Daniel Bordenkircher

Dan Bordenkircher has the distinction of being Beacon’s only “non-traditional” student, but what is most significant about him is his exemplary focus on his studies and his dedication to assisting fellow students, which have made him an asset at Beacon College. Dan’s positions in the Writing Center and the Center for Student Success have placed him in a unique category at Beacon College, filling teacher and mentor roles even while he is himself a student. In his semi-teaching capacities, Dan has come to realize his strengths, including his ability to maintain a patient, calm demeanor while he methodically explains material to students in a style that best meets their needs. This has led him to realize that, for his second career, either teaching or counseling would best match his personality and skill set.

Dan traveled an unusual route to Beacon College. Dan has been a resident of Leesburg for more than 30 years, actually buying his home in 1989, the same year Beacon College was established. While he was aware of the College, he had never considered it a possibility for his own education owing to the fact that he was unaware of his ADHD. In fact, Dan originally checked out the College as an option for his son, who has learning disabilities. Dan had attended college for several years in the 1980s and eventually earned his associate’s degree from Lake-Sumter Community College. A new love interest (now Dan’s wife) encouraged Dan to be evaluated for ADHD, and this provided a new explanation for the life and academic difficulties he had experienced.

With his new diagnosis and a renewed determination to earn a bachelor’s degree, Dan says, “All the pieces fit for me to go [to Beacon College].” Dan had been unsatisfied with his previous professional life, but he found fulfillment at Beacon, with a population that he fit in with and appreciated and a newly found desire to get involved with a helping profession.

Dan homeschooled his own children, so it was a natural fit for him to take on peer teaching roles at Beacon. He began with a position as a Writing Center Consultant. Jacob Pinkston, Director of the Writing Center, raves, “Dan has provided a valuable bridge between students and Writing Center staff. Dan’s dedication to his work in the Writing Center has been impressive, even as he has continued to insist that he is a student first.” When an opportunity arose to intern at the Center for Student Success, Dan welcomed the chance to work with fellow students in another capacity and eagerly immersed himself in this new role.

Dan has also played the highly important and influential role of ICUF Presidential Fellow and has volunteered his services as a mentor to the new Fellows as well as represented the student body as a member of the H.E.R.O. committee, Beacon’s inaugural anti-bullying committee.

As he prepares to leave Beacon and embark on a new career, Dan is contemplating his options carefully. He has applied to Webster University’s graduate school program in counseling and is also looking at different teaching options. Additionally, he has considered becoming an ADHD coach, which would combine his own personal experiences with both his academic background and his passion for teaching.
Dan’s experience and patience have proved invaluable in his relationships with fellow Beacon students, and the skills he has developed as a mature student will certainly lead him to a rewarding career, no matter which option he chooses to pursue.