum amount of financial aid that is offered to students, so it's based on whatever the Financial Aid Department recommends is the minimum. Grants and scholarships are a part of TRiO's grant.

At the end of each school year, SSS has a Star Awards Celebration. It is an awards ceremony that gives students awards for several things. There is an award for GPA attainment, where students who have attained a 3.0, a 3.5, or above will receive recognition. An award called the TRiO Ambassador Award is for the students who have been very successful in helping promote the program and helping

to get other students participate in TRiO. There is also an award for instructors that have been impactful to a student's academic success, that the students nominate themselves, called the Super Supporter Award. At the Star Awards Celebration, the students who are graduating are also recognized, no matter if they're going into the work force, earning their degree, or transferring. The awards ceremony is scheduled for either late April or early May each year.

Overall, TRiO/SSS provides a supportive and interactive experience for students on campus. The services it provides are invaluable and are available to assist students who qualify and apply for the program.



WORK STUDY

Building Professional Skills

Emily Allgood

Do you ever see people working on campus and wonder, are they also students? Most likely they are work study students here at Beaufort County Community College. A work study student is a student who shows financial need and works on campus to supplement those needs.

BCCC has a goal to place work study students with a job on campus that is similar to their major. Students will generally work about 15 hours a week or more to fulfill the college's promise of financial help. "They work around your school schedule. I basically get to make my own hours... it's great," said BCCC student Nick Blount. Another work study student was Leah Jones, who now works at the college as a staff member. "I've been out here at Beaufort for about five years, and about half of that time I spent doing the work study program," she said. Leah started working in the program at the end of 2013. "I've ac-



tually had two different jobs. The first one took place at a local school, and the other one was here on campus" Leah added. "I started out with the Early College program and then moved to the Arts and Sciences program, but basically I was just an office assistant". Leah explained how she completed errands, made copies, and delivered mail. This kind of work can

be very useful skills; they can be valuable in a real world job as evidenced by Leah's staff position at the college.

Other work study opportunities include being a lab assistant or working in the math department. Nick, for example, works in the science department as a student lab manager. He has been a work study student since September 1, 2016. "I check the show-

The work study program helps prepare students for the work-force and for finding a job.



ers; I'll wash stations, keep the dishes clean, and set up science labs," Nick explained, describing some of the tasks he performs for his job. Nick can also help teach classes if a professor is out and does not have a substitute. "I'll go in and I can help teach part of the labs if I've taken them before," he said.

Working on campus has many benefits to the students and the college itself. Students will be better prepared for the working world after graduation. They learn responsibility, management of time, and working for someone. The work study program helps prepare students for the work-force and for finding a job. When asking Nick about if he feels the program prepares students for the work-force, he gave a simple and confident answer. "Yes, most definitely," he laughingly replied. Nick explained how work study students see a different side of the college. Working there provides a "behind the scenes" look at how the college runs.

Leah also benefitted from working on campus by learning new skills.

"Because I was with them for so long, I learned how to make different spreadsheets that they did, I created and graded different student work for the instructors, and created different materials for meetings and agendas, stuff like that," she explained. Leah went on to share the positive outcomes being a work study student had on her, even after she moved on from the program. "For me personally, I would say the connections I made, and the relationships I built on campus," she says. Building these relationships on campus helped her receive a part-time permanent job on campus.

Not only does working for the college help students, it benefits the college as well. When asked how work study students help the college, Nick's response was, "Well, they definitely learn about the organization of the college, and they also see the regulations we have to go through."

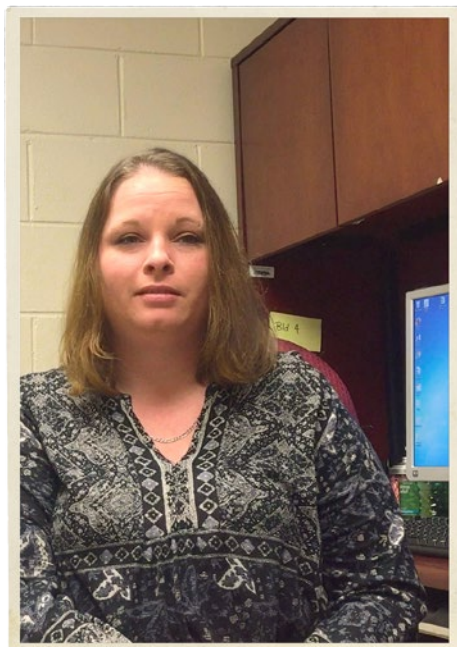
This different view can be very beneficial for students to see, as they

can relate this to a real-life job they might have one day. When asked how Leah thinks work study students help the college, she gave an upbeat answer, "Well, it saves the college money because the college itself doesn't pay the students, it's the federal government that pays."

Sometimes teachers refer students for work study. For example, Nick he received his job though recommendation. Unlike most students, Nick was offered his job. "It's actually interesting how I became a part of it," he says. "We were sitting in Crystal Taylor's office, and Ms. Amanda Carlisle and Dr. Elizabeth Brown walk in saying how overloaded with work they were and how they needed a work study student." "They said, 'Well, Nick, have you signed up for work studies yet?' and I said no I wasn't planning on it; they asked if I would consider it and I said yes."

Leah's entrance into the program was different. "When I first started it was around the time where it was very hard to find a job, and I don't want to say this job was handed to me, but it kind of was," she laughs. "It gave me a chance to have a little bit of money coming in while I was going to school full time."

This illustrates that the work study program helps students financially while providing experience for students in a professional environment. More information about the work study program is available through the college's financial aid office.



CONTINUING EDUCATION

H.S.E. & E.S.L.

Raphael Lilley

*I*n high school, students can legally drop out at the age of 16. Some do it to join the work force, but others drop out because they are bored or feel like they can do better elsewhere. For those students, the High School Equivalency Program (formerly known as GED®) is a way to get a certification similar to a high school diploma. It is a program that opens doors to many job opportunities as well as allows for a feeling of fulfillment for the students.

“A lot of it is individual-based. We see a lot of single mothers, people who are caretakers, or sick individuals who just don’t have the time to attend traditional high school,” said Penelope Radcliff, Admission and Assessment Specialist. She explained that that many people who attend the program are either too ahead or too behind in high school courses, and they drop out. The equivalency program helps these students continue their education at a rate suitable for them. “I’ve seen it where a 16-year-old high school

student drops out of high school and comes to me and gets their GED within a week. And, then they’re enrolling in college and there completing their associate’s degree and their peers are still in school waiting to graduate.”

The program’s classrooms are unlike high school classrooms. Because many adults with jobs come to get an education, the Continuing Education building allows for students to come and go as they please. “They have the ease of a flexible schedule. We have online classes for those that work or that are caretakers or just aren’t able to get here to campus or just don’t have transportation to get here,” said Radcliffe. “So, we feel like we are serving the majority of the community in the best way we can.” Teachers in the Continuing Education program also take a more personal approach to how they teach the students by providing one-on-one guidance with certain subjects. Another perk that these students have is that they can attend classes at night and off campus. The



classes are also free to any students. The only cost is for the testing, and even then, there are scholarships available for the students.

Another offering in Continuing Education is ESL, or English as a Second Language, for those who need assistance in learning English skills. The ESL program has also experienced a name change. ELA stands for English Learners Acquisition, and it is the same as the ESL program as far as

“The whole goal for HSE and ESL is to make a more productive citizen.”

what the end goal is. Everything else about the program, however, is completely different. Not only does the class teach students to speak English, it also teaches citizenship. Another focal point of this class is teaching the history of the United States. The instructors say the course takes 6-8 weeks for most students, but because it is a class with an open schedule, students can take a partial class.

An initial assessment is used to help place students at a level that is connected to their skills. “We have classes that range from non-readers to third grade, and then we have classes that are middle school grades, and then we have adult secondary high classes which are your 9th -12th grade,” said Radcliffe.

In order to assess how the students are progressing, the instructors give a test called the TABE. It is given after every 60 hours of class that a student participates in. This test allows for teachers to see how much progress is being made with their students. This is actually how the ELA class gains its funding because the program receives an amount of money based on how many people pass and continue on. While that is one way it gains funding many people have started worrying about the program. With recent funding cuts at the federal level many people are worried about the program fading away. However, Radcliffe affirmed that the classes are still going to be funded and that the federal funding only covered a small

amount of the dues for the classes.

She also assured that the college was a safe place for every student. This is primarily due to the law known as the Family Educational Rights and Privacy Act or FERPA for short. This law prevents anyone outside of the college to look at a student’s files.

Radcliffe closed our interview by saying, “The whole goal for HSE and ESL is to make a more productive citizen.”

Whether you are doing your high school equivalency or ELA to progress your work life or for personal enrichment it is a program worth looking at. “This year we are at 24 graduates,” said Radcliffe. “I would say 90 percent or more go on to curriculum. This is not usually a stopping point for them.”

In the end, these programs provide a pathway to a education and a future here in Beaufort County.



EARLY COLLEGE HIGH SCHOOL

A New Path to Education

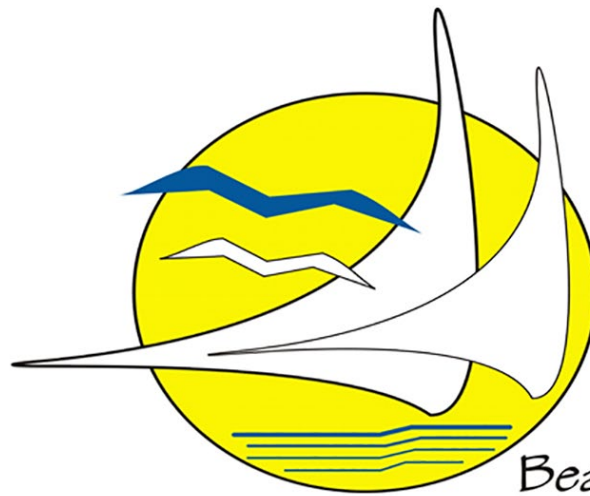
Kara Hall

Beaufort County Community College is where many college-level students choose to begin furthering their education. Some students on campus, however, are high schoolers who are working on getting their college education out of the way sooner through the Early College High School program.

The Early College program at BCCC was established in 2008. The Bill and Melinda Gates Foundation helped open this program. It provided a grant that helped fund several Early Colleges in the state, but recently the state legislature took the reins for funding the program.

This program prepares students to begin taking college classes as early as their sophomore year of high school. A rigorous course schedule helps these students achieve their associate's degree by the time they graduate, and also it keeps them focused on their education.

The students at the Early College often focus more on their educa-



Beaufort County
Early College High School

5337 Hwy. 264 East
Washington, NC 27889

tion than a regular high school attendee would. This is partially because they can earn an associate's degree for free if they complete the program, and some are able to get a job immediately after school.

Each year, 65 students are accepted into the program, and over the last few years the enrollment has increased by 50 students.

Emily Pake, the principal of the Early College program said, "The students at the Early College have more core courses the first two years. A student that attends a traditional

high school would normally take two core classes and two electives, but we frontload the schedule here so students are able to take mainly college classes their last two years." Because of this, the program may be a bit more difficult than a regular high school, but it does pay off "...and by the end of the freshman year the student will finish the core requirements as a sophomore at a traditional high school. " This is what enables students to begin taking college classes so early.

While the Beaufort County Early College does not have any sports

Even though the size of the school is small, the benefits the students get are quite large.

teams like regular high schools, it does have an abundance of clubs. Science Olympiad, Greenhouse Club, Service Club, Cyber Robotics Club, Fitness Club, Book Club, and the Student Government Association are just some of the clubs that students can partake in. The school also has a yearbook team, where students are able to work together to design their yearbook.

Although students seem to have a full plate with clubs, yearbook, and college and high school courses, they still have time for one other event that high school students tend to look for-

ward to the most – prom. Each year, the ECHS prom is hosted at Yankee Hall, where students can come to dance, eat, and just hang out. Like other proms the student must be in their junior year to attend without being invited, but students in their fifth year are still allowed to go. This means the students can go to three proms, or maybe even five if they are invited.

Being such a small school, the students at the Early College tend to look out for each other. For students who may not be able to afford a nice prom dress, there is a prom closet on the campus of ECHS where students

can donate their own prom gowns so that someone else can wear it and experience prom in confidence.

Of course before the students are allowed to attend prom on their own, they are only freshmen and sophomores, which means they are minors on a college campus. In order for other students and visitors on campus to know they are affiliated with a high school program, they need only look at the lanyard that hangs from their neck. An orange lanyard is what these students are required to wear, but instead of seeing it as a label of youth, they wear it with pride as it means



they are in, or are working toward, college classes for free.

Because these free college classes began in 2008, the fifth class of the Early College on Beaufort's campus will graduate this year, in 2017.

One of this year's graduates is Deborah Gardner, and she is graduating a year early with the intent to transfer to UNC-Chapel Hill. Her favorite part of the early college program is being in control of her own schedule. "With me attending the early college, I am able to plan my college schedule so that I can have whole days off or be able to leave campus early."

While taking these college classes, the students' workloads can become very burdensome, but the small size of the school helps ease some of the student's worries. Deborah stated that, "The size helps you have a more one-on-one experience with the high school teachers. They are more able to help you with the work you do not understand since they don't have over 25 people in a class."



Even though the size of the school is small, the benefits the students get are quite large. BCECHS is the only school in the northeast region that has received an A on its school report card for the past two years. The graduating class of 2016 received \$393,225 dollars in scholarships, and over 60% of the students transferred to a four-year university.

Being able to graduate high school with a diploma and an associate's degree for free can give someone a head start, whether they decide to transfer to a four year university or go right into the workforce.

The BCECHS is a program of pride at the BCCC that allows for diversity in the high school and college experience of today's youth.



BCCC'S NURSING PROGRAM

A History

Rachel Harding

Beaufort County Community College's nursing program has throughout the years grown tremendously. Once very small, the program has gained popularity for both female and male students. The classes were originally only for aspiring Licensed Practical Nurses only two years after the legalization of the practice of LPN nurses by the state legislature. Classes started out with only 20 students at Tayloe Hospital in Washington. The educational program was started by Mrs. Katie G. Paul, R.N. in 1949, who would be instrumental in the education of these young nurses and impact the lives of everyone around her. Mrs. Paul, who had moved to various states along the east coast, studied in many different fields including obstetrics and psychiatry. She then attended universities in North Carolina, one of which was NC State University, before settling down in Beaufort County. Mrs. Paul taught classes in the 3-year diploma program at the Tayloe Hospital. Then in 1958, the



classes were moved to the new Beaufort County Hospital, located on East 12th Street in Washington. The space was makeshift. The small classrooms were located behind the delivery room, and the library in the hallway. There were no bathrooms. In 1967, the nursing program became affiliated with BCTI, and in 1968, the first class received their diplomas at a ceremony on the Beaufort County Technical Institute campus. Paul became the

director of practical nursing at the college and continued to be a well-known figure in the community because of her work in the healthcare field until her retirement in 1969.

In 1971, a new program known as the Associates Degree in Nursing program was introduced. This program offered the RN (Registered Nurse) credential. Nursing students attended classes in Building 1, which was also where other programs held

classes. To the benefit of the nursing students, construction on a new nursing building began. In 1977, aspiring nurses would have their own building for classes at the college; the new building was at the time one of only three buildings on the campus. The nursing students were very grateful for more spacious classrooms. The space was much needed as it was the beginning of an expansion of the college campus. Building 3, or the current Arts and Sciences building, became the “Katie G. Paul” building in dedication to Paul and all her contributions to the community through her work.

As the years went by, the need for nurses increased significantly. Classes at the time were taught in systems as opposed to how the program is taught currently. Technology was changing, and students in the program began using new equipment such as simulation mannequins. These mannequins allow students to see the topics they are



studying, such as what happens when someone has a stroke, without putting an actual person in danger. The simulation lab was then located in a storage closet in Building 3, now the old nursing building. There was little space for the students in the lab so only a couple of students could go in at a time. The limited lab and classroom space dictated a need for more space.

In 2012, a new Allied Health building (Building 12) was built for faculty and nursing students. This new structure added room for the expanding program and has many new resources available for the aspiring nurses. One resource would be a brand new simulation lab containing high fidelity mannequins. The program is now taught as a concept-based curriculum that focuses strongly on the SIM technology. “Benefits of SIM technology include increased critical thinking and the opportunity for students to have the skills needed to be hired immediately out of college.” said Kent Dickerson, lead nursing instructor.

Today’s program admits 60 students every fall. Of this number, between 45 and 55 percent make it to graduation. In May 2017, 45 graduates of the BCCC nursing program received associate’s degrees. However, 70 percent of those graduates move on to receive their bachelor’s degree.



“Nursing is one profession that does not have a shortage of jobs.”

Four of those graduates are part of the Regionally Increasing Bachelor's in Nursing (RIBN), which strives to increase the number of nurses with 4-year degrees.

One reason further education is needed is because many graduates go to work for Vidant healthcare facilities, and it is a requirement for employment in those facilities. In addition to Vidant facilities, Dickerson explains that “BCCC nurses are getting employed in nursing homes, hospices, home health [facilities], and at Roanoke Landing Nursing and Rehab Center.” The nursing program at



BCCC is very intensive and which is necessary for the future success of potential nurses in the area. It is vital for health professionals to get the best education they can especially since the need for nurses is always increasing. “Nursing is one profession that

does not have a shortage of jobs,” said Dickerson. The program at BCCC is also unique in the way that it is a smaller college which offers more one on one learning, as well as being part of a close community that is willing to help its students.



DAVID LOOPE

BCCC's New President

Rachel Harding

Beaufort County Community College welcomed its sixth president in summer of 2017. Dr. David Loope has spent the last 26 years in the field of education and was most recently the Vice President of Academic Affairs as well as a professor at Reynolds Community College in Richmond, Virginia. His background includes work with Tidewater Community College in Virginia, Trident Technical College in South Carolina, and before coming to BCCC, he was the Interim Vice President of the Community College Workforce Alliance. When asked why he decided to relocate to BCCC he replied, "I was looking for a college where I could work closely with students, faculty, staff, and local organizations and make a direct, positive impact on their lives. My research on BCCC and my interactions with the Board of Trustees confirmed to me that I could make a difference at Beaufort. Also, my wife and her family are from eastern North Carolina, and we both love the people and the culture. So, both professionally and



“It’s important to remember that the word ‘community’ in our name refers not only to the communities we serve, but to the community created within the college, too.”

personally, I saw BCCC as a natural fit for us.”

Dr. Loope looks forward to his new position and plans on “creating a cohesive and positive college culture, where students, faculty, staff, and the community can feel welcome and part of the college’s success”, he says. “It’s important to remember that the word ‘community’ in our name refers not only to the communities we serve, but to the community created within the college, too.” He also plans to learn as much as he can about the culture

of the college, as well as the individual needs of the students, faculty, and staff. He states, “I need to listen and learn. It’s the President’s job to be an advocate for his or her college, and I need to get to know people on campus and in the service area in order to best fulfill that advocacy role. Second, I hope to continue the college’s great work on meeting regional workforce needs. I plan to engage local business and industry, local governments, school systems, and non-profit groups to this end.”

With his extensive work in education, Dr. Loope will be a great asset to the college. “I want to help people improve their lives through higher education. For some, that means transferring to a four-year degree program at a university; for others, it means improving technical skills in order to get ahead in the workplace. In both cases, the outcome is the same: individual success and the economic self-sufficiency that goes with it”. Dr. Loope began his tenure as BCCC’s president on June 1, 2017.



LIFE ON THE PAMLICO
is produced
as the final project of
HUM 120 Cultural Studies
at Beaufort County Community College:

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

For more information about this publication or the course,
or to offer comments or suggestions,
please contact Suzanne Stotesbury
at suzanne.stotesbury@beaufortccc.edu.

For a high-resolution, printable copy of this digital publication,
please contact James E. Casey
at james.casey@beaufortccc.edu.

Archives of previous issues are available at
www.beaufortccc.edu/lotp.

Life on the Pamlico video is available at
www.vimeo.com/channels/lifeonthepamlico
and
www.youtube.com/lifeonthepamlico.



