



Miami Dade College

Monday, July 27, 2020



The Daily News Clippings

Miami Dade College Office of Media Relations
300 N.E. Second Ave., Suite 1350
Miami, Fl. 33132
Tel. 305-237-3366 - Fax. 305-237-3228
www.mdc.edu

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A Singular Voice in an Evolving City

THE ACHIEVER



Lenore Rodicio

Overseeing the quality of Miami Dade College education

The profile is on Page 4

Lenore Rodicio runs Miami Dade College daily operations...

As she tells it, Dr. Lenore Rodicio found her workplace of more than 18 years by happenstance. A trained chemist, she returned to her hometown of Miami after completing her doctoral degree to conduct research at the University of Miami.

The end of those activities coincided with the birth of her second child. After weighing options that would allow her to care for her newborn, she sought an adjunct professor position at Miami Dade College (MDC), the largest school in the Florida College System and the second-largest college or university in the nation.

"It only took a couple weeks of teaching there before I fell in love with the institution, its mission and, mostly, its students—a unique population of individuals with incredibly varied backgrounds coming here with, in some cases, real challenges in both their personal and professional lives and in the academic needs they had," she said. "To see the transformation that occurred in them as they went through courses and with each success they had, I realized there was something very special at this institution and felt drawn to it in a way I hadn't to anything before. When a full-time faculty position became available, I applied and have been there ever since."

Between May 2002 and now, Dr. Rodicio steadily rose through MDC's ranks, from associate professor, chairperson of natural and social sciences, dean of academic affairs and executive director of student success and completion to vice president of student achievement, provost of academic and student affairs and, most recently, executive vice president and provost of the college at large.

Dr. Rodicio, MDC's top education official, is now a finalist for the college's presidency and the only candidate still from within the institution. While the selection process for the position is on hold due to the coronavirus pandemic, she said, she remains committed to earning the role.

Dr. Rodicio spoke by phone with reporter Jesse Scheckner.



Dr. Lenore Rodicio is both executive vice president and provost of Miami Dade College.

Q: What is a regular day for you?

A: My role as executive vice president and provost has two distinct facets. As provost, I oversee the consistency and quality of our academic and student services. That entails ensuring our curriculum is of the highest quality and that it's delivered in the most effective and efficient way possible to students. I also help to ensure that all the services we provide to students support them and help them to complete their studies.

As executive vice president, my role entails making sure the trains run on time. In some ways, it's equivalent to a chief operating officer. I oversee the coordination of facilities, finance, human resources and technology for the institution.

In the time we're living, with the pandemic we're trying to work our way through and manage, emergency preparedness also falls under my purview. I act as the incident commander in our unified response plan.

Q: Which operational changes that came with Covid-19 are likely to be long-lasting?

The Achiever

Dr. Lenore Rodicio

Executive Vice President and Provost
Miami Dade College

300 NE Second Ave., 33132

(305) 237-3803

lrodicio@mdc.edu

Age: 46

Born: Miami

Education: Doctor of chemistry, Louisiana State University, 1999; Bachelor of chemistry, Barry University, 1994

Personal philosophy: "Be truthful at all times and be kind to everyone."

A: Appreciating the proper role of technology and the role it plays in education.

We have realized the power of technology in educating individuals. We've always used technology to augment what we do in the classroom – we have a very large online offering – but now with the training we've done for our faculty, we've seen both the pros and cons.

We know the things technology is really good at helping us to deliver, but we also have a better appreciation for things that require a face-to-face presence or a different type of interaction with the students.

Q: What do you see online class enrollment being summer and fall?

A: For the summer we're fully online – fully remote; we use the term remote as opposed to online to distinguish between courses that were intended to be fully online versus those meant to be face-to-face that we had to transition to remote.

We have some faculty who are approaching those courses as we would any online course, but others are using synchronous methods – Zoom and Skype meetings with students – in order to connect with them as opposed to only using the Learning Management System we have for our MDC Online programs.

The only exception is a few face-to-face courses we're offering in some criti-

cal workforce areas like law enforcement and health that are virtually impossible to offer online. Those are being run with limited enrollment and strict social distancing and hygiene protocols.

For the fall, it's still early to tell. We're working through some scenarios that fall into three categories. One is where we have some combination of online and face-to-face courses that start to approach a more normal operation for the institution, which would be ideal.

If we get to a point where we can have a more normal operation, there still will be a huge increase in students enrolling in online courses. We'd already seen a steady increase in that over the last few years.

The fact that more students and faculty are comfortable now with this format will see that trend continue upwards irrespective of how the pandemic evolves.

Another scenario we're planning for is for being nearly completely online, as we are now, if the situation doesn't improve and it's not safe to return. And the last one we're looking at is how we

can create limited enrollment with some blended courses, where students come to campus less than they normally would and complete the rest of their studies online.

We hope by mid-July to have a clearer picture of what fall will look like. We've pushed back the start of our fall semester to Sept. 1 to have more time to see how this evolves and get all our plans in place.

Q: What other kinds of classes are either very difficult or impossible to offer online?

A: Pilot training programs. The only way you can do that is by getting on a plane and flying. That's now being offered face-to-face.

Another group of courses that can be offered online but are not optimum there are things like the science laboratories in chemistry and biology. It's not the same, working directly with chemicals in a lab as it is looking at simulations.

Those, right now, we still have in a remote setting. If the situation continues for much longer, they'll probably be the next set we'll try to find creative solutions to do in person.

Q: How does MDC's faculty break down between full- and part-time?

A: About 53% of our course sections are taught by full-time faculty. All our faculty have at a minimum a master's degree in the area they teach, as required by our accreditation regulations. Many, particularly our full-time faculty, also have doctoral degrees in their respective areas.

One of the things we do when we bring our faculty onboard is provide professional development on how to better engage with students and on novel pedagogical techniques to make them more effective teachers.

We invest a lot in that. Over the last few months, dating back to March 12, we also increased our training in online tools and technology for remote teaching and have also offered seminar types of training for both full-time and adjunct faculty.

That faculty training and support has established some faculty who are serving as mentors to others as well to help guide them through this. I'm extremely proud of how our faculty have responded to this.

They've rolled up their sleeves. Those who weren't as comfortable with the technology have taken advantage of the

training, and those who were already tech whizzes when it came to online teaching have come forward to help others get to that same level.

Q: What is happening with enrollment numbers?

A: Prior to the pandemic we saw a steady decrease in enrollment. One of the unique characteristics of community colleges is that when the economy is doing well, our enrollment tends to go down. Individuals will either take less courses so they can work more or drop out of school altogether and pursue employment.

Our enrollment before was about 4% down compared to the year prior. We would have anticipated summer to follow the same pattern. We don't have the final numbers yet, but right now it looks like we've gained a bit and are around 1% to 2% down compared to last year.

It's still too early to tell what the effects of the pandemic will be. It'll depend a lot on whether we can resume normal operations. If so, and if the economy is still in recession, we'll expect to see an increase in enrollment as people come to us to retool and retrain.

We launched two sets of programs over the last couple months in response to the unemployment and pandemic. One was a set of non-credit courses, our upskill programs, that are just for retooling and retraining but don't lead to a college credential.

Many are in areas like digital marketing, cloud computing and other IT areas, as well as substitute training courses. Those filled immediately. Now, we're also starting our college credit certificate programs, Kick-Start Your Career, which do lead to a college credential.

They can be completed in two semesters. We're providing scholarships to cover tuition and fees, as well as a stipend to offset the need to work, so students can remain enrolled full-time. Those are also in similar areas to the upskill programs and at capacity in enrollment.

...while overseeing quality of education and student services

The fact those have been so attractive, I anticipate as individuals find themselves unemployed, they'll turn to us to help retrain them in areas that continue to hire despite the pandemic.

Q: What has the shutdown of classroom education due to the virus done to the economics of the college?

A: We're still collecting tuition and fees. The only shift for the summer, because we are completely remote, is with courses that had special fees to offset costs of support services to students, particularly for laboratories, technology and equipment they'd use on campus.

Because they do not have access to that now, we've waived those fees. That short-term effect probably amounts to between \$1.5 million to \$2 million in revenue.

Long term, because there's an economic downturn, less tax dollars will be collected. Our legislature in Tallahassee will have to make difficult decisions about how to stretch the dollars across all entities funded by the state.

As they return for special session and finalize what that budget will look like for us and the 27 other state colleges, our budget may be impacted. We're monitoring that and working on our advocacy front to make sure that, to the extent possible, our budget remains intact.

Q: How has enrollment from abroad changed with the virus? Do you see those changes lingering?

A: We haven't seen a huge shift. While we are a very large institution, and Miami is a large, international city, most students enrolled at our institution are residents and in-state students.

Maybe a couple thousand students are classified as international. As this continues and movement from other countries into the United States decreases or is at a standstill, probably in the next year is when we'll see that impact.

Q: Which courses or degree tracks are the most popular or fastest growing?

A: The areas that are the most attractive to incoming students, as well as the ones seeing continued and steady growth, are

primarily in IT and health.

They've always been courses with high enrollment. Others that have always been at the top of the list for enrollment are in the business areas. Those continue to increase.

Q: How does MDC deal with needs for remedial work among students who may have large gaps in their high school educations?

A: We've been doing a lot of work and research in this area. There have been policy changes that occurred in Florida that fundamentally changed how we approach this. Some students are exempted from testing for remedial skills.

We tend to use a combination of measures of student readiness, high school grades and test scores to advise students on the type of remedial coursework they need.

Some have the choice to enroll or not enroll in developmental education courses. For those who do, we've significantly revamped how we teach those courses to make them more successful.

For those who choose to enroll directly into college-level courses, we've created additional assessments and touchpoints for faculty to determine where students have skills gaps so we can provide additional support in tutoring, corequisite courses and other opportunities to help them brush up those skills.

Over the last few years, we've seen significant improvements in students completing those gateway courses. We've also reviewed all our academic programs to ensure that the courses we're requiring students to take are ones they need in their academic pathways. All these things together have resulted in improvements in student success.

Q: How much of an issue is faculty recruitment? Are some jobs harder to fill than others, and what is your responsibility in that area?

A: It's always a challenge, a combination of recruiting faculty with the technical expertise and appropriate credentials but also the dedication to teaching and learning that we require at our college.

There are some areas where it's easier to hire faculty than others. Our biggest challenges are in areas with the highest growth of enrollment. Disciplines like business, IT and healthcare are also ones where it's most difficult to recruit.

As an educational institution, we can't match the salaries these individuals could obtain if they were employed as IT analysts, nurses or physician assistants. Salaries our graduates make upon graduation sometimes exceed those of the faculty teaching the courses.

It's a challenge to be competitive with the field so we can have the best-trained faculty for our students. Those are the areas where we have the greatest turnover. Luckily, they're also where we have a great cadre of adjunct faculty and individuals working in the field who can bring the expertise they see every day into the classroom.

Q: What is the scope of your own responsibilities versus those of the president?

A: I oversee the logistics, the day-to-day. The president sets the mission and vision, provides the overall leadership and makes sure all the campus presidents and I are aligned with the strategic plan for the college, ensuring that contact with the community is solid and that we're responding to its needs.

My job is more internal-facing, making sure the programs we offer meet that mission and vision set by the president, align with national best practices for higher education institutions and that we have the data to support their effectiveness.

Q: One of the issues in the college's search for a new president was that of Chinese teaching on campus. Is it still being taught in any form – language, culture, history or anything else?

A: In the past, we had a Confucius Institute on campus that closed due to decreasing enrollment. There was little demand from the students, and it was not something we felt the need to continue funding.

There were also concerns about being associated with the institute. If there ever

is a demand from students for Mandarin language, we can offer courses through our curriculum.

Q: What do you foresee the role of MDC being a decade from now? What will have changed?

A: We've already started the wheels in motion for some of the things that will be big changes moving forward. A lot of the work we've done for the last few years is creating stackable credentials, starting even from non-credit coursework to industry certifications that lead to college credit certificates and then associate degrees.

Those allow individuals with clear entry and exit points to help support students as they continue along their educational journey. They allow us to be more dynamic, flexible and responsive to the needs of industry.

What you'll see over the next few years is a focus on continuing traditional offerings that allow students to continue their studies into a four-year institution. Our associate in arts degree is a transfer degree.

We've already seen a trend where that's beginning to decrease. There's been an increase of students who want to come in for specific workforce programs. That trend will continue. As that happens, the institution needs to be flexible and dynamic to keep up with the needs of local industries and communities.

Q: What was the last good book you read, and what book have you most given as a gift?

A: I love classical English literature, especially the works done in the 1850s. I'm very fond of Elizabeth Gaskell.

One of her books, "North and South," is probably my favorite and one I re-read often. It's a reminder of the differences we have, but even if we come from different backgrounds there's always a consensus to be found.

The only way you can do that – a recurrent theme throughout the book – is to listen to others, try to understand where they come from and reach a point where you can find common ground on which to resolve issues and problems.

EDUCATION

U.S. News & World Report names Miami school 4th best

BY COLLEEN WRIGHT
cawright@miamiherald.com

School for Advanced Studies (SAS) in Miami-Dade is on a meteoric rise to the top.

The SAS schools were named the fourth-best public high school in the nation and got the honor of the top public high school in Florida, according to the 2020 U.S. News & World Report Best High Schools Rankings released Tuesday. Last year, SAS rose to the second-best high school in the state and 26th in the nation.

"It's an incredible accomplishment," said Principal Omar Monteagudo. "We're known as the dream factory, and that's because we truly try to transform our students not only academically but socially and emotionally."

The report's rankings don't parse out the five campuses of SAS, which are based at five Miami Dade College campuses — a decision made by U.S. News and World Report. These selective, dual-enrollment schools with just juniors and seniors offer students the opportunity to graduate with a high school diploma and an associate's degree from Miami Dade College.

A total of 786 students are enrolled at SAS, but Kendall is the largest campus with 258 students. Of those, 65% of students are female. Monteagudo said all students are on track to

graduate with an associate's degree this year.

SAS was bested nationally only by Thomas Jefferson High School for Science and Technology in Alexandria, Virginia; Academic Magnet High School in North Charleston, South Carolina, and Merrol Hyde Magnet School in Hendersonville, Tennessee, in that order.

"We're not into rankings, but rather the rankings is an indication or byproduct of the work we get in," Monteagudo said. "It's great we get validated, but our drive is not by a number."

He said that while some assume that the county's best students flock to SAS ready for the challenge of taking high school and college courses simultaneously, that isn't the case. Monteagudo said the school has been working on an intervention program that tutors students in math, reading and writing. The school has been laser focused on data and professional development for its teachers, the "most important variable," he said.

"We've had a game plan on how we're going to take SAS to the next level," Monteagudo said. "We have never rested on our laurels. We use the accomplishments of SAS as a building block. Our best days and our best years are still ahead of us."

Six schools in Miami-Dade County ranked in

the top 10 in Florida and top 100 nationally. Young Women's Preparatory Academy, third best in the state, ranked 52nd nationally. The others are Design and Architecture Senior High (sixth in Florida, 72nd nationally), Archimedean Upper Conservatory Charter School (seventh and 74th), International Studies Charter High School (eighth and 83rd), and Jose Marti Mast 6-12 Academy (ninth and 94th). Just outside this group was iPrep Academy at 11th and 104th.

All of those schools are either selective magnet schools or charter schools. You have to go far down the list to find a neighborhood school ranked. The first one up in Miami-Dade is Miami Palmetto Senior High, ranked 2,012th nationally and 117th in Florida.

Public schools in Broward County had a weaker showing in this year's rankings. Somerset Arts Conservatory in Pembroke Pines ranked 18th in the state and 155th nationally. Pompano Beach High School, a neighborhood high school, ranked 21st in the state and 221st nationally.

U.S. News and World Report's annual high school rankings are based on six criteria: college readiness, reading and math proficiency, reading and math performance, underserved student performance, college curriculum breadth and graduation rates. College readiness measures participation and performance on Advanced Placement and International Baccalaureate exams. More than 17,700 public high schools were ranked this year.

See where your school ranks here.

Colleen Wright:
305-376-3003,
@Colleen_Wright

THE CHRONICLE of Higher Education

Colleges Hoped for an In-Person Fall. Now the Dream Is Crumbling.

By *Lindsay Ellis* | July 20, 2020

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Chronicle photo by Julia Schmalz

Several prominent campuses on Monday announced reversals of prior fall reopening plans as Covid-19 case counts surge across the country. Coming after months of expressed optimism about the possibility of in-person operations, the announcements signal a retreat from those projections that may grow to a wave.

The University of California at Berkeley's chancellor, Carol A. Christ, announced at a *Chronicle* event on Monday that Berkeley — which had planned to have some students on campus and to hold some classes in-person — will begin its fall semester online. The news came alongside Monday actions by Morehouse, Grinnell, and Spelman Colleges, in addition to Clark Atlanta University.

Also Monday, the president of Miami Dade College, one of the largest institutions of higher education in the country, announced it would begin the fall in a remote format on September 1, and maintain that model at least until September 28. Last week, Occidental College, Emory University, and Dickinson College, among other institutions, announced more virtual operations than previously planned.

Such announcements have been widely predicted, even as some presidents declared that they planned to bring students back for fall classes. In planning to reopen, colleges have cited the benefits to in-person learning, the disparities in technology access off campus, and detailed safety plans. There is also a clear financial incentive to bring students back; fees for housing and dining are significant portions of operating budgets.

But in the face of rising cases nationally, and as faculty and students raise safety concerns, colleges have said they can't pull it off.

The Bay Area, Christ said, is not “at a phase at which higher education is permitted to open under public-health orders.” And earlier this month, Berkeley announced 47 new student cases in one week, with most connected to Greek parties.

Berkeley typically has 6,000 classes in the fall, but the university was planning to offer only about 300 face-to-face classes in a hybrid model, Christ said. In-person instruction, Christ said, would have been reserved for courses that would be difficult to replicate online, including complex labs, performing arts, and field work. But the prospect of students, faculty, and staff members returning in the fall constituted what Christ and her team began to describe as a “mass migration event.”

“How do you handle a mass migration event in a way that doesn't provide seeds for outbreaks?” Christ said.

The answer, Berkeley officials concluded, is: You don't.

“The fraternity outbreak gave us a glimpse of how congregate living could really seed infections,” Christ said.

An outbreak that stems from a fraternity party is just the sort of thing that many professors say they worry about when assessing the safety of returning to in-person instruction. Regardless of behavior pledges, which colleges have considered as a way of promoting safety amid the pandemic, some people find it difficult to believe that young college students will party together in masks and maintain six feet of physical distance once the alcohol starts flowing.

“Of course it’s a reasonable concern,” Christ said. “It’s what college presidents and chancellors talk about all the time.”

“We’re social animals,” she continued, “and one of the big motivations of going to college is to be with your peers and have this life-transforming experience. The experience we were imagining in the fall isn’t what anyone would imagine a college-going experience to be like.”

The announcements by Morehouse, Spelman, Clark Atlanta, and Emory came as Georgia’s case numbers have steadily climbed.

At Spelman, the plan initially was to bring first-year students back to campus, with a smaller number of other students. “An honest appraisal of the facts compelled us to change course,” wrote Mary Schmidt Campbell, the president. Now, all instruction will be virtual, and all residence halls will be closed.

Morehouse had initially planned for a hybrid course-delivery model, with some in-person instruction and students living in single rooms. Now, the college announced, it will keep campus housing closed and move all in-person classes online. David A. Thomas, the president, told *The Chronicle* that the high infection rates and case numbers in Atlanta and Georgia, coupled with the politicization of the virus, contributed to his decision.

Gov. Brian P. Kemp, a Republican, sued Keisha Lance Bottoms, Atlanta’s Democratic mayor, last week over a mask mandate. The decision undermined Thomas’s confidence in the local policy environment. It also raised ambiguity about enforcing Morehouse’s mask mandate. Some segment of the student body, he said, may have argued that Kemp’s stance meant that Morehouse’s rule “was somehow an imposition of their rights to free speech.”

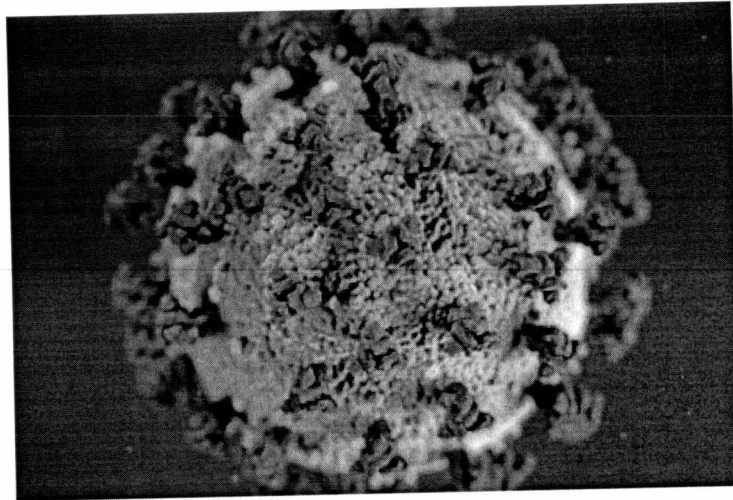
“We can’t count on the public policy environment to reinforce or guide our decision making,” Thomas said. Never before in his higher-education career has he operated without that trust, he said. “I’ve been on the faculties of major universities and colleges since 1986. I’ve been in academic leadership roles since 1999, including

being dean of the Georgetown School of Business, senior associate dean of the Harvard Business School, and now president of Morehouse College. I've never seen an environment like this for higher ed. This is uncharted territory."

Coronavirus Hits Campus

As colleges and universities have struggled to devise policies to respond to the quickly evolving situation, here are links to *The Chronicle's* key coverage of how this worldwide health crisis is affecting campuses.

- [Live Coronavirus Updates: Here's the Latest](#)
- [Here's a List of Colleges' Plans for Reopening in the Fall](#)
- [How Higher Education Can Reinvent the Leadership Search](#)



Thomas estimated Morehouse would lose up to \$20 million this fall in income from housing and dining, and from a 10-percent tuition cut. Faculty who have not been certified in online teaching, he said, will be furloughed, and staff members who have been furloughed may be laid off.

But the decision was the right one, he said. As a historically Black campus, situated in a predominantly Black neighborhood of Atlanta, bringing students back could mean a spread of Covid-19, affecting a community that is already at high risk. The Centers for Disease Control and Prevention says hospitalization rates for Covid-19 are highest among non-Hispanic American Indian or Alaska Native and non-Hispanic Black people.

Thomas wondered if he would be comfortable sending his three kids to an in-person college. His third graduated mere months ago. The answer was no. “When you make it personal,” he said, “the answer becomes pretty clear.”

To bring students back in the spring, Thomas said, infection and hospitalization rates locally and in high-enrollment states and regions would need to decline. That includes Miami, which Morehouse’s announcement identified as “the new epicenter for the virus.”

Of course, the outbreak in Miami has larger implications for South Florida’s colleges. The interim president of Miami Dade, which in the 2018-19 academic year enrolled nearly 85,000 students, said on Monday the college will start this fall in a virtual setting.

“This is still a very dynamic situation with many unknowns,” the interim president, Rolando Montoya, wrote. “Our governor and the commissioner of education recently presented a reopening plan that was compared to a dimmer switch.”

In March, colleges nearly as one announced a move to virtual operations, an early wave of American organizations, institutions, and businesses to shut down. The approach for fall has initially appeared more splintered, with some campuses quickly saying the semester would be online and most others announcing their intention to bring students back.

Many campus leaders were optimistic. As of late May, about two-thirds of plans collected by *The Chronicle* said they were planning for in-person classes. That figure has declined to just above 50 percent, still a very large proportion of the more than 1,200 campus plans reviewed.

Leaders of several research universities have not said what exact figures or triggers would make them shut down their mammoth operations.

Martha E. Pollack, Cornell’s president, told *The Chronicle* that there is not a “fixed threshold” of what would make the campus disperse again, as in March. Instead, there is an internal dashboard measuring factors on and off campus.

The university, which has said that bringing students back may lower infection rates, has a series of steps it will take if it appears that campus and community factors are escalating, she said. Before shutting down, she said, Cornell would ramp up education, enhance social distancing, and enforce an all-campus quarantine.

Other campus leaders interviewed by *The Chronicle* stressed that local guidance will be a key part of the decision. The University of Maryland's new president, Darryll J. Pines, tied his administration's decision matrix directly to Maryland, county, and city guidance and indicators.

"When they tell us it's time to pivot," he said, "we're going to listen to them."

Vanderbilt University's chancellor, Daniel Diermeier, said the university's local environment would be the first consideration. A stay at-home order would preclude everything else, he told *The Chronicle*. Other triggers would be if Vanderbilt observed waves of hospitalizations and infections, or strains on testing capacity, quarantine capacity, or care capacity.

Thomas Morehouse's president, said he doesn't expect the announcements Monday to be the last. "I may have missed it, but I don't see a lot of university presidents out there creating compelling, values-based arguments for opening."

Jack Stripling contributed reporting.

Lindsay Ellis is a senior reporter covering research universities. Follow her on Twitter @lindsayaellis, or email her at lindsay.ellis@chronicle.com.

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Coronavirus Hits Campus

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COVID roundup: Colleges revert to virtual fall, Canisius and Carthage plan faculty layoffs

Submitted by Elizabeth Redden on July 21, 2020 - 3:00am

A growing number of colleges of various types from across the country say worsening public health conditions are forcing them to teach their fall terms entirely remotely.

Three private, historically Black colleges in Atlanta announced Monday they are planning for an all-virtual fall as coronavirus cases rise in Georgia and across the U.S.

Clark Atlanta College had originally planned to bring freshmen and sophomores to campus -- it made an announcement to that effect June 30 -- but the college said Monday that circumstances had changed for the worse, necessitating a remote semester for all students.

"Since my last public announcement, the number of COVID-19 cases has increased exponentially," George T. French Jr., Clark's president, wrote in a [message to students](#) ⁽¹⁾. "Thirty-six states have seen the infection rates continuously rise and are now being classified as 'high-risk' states. Thirty-three out of the 36 'high-risk' states are those where approximately 97 percent of Clark Atlanta University's students reside."

Similarly, in a [message](#) ⁽²⁾ announcing **Morehouse College's** plans to teach remotely and keep campus housing closed, Morehouse president David A. Thomas cited rising case counts in Georgia's Fulton County, where Morehouse is located, as well as in states where the college draws students from. "As much as I was looking forward to having new debates with students on Brown Street, the drastic spike in COVID-19 cases nationwide is concerning. It necessitates that we consider changing course to protect the health and safety of the Morehouse community," Thomas wrote.

Spelman College had previously announced plans to bring first-year students to campus but said Monday it would instead conduct the fall semester for all students online.

"You may ask why?" Spelman president Mary Schmidt Campbell wrote in a [message](#) ⁽³⁾ to students. "Why did Spelman change its decision less than three weeks after making the announcement? It was just 19 days ago, on July 1, when we published our plan, fully anticipating that, as summer progressed, the virus would subside. Quite the opposite has been the case. An honest appraisal of the evolving facts compelled us to change course."

Spelman will offer a 10 percent discount on tuition on virtual courses, and a 40 percent average discount on mandatory fees. It is also offering a \$1,000 housing scholarship for students who are unable to get out of a lease agreement in metro Atlanta or who are charged a penalty for breaking their lease.

Clark Atlanta also said it would offer a 10 percent tuition discount and reduce mandatory fees.

Elsewhere in the country, other colleges are changing their fall plans.

Grinnell College, a liberal arts colleges in Iowa, announced on Monday it would no longer invite freshmen and transfer students to start on campus for the first 7.5-week fall term.

"Iowa and the country were in a much different place when we first began rolling out our plans for the fall and when we invited many of you to campus only a month ago," Anne F. Harris, Grinnell's president, wrote in a [message](#) ⁽⁴⁾ to students and families.

"Current trends in infection rates across the country, especially here in Iowa, which now has the second highest infection rate per capita in the Midwest, are deeply concerning," she wrote. "In addition, the number of cases in individuals between 18 and 40 years old is growing. Unless this trajectory changes, it is clear that the healthcare infrastructure available along the I-80

corridor in Iowa ... will be severely stressed to accommodate the rising tide of infections, and the illness and hospitalizations that follow."

Miami Dade College, a community college serving a city that has been described by one expert in the last week as an emerging ⁽⁵⁾ "epicenter" of the pandemic, announced plans ⁽⁶⁾ to start the fall semester mostly remotely.

The college said it has expanded online course offerings to accommodate students who are uncomfortable coming to the campus. And just as it has during the summer session, Miami Dade said it will continue to offer certain courses that are difficult to teach remotely in a face-to-face format -- including courses in aviation, culinary arts, fashion and health science.

The remainder of courses will be offered in a blended format, with instruction to begin remotely Sept. 1 through Sept. 27, with a possible limited resumption of in-person classes after that, "if conditions allow it" and with social distancing guidelines in place.

The **University of California, Berkeley**, also is planning on starting the fall semester online, according to *The Chronicle of Higher Education* ⁽⁷⁾. Berkeley Chancellor Carol A. Christ announced the plans at a *Chronicle* virtual event. The university had planned on offering some face-to-face classes.

Among other challenges associated with bringing students and faculty back to campus, Berkeley announced 47 COVID cases ⁽⁸⁾ earlier this month, most of which were connected to fraternity parties. "The fraternity outbreak gave us a glimpse of how congregate living could really seed infections," Christ said.

Meanwhile, two small private colleges have announced planned layoffs, each citing pre-existing financial challenges that were made worse by the pandemic.

Canisius College, a Jesuit college in New York State, is eliminating 96 positions, including 25 faculty positions, most of them tenured. The 71 staff members losing their jobs include full- and part-time administrative staff members and facilities and maintenance staff.

John J. Hurley, Canisius's president, in an interview said the college is eliminating major programs in classics, entrepreneurship, European studies, fine arts, human services, international business, physics, religious studies and urban studies. In addition to the programs slated for elimination, the college is cutting faculty positions in chemistry, English, history, management and philosophy.

Hurley said a projected budget deficit of up to \$10 million doubled to \$20 million after the start of the pandemic. "We don't have the reserves to simply hope for a better day," Hurley said. "We need to address the situation promptly because we're a tuition-driven school."

Hurley said the board charged the college with making \$12.3 million in cuts. He said all programs slated for elimination produce 10 or fewer degrees per year.

"This was a question unfortunately of having to make strategic decisions about what we could continue to do and what we would continue to be for our students," he said. "You try to walk a fine line between maintaining a long-held commitment as a Jesuit college to our liberal arts core curriculum and then programs that have demonstrated market strength and, to be honest, have better track records in terms of creating a more direct path between what happens in the classroom and what a graduate does in his or her professional life."

Opposition to the layoffs has been swift. As of late Monday afternoon, more than 3,700 people had signed a Change.org petition ⁽⁹⁾ opposing the layoffs, and a Facebook group, "Canisius College Alumni & Allies Against Faculty and Staff Layoffs," had more than 200 members.

The Change.org petition described the planned layoffs as "just the beginning of the end of liberal arts tradition at Canisius -- the very core of its existence. If these cuts are carried out, this will most likely mark the end of Canisius College itself, and certainly any integrity it once had."

The Canisius chapter of the American Association of University Professors said in a news release the proposed cuts "would decimate Canisius's identity as a Jesuit university rooted in the liberal arts that encourages students to think deeply and critically about the problems of our world."

The AAUP also argued the college is not following proper procedures for laying off both untenured and tenured faculty, charges Hurley disputes.

Tanya Loughead, a philosophy professor and president of the Canisius AAUP chapter, said she is hopeful testimonies from students and alumni concerned about the future of Canisius will convince the college's board to reconsider the cuts.

"No paperwork been signed yet by faculty," she said. "We're hoping over the next few weeks the trustees begin to realize the mistakes they've made and to have a real conversation with all the constituents -- faculty, students, alumni, administration, trustees -- to begin to brainstorm the best way forward for Canisius."

Separately, **Carthage College**, in Wisconsin, announced plans last week to reduce its full-time faculty by 10 to 20 percent as part of a reorganization plan that will lead to 10 stand-alone departments being eliminated and incorporated into a new departmental structure.

Affected departments at Carthage are biology, classics, English, modern languages, music, philosophy and great ideas, physics and astronomy, political science, religion, and sociology and criminal justice. The college said major and minor programs in these areas would continue, "with the possible exception" of majors offered by the classics and philosophy departments.

In justifying the proposed changes, Carthage cited a changing higher education landscape nationally and flat enrollment.

"Colleges nationwide are facing rising costs, decreasing revenue, and, demographically, a smaller pool of applicants through at least 2026," the college said in an [FAQ](#) ^[10] on its website. "COVID-19 has certainly accelerated our need for a long-term solution, but these circumstances are not solely related to the pandemic."

The *Milwaukee Journal Sentinel* [reported](#) ^[11] that between 15 and 30 Carthage faculty members, including some tenured faculty, face layoffs. Bradley Morelli, a senior at Carthage, organized a protest on Sunday calling for the layoffs to be halted and for the inclusion of student representatives in future discussions.

Images of a protest on Sunday opposing the planned layoffs were [captured by the Kenosha News](#) ^[12].

Source URL: <https://www.insidehighered.com/news/2020/07/21/covid-roundup-colleges-revert-virtual-fall-canisius-and-carthage-plan-faculty>

Links

[1] <https://www.cau.edu/news/2020/07/Presidents-Letter.html>

[2] <https://mailchi.mp/cb4cc0885e5d/important-message-about-the-fall-2020-semester>

[3] <https://spelmancollege.activehosted.com/index.php?action=social&chash=fe73f687e5bc5280214e0486b273a5f9.509&ps=7460b87c5dd24ef1791e814e85fa848e>

[4] <https://www.grinnell.edu/messages/important-changes-to-fall-plans>

[5] <http://www.npr.org/sections/coronavirus-live-updates/2020/07/14/890756801/miami-is-becoming-the-epicenter-of-the-pandemic-expert-warns>

[6] <http://view.mdcessaging.mdc.edu/?qs=cadd8c5bb75e879a4dcad1d6b9536abe2fd80830dc2410283759b46821be65fd0005398eca1994aa78f64dfac1f7665d153535f61288e115ab9e4c64c563fc30b9>

[7] https://www.chronicle.com/article/Colleges-Hoped-for-an/249206?cid=wsinglestory_hp_1a

[8] <https://news.berkeley.edu/2020/07/08/social-gatherings-produce-increase-in-student-covid-19-cases/>

[9] https://www.change.org/p/canisius-college-stop-canisius-from-firing-professors?utm_content=cl_sharecopy_23531171_en-US%3A3&recruiter=858290380&recruited_by_id=54b4f300-1572-11e8-a739-3bd5a70f1ae1&utm_source=share_petition&utm_medium=copylink&utm_campaign=psf_combo_share_initial&utm_term=psf_combo_share_ir

[10] <https://www.carthage.edu/bridge/academic-department-reorganization-faqs/>

[11] <https://www.jsonline.com/story/news/2020/07/19/carthage-college-proposal-lay-off-faculty-draws-student-protest/5468267002/>

[12] https://www.kenoshanews.com/multimedia/in-photos-carthage-college-alumni-protest-restructuring-departments-layoffs/collection_f36e63d0-bc09-51ba-8f7f-eb1c7bba8aea.html#12

<http://tribunecontentagency.com>

AP

Miami Dade College, the nation's largest community college, will use temperature checks in the fall

By Jimena Tavel of the Miami Herald

Jul 5, 2020



Starting in March, Walla Walla Community College closed its campus for the COVID-19 pandemic. A counterpart in Florida leads the way in that state with plans for student temperature checks, a step even large universities there don't plan to implement.

U-B file photo by GREG LEHMAN

MIAMI — Miami Dade College plans to bring back as many students, faculty and staff as possible to its campuses this fall with a strict measure that other large universities in South Florida won't implement: temperature checks.

The largest community college in the country — with approximately 120,000 students — drafted a three-phase reopening plan that is “general on purpose” to adapt to the fluctuating pandemic conditions, said Lenore Rodicio, the executive vice president and provost. MDC will adhere to local, state and national guidance but will apply stricter rules if necessary.

“It's a flexible plan,” she said. “What we wanted to do was create a framework for decision-making, rather than outlining what we're going to be doing two and a half months from now. Many of the conditions are changing almost on a daily basis, so we didn't want to make assumptions.”

At the beginning of its first summer term, June 1 — after the county had already moved into Phase 1 of the state's reopening plan — the college activated its own Phase 1, which keeps most classes remote except for a few that can't be taught in a virtual setting, like cooking, fashion, law enforcement, and medical and pilot training. Also, the rules only allow essential personnel and others needed for those face-to-face courses to visit the campuses.

MDC is using low capacity in classrooms, social distancing, extra cleaning and a mandatory use of facial coverings everywhere to prevent the spread of the coronavirus that is called SARS-CoV-2 and causes COVID-19.

For temperature checks, the college set up at least one checkpoint, staffed mainly with public-safety personnel, at each of its eight campuses. MDC staffers received training on how to use infrared forehead thermometers as well as how to survey visitors to see if they have any symptoms, have recently traveled, or have had contact with COVID patients.

Visitors who pass the screening receive wristbands (the color varies each day) before entering MDC buildings. Staff inside check visitors' wristbands.

“Public-safety staff is being very vigilant. You can see them glance down at your wrist to make sure you have the right color of band,” Rodicio said. “I've been stopped a couple of times and asked to show my ID and what my purpose for being on campus is, so we have a

pretty tight process right now.”

If a visitor's temperature is too high, that person must sit in a designated area for a few minutes and have a second check to see if the elevated number is a fever or it's due to walking under the Florida sun. If visitors fail the temperature check twice, MDC staff adds their names to a list of people who have to show medical clearance the next time they try to enter.

The University of Miami and Florida International University will ask community members this fall to take their own temperatures and answer some questions on mobile apps on a daily basis. But Rodicio said MDC has issues with that method.

“We're looking at what they're doing, but we have some concerns with the self-reporting in terms of the accuracy and reliability of that, so our preference right now is to do the temperature checks and screenings,” she said.

MDC's reopening plan launches Phase 2 when “cases continue to decrease in the local region within a 14-day cycle.” The college would only advance to that phase if the county does so too.

Phase 2 permits more in-person teaching and for more workers to come to campus, especially those who provide student services, like tutoring and advising, Rodicio said. Phase 3, eventually, allows for an unrestricted number of people to visit.

For its second summer term, scheduled to start July 13, MDC will remain in Phase 1. But Rodicio said she hopes the number of COVID cases reported in the area and local government restrictions let the college transition to Phase 2 by Sept. 1, the first day of its fall term.

Rodicio said MDC has labeled all fall courses as “blended” while it assigns a learning model to each. The three options are face-to-face, online and hybrid. MDC will first give on-campus availability to classes that can't be taught online, like labs, cooking and fashion. Second priority will be given to classes that could be taught online, but that work better in person, like English classes for non-native speakers.

How many people will return to MDC campuses for in-person work depends on how much the temperature-check system can be expanded.

“It’s easy for us to do this now because there’s such a limited number of people on campus,” Rodicio said. “Once we start bringing more people, then we’ll test if current checkpoints are enough or if we’ll need more. We’ll test our capacity and determine what we can allow.”

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Which Florida beaches are open for Independence Day Weekend? Which are closed?

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Image via Flickr by Phillip Pessar.

SOUTH FLORIDA

Gov. DeSantis appoints Robert Alonso to Miami Dade College District Board of Trustees

Alonso will serve a four-year term.



By **Ryan Nicol** on July 2, 2020

Which Florida beaches are open for Independence Day Weekend? Which are closed?

DeSantis announced the move in a Thursday evening release. Alonso will serve a four-year term.

Alonso is an alumni of Miami Dade College, where he earned his associate's degree. He then attended Florida International University for his bachelor's.

The Board of Trustees is chaired by Benworth Capital Partners President **Bernie Navarro**. Jackson Health System President and CEO **Carlos Migoya** serves as its vice chair.

Alonso currently serves as the vice president of business development at the real estate firm **Costa Realtors Corp.**

He's a board member on the Miami-Dade County Planning Advisory Board as well, a role he's held since 2018. Alonso also founded the Miami Lakes Cars for a Cure Foundation in 2014. The organization aims to raise money to help fund cancer research.

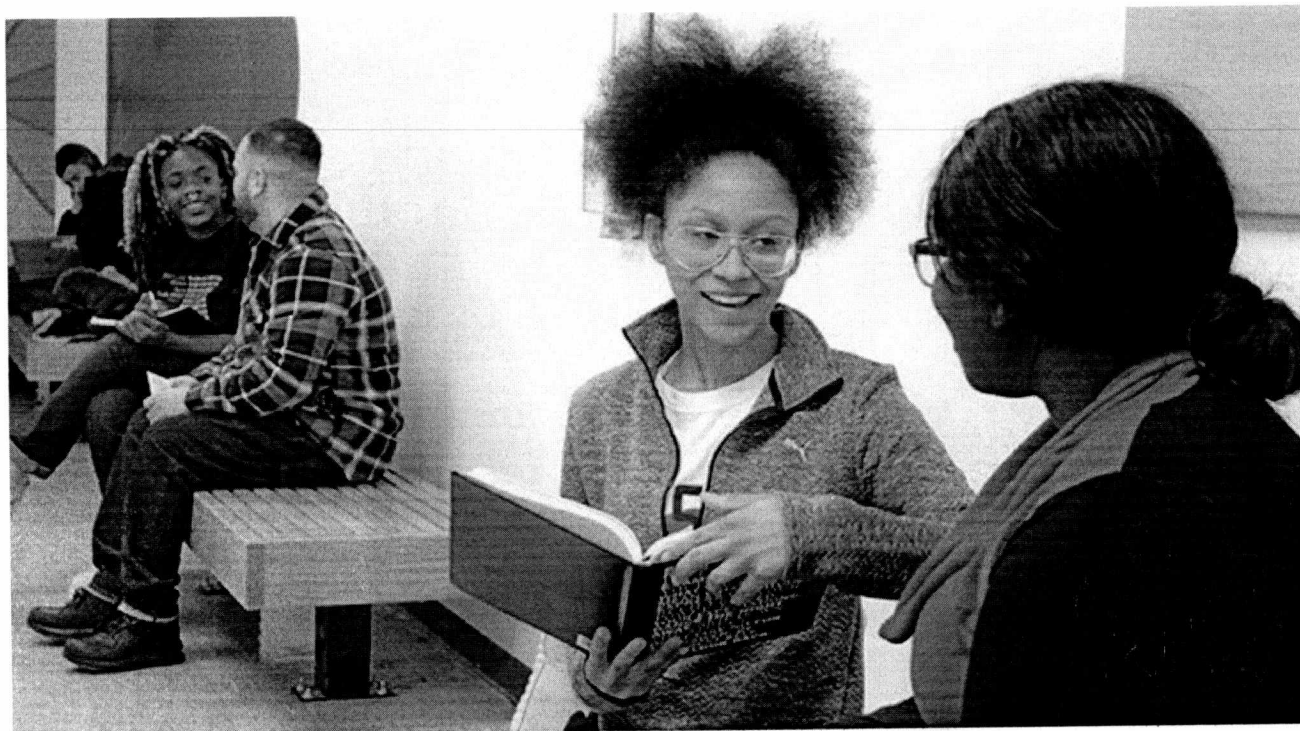
Alonso's prior work includes a nearly two-year stint as director of partnerships and solution engineering at SchoolMint, a student enrollment software company. He worked at Hero K12, which develops student behavior software for schools from 2012-2019.

The Governor's appointment will need to be signed off by the Florida Senate. The move was part of a flurry of activity Thursday night.



Written By

Funding roundup



Borough of Manhattan Community College's Project Impact program helps students affected by the justice system. The program received a grant recently to expand. (Photo: BMCC/CUNY)

BY TABITHA WHISSEMORE JULY 21, 2020

Borough of Manhattan Community College (BMCC) in New York City will use a \$100,000 grant from Trinity Church Wall Street to expand **BMCC Project Impact**, a program designed to support justice-involved students with educational programs and other services.

The purpose of Project Impact is to support our students through their many challenges by providing them access to wraparound services and consistent support, said Julie Appel, project director. Project Impact opened in January 2019 with one student and now serves more than 100 students who have been formerly incarcerated, have a sibling or parent who has been incarcerated or arrested, have had issues in family court or were in any way affected by the justice system., she said.

Thanks to the grant funding, Project Impact will add to its programs and support more of these students.

BMCC is among 56 recipients of nearly \$7 million total in Trinity grants awarded to end systemic racism in New York City and offering alternative models for a new vision of how New Yorkers can reach their potential and thrive.

Florida

Miami Dade College (MDC) and Florida International University (FIU) have received grants totaling \$3 million from The Andrew W. Mellon Foundation to expand support to humanities students at MDC who transfer to FIU and foster collaboration between MDC and FIU faculty.

The MDC-FIU humanities partnership was established in 2017 with grants from the Mellon Foundation. With the new funding, the partnership adds several new areas of focus, including a new MDC cohort of humanities majors mentored throughout the academic year up through the summer bridge program hosted at FIU. Both institutions will implement peer writing mentorship programs. There will be career development curriculum around ethnographies of work at FIU. There also will be faculty development seminars on best practices in humanities pedagogy and research, undergraduate research conferences, career fairs and more.

In other MDC news, the college's Miami Book Fair (MBF) has received a \$25,000 Art Works grant from the National Endowment for the Arts (NEA) for its 2020-21 Generation Genius programs, a group of literacy and learning initiatives designed to engage youth of all ages in learning through reading and writing.

The funds will support literary activities for children at the 2020 Miami Book Fair in November and throughout the year, including special programming.

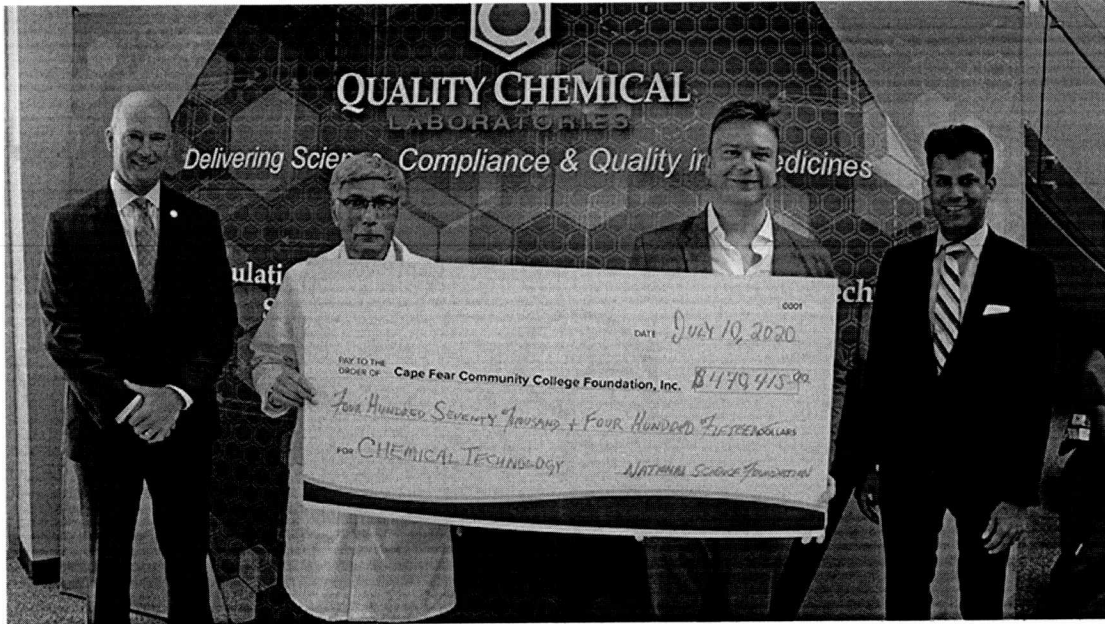
North Carolina

Cape Fear Community College's (CFCC's) chemical technology program has received a \$470,415 grant from the National Science Foundation (NSF). This is the college's third grant through NSF's Advanced Technological Education (ATE) program.

The grant will help to increase awareness of the chemical technology program and career options in the field. Other grant activities will include establishing a paid internship program with Quality Chemical Laboratories and creating a summer academy that will provide stipends for STEM educators to participate and receive

laboratory training in fields of forensics, pharmaceutical, environmental, cosmetics and food chemistry.

“This grant will help our students get real, hands-on training locally,” said CFCC President Jim Morton. “In addition, local STEM teachers will benefit. It is a terrific investment in our students, teachers, and local industry.”



(From left) Cape Fear Community College President Jim Morton; Dr. Yousry Sayed, founder and CEO of Quality Chemical Laboratories; Tracy Champman, chemical technology program director; and Shane Fernando, CFCC vice president for advancement and the arts. (Photo: CFCC)

Elsewhere in North Carolina, **Randolph Community College** will receive a \$3,600 grant to help farmers affected by the decline of tobacco-related employment. The grant will allow the college to provide scholarships for impacted farmers to participate in continuing education programs at RCC.

The grant came through the **North Carolina Community College System's Project Skill Up** and is part of the **Tobacco Trust Fund's** efforts to help individuals and communities hit hard by the economic shifts around the state's tobacco industry and to fund programs that mitigate the general decline in the tobacco-related segment of the state economy.

At **Rowan-Cabarrus Community College**, a \$12,500 grant to the **Small Business Center** will assist small businesses in recovering from the effects of COVID-19. The funding from Wells Fargo will provide free business counseling and assessment to help qualifying business owners create smart strategies for moving forward.

The **BRACE (Business Rebound as COVID-19 Evolves)** program will support five professional business coaches who will help 50 businesses in developing response and

recovery efforts related to COVID-19. Each coach will partner with 10 small business owners to assist them in evaluating their needs and formulating new strategies.

Ohio

Lakeland Community College's annual, women-focused art exhibit gained the support of the National Endowment for the Arts, which awarded the college a \$10,000 grant. The exhibit will open in February and feature the theme of women's right to vote, which celebrates its centennial in 2020.

The grant funds will allow for the development of an online calendar guide and interactive map of all Northeast Ohio gallery and studio art exhibitions that will celebrate the milestone during National Women's History Month in March.

Pennsylvania

Northampton Community College's Emerging Technology Applications Center (ETAC) has received a two-year \$100,000 grant from the U.S. Department of Agriculture to participate in the Rural Energy for America Program. ETAC will provide no-cost technical assistance to agricultural producers and rural small businesses to identify and assess renewable energy alternatives that can lead to cost-saving energy alternatives.

Washington

Tacoma Community College (TCC) will use a \$174,812 grant from the National Endowment for the Humanities (NEH) to compensate up to 50 humanities faculty through the conversion of courses to an online format and the adoption of open educational resources (OER). Working with current e-learning expectations and best practices, TCC faculty will provide digital humanities education experiences. The courses built will not only serve an immediate need in the COVID-19 era, they also will serve TCC students for many years, according to a release from the college.

The NEH CARES: Cultural Organizations grant funds organizations affected by the coronavirus pandemic.

Wisconsin

Milwaukee Area Technical College (MATC) will expand its technology scholarship program thanks to a \$40,000 donation from American Family Insurance. It will allow all MATC Promise students access to a Chromebook and a hotspot for internet connectivity for one year if they don't currently have access to them. A limited

number of Chromebooks and hotspots also will be available to the entire student population.

“Access to technology has become a lifeline for students to remain in school. Many in our student body experience the digital divide and lack sufficient computer access and reliable internet. Through this and other funding partnerships, we are able to meet this need,” said MATC President Vicki Martin.

American Family Insurance also donated \$10,000 to the MATC Foundation’s **Dreamkeepers’ Fund** for student emergency grants.

ABOUT THE AUTHOR



Tabitha Whissemore

is a contributor to Community College Daily and managing editor of AACC's Community College Journal.

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GOLD MEDAL AWARDS

Aspen Prize helps propel Miami Dade College to a medal

BY MARILYN BOWDEN

Miami Dade College in 2019 was awarded the Aspen Prize for College Excellence, which recognizes high achievement and performance among state colleges, as well as the Lumina Foundation Education Innovation Judges' Choice Prize, acknowledging efforts to help adult learners earn credentials that lead to further education and employment in a rapidly changing economy.

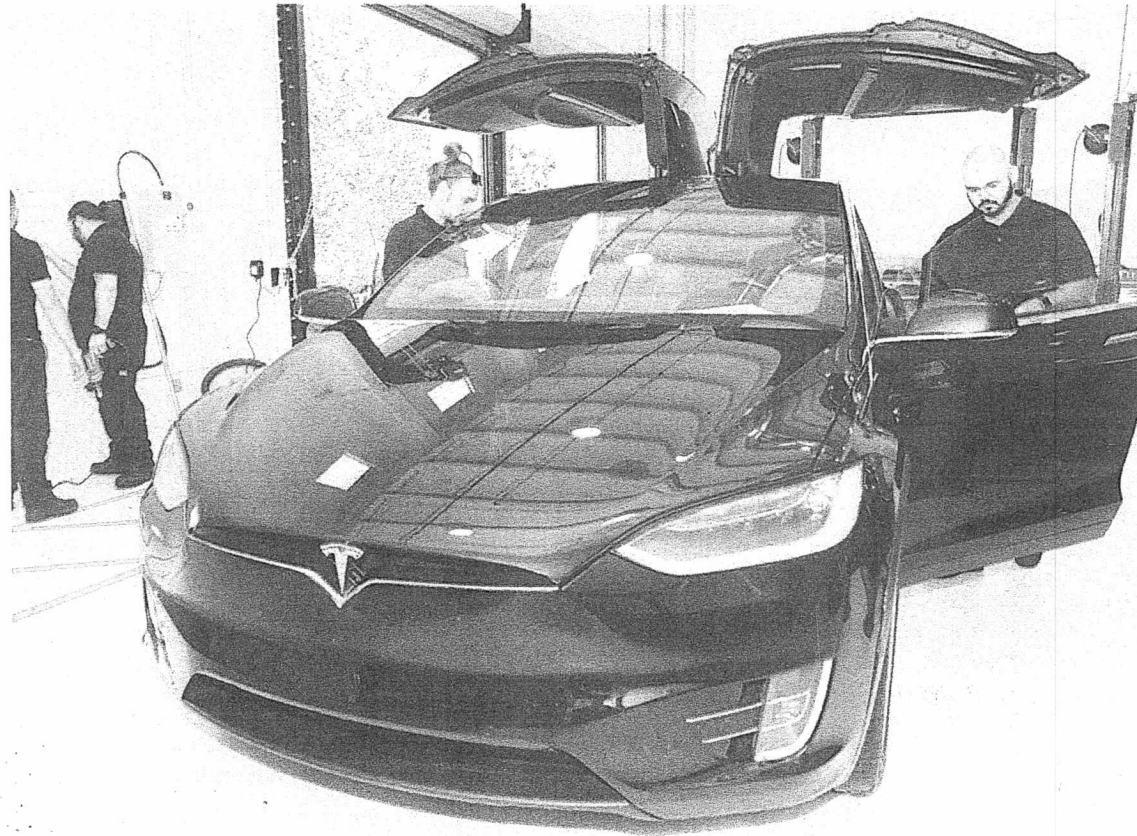
In appreciation of the positive impact of these awards on the community, MDC has been named a winner in the 2020 Gold Medal Awards for institutions. Rankings for winners within the category will be announced at an awards ceremony to be held when the pandemic has passed.

The Aspen Prize looks for colleges exhibiting exceptional achievements in four key areas: student learning; certificate and degree completion, both in community



Lenore Rodicio

college and after transferring to a four-year institution; employment and earnings rates after graduation; and access for and success among minority and low-income students. MDC was selected over more than 1,000 colleges nationwide.



A Miami Dade College partnership with Tesla Corp. created an earn-and-learn model paying an hourly wage.

That success, says Provost Lenore Rodicio, came about through Guided Pathways, a program within the Student Achievement Initiative made possible by a 2010 Completion by Design Grant from the Bill and Melinda Gates Foundation.

The program not only addresses academic needs but also provides crucial support in areas such as housing, transportation

and food security that might otherwise become roadblocks to graduation. MDC's retention and completion rates are well above the national average, Dr. Rodicio says. The college scores No. 1 in the state and among the top four institutions nationally in improving the economic mobility of students.

"More than 65% of our students are from low-income

families," Dr. Rodicio says, "so anything that can help them succeed changes not only their own lives but also the lives of their families."

The Lumina Foundation's goal is to lift the proportion of working-age Americans with high-quality degrees, certificates and other credentials to 60% by 2025. MDC's Accelerated Credentials Training and Skills

initiative, which aims to provide job stability and financial security to adult learners as well as a talent pipeline for industry, met Lumina's specifications.

MDC formed a partnership with Tesla Corp. to offer Tesla START, an earn-and-learn program model in which students are paid an hourly wage, learn how to service electric cars through hands-on training, earn certification as a Tesla Service Technician and obtain a mini-internship, guaranteed job interview and offer of employment from Tesla, all within 16 weeks.

Students who complete the self-paced course, Dr. Rodicio says, also earn college credits "that could eventually be an avenue to come back and get a higher degree."

MDC, she says, recently received a grant of more than \$200 million from the US Department of Labor to develop similar apprentice programs in non-traditional fields.

"We are focusing on middle-skill, middle-wage level jobs in health care and technology," Dr. Rodicio says. "We want to take off the table the question of, 'should I go to school or go to work?' We're trying to get these student graduated quickly so they can get out into the field.

"All of these programs," she adds, "were made possible by enormous collaboration among different parts of the college."

MDC business innovation center is now fully virtual

BY ABRAHAM GALVAN

Originally set to launch back in April, Miami Dade College's new state-of-the-art Business Innovation and Technology (BIT) Center has gone fully virtual.

Designed to explore the role of technology in digital transformation, process automation and analytics in the ever-changing business world, the BIT Center, which is an initiative of MDC's Miguel B. Fernandez Family School of Global Business, Trade & Transportation, will focus on financial services, digital and social media industries.

"The business landscape is changing on how companies approach things. Our center has the ability to explore all of those aspects," said Chechu Lasheras, the center's director. "We are embedding the latest technology and innovation into our 15 programs and making sure our students are stronger when they go into the workforce. This type of structure is the best way to build a better business ecosystem for our students."

The center is offering array of courses, webinars and other learning opportunities, including Digital Marketing Analytics; Introduction to Email Marketing; Introduction to Business Analytics and Visualization; Basics of Technical Analysis for Financial Trading or Ecommerce; and the Future of Supply Chain.

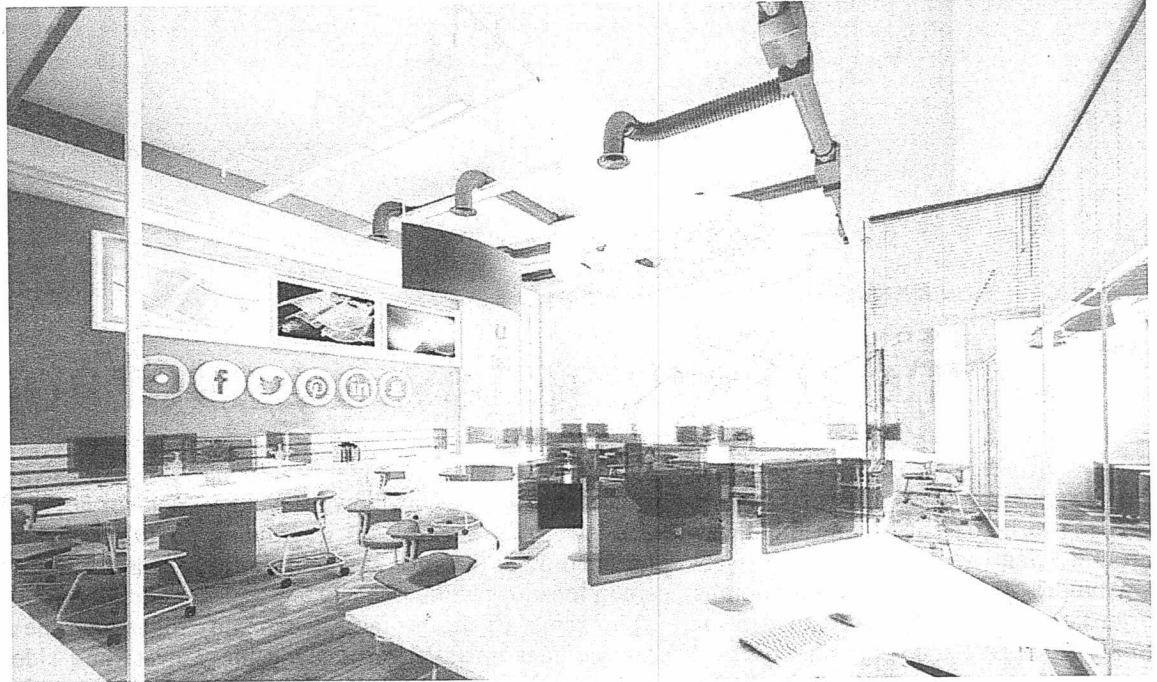
The level of attendance and feedback has been incredible, Mr. Lasheras said. "It's a transition from both sides, not only students but for professors as well. We've incorporated tools to make it as comfortable as possible for everyone to adapt to the new technology."

The 6,000-square-foot facility is at MDC's Wolfson Campus in downtown Miami, with satellite offices on the Kendall and North Campuses.

"I think it's going to be widely used with classes, labs and events from the industry community and students—that's of course, once we get back to normal," said Dr. Rana F. Shehadeh, dean of the Miguel B. Fernandez Family School of Global Business, Trade & Transportation. "We built it in such a way that it will be in quite high demand, bringing in industry leaders to speak on how the business world operates, which will give an edge to our students."

Classes also integrate theory with hands-on lab experience that exposes students to the latest technology and software needs, including Tableau for data visualization, Bloomberg for investment management, Salesforce for sales automation, and digital media and advertising platforms such as Facebook and Google, Ms. Shehadeh said.

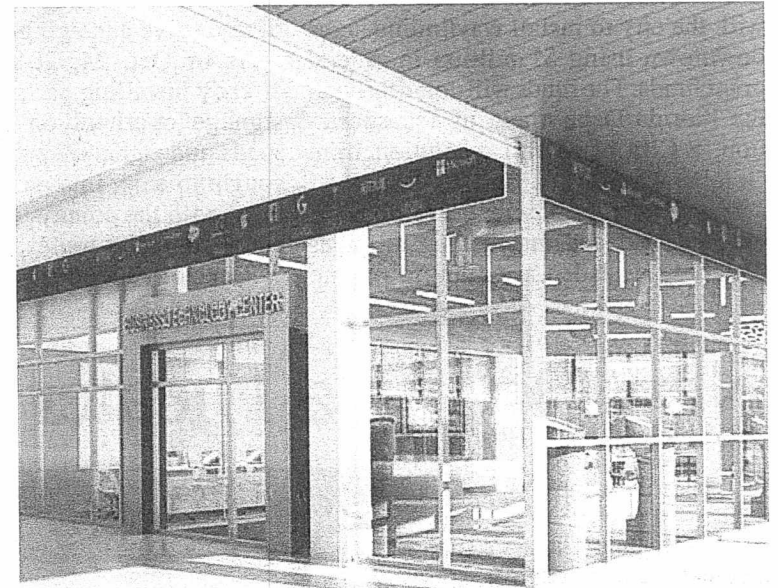
It took about a year and a half to transform what used to be a bookstore into the new business and



New college center is designed to explore the role of technology in digital transformation.

technology center, which will serve about 10,000 enrolled business students and all of MDC's students who wish to utilize it. Strictly following the college's recommendations and guidelines for health and safety in a Covid-19 environment, the center's services and courses will be offered online only for the summer and fall semesters.

"I'm amazed on how quickly we were able to adjust and go online. Students and professors seem to be doing well given the circumstances," she said. "The idea behind the center was to assure we bring the latest technology and hands-on experience, best mentorships and education because we want our students to be the best once they graduate from here."



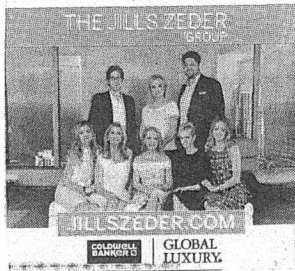
It took year and a half to turn bookstore site into new BIT center.

SUNDAY, MARCH 22, 2020 » MIAMI HERALD

Neighbors

SCHOOL SCENE

*Miami Dade
College student
named a
Newman Civic
Fellow, 22*



SCHOOL SCENE

Student at Miami Dade College, who fled Honduras, named a Newman Civic Fellow

BY ADRIENNE RICHARDSON
schoolscenemia@gmail.com

Kenmel Guzman, a student at Miami Dade College, was recently named a Campus Compact 2020-21 Newman Civic Fellow.

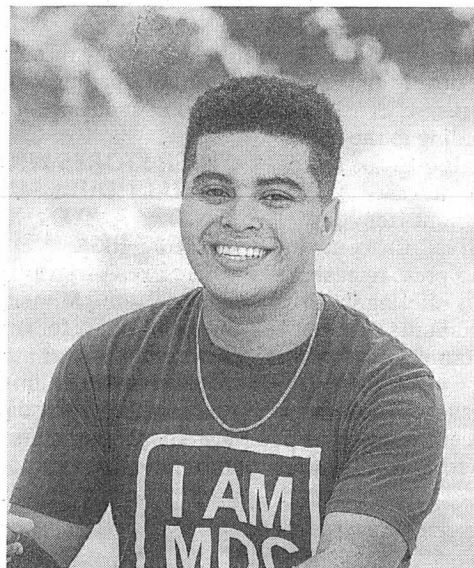
This honor is a prestigious national distinction that recognizes community-committed students who have invested time in finding solutions for the challenges communities face on a local, national and international level.

Guzman is a second-year political science and government student who has overcome adversity. At age 10, he fled Honduras and journeyed 3,000 miles through Guatemala and Mexico to reunite with his mother in the United States.

At Miami Dade College, Guzman has served as president of the Student Government Association, leads college-wide initiatives like BeKind21, a campaign to encourage kindness and connection in partnership with the Born This Way Foundation. He is also an advocate for immigration reform and received the President's Volunteer Service Award for dedicating countless hours to the campus and community.

After completing his degree at Miami Dade College, Guzman hopes to become an immigration rights attorney and run for office to better serve the immigrant and LGBTQ communities.

"Kenmel is a shining example of our student body, overcoming adversity and barriers to be both a scholar and engaged citizen," said **Rolando Montoya**, interim president at Miami Dade College. "He has made service and civic leadership his passion.



Kenmel Guzman, named a Campus Compact Newman Civic Fellow. He is a student at Miami Dade College.

There is no doubt that his is a lifelong commitment to building a better world for all."

PALMER TRINITY SCHOOL

The Halcones at Palmer Trinity School recently earned the category 4A first-place trophy in the Native Speakers division at the 2020 Florida State Spanish Conference (FSSC) in Orlando.

The Halcones, which is a team of 16 world-language students, competed against schools across the state for the major win.

The FSSC gives high school students the opportunity to compete against their peers and tests their proficiency in declamation, impromptu speech and dramatic presentations.

The team was accompanied by world language instructors **Julio Carassou**, **Carlos Garcés** and **Maria Trinidad Rodri-**

guez-Rittenhouse, department chair.

"We are exceedingly proud of our team! After coming so close to winning the coveted Sobresaliente first-place prize in past years, our strong team achieved their goal of qualifying for the 4A trophy," Rodriguez-Rittenhouse said.

Students who participated in the competition included **María Anzola-Schnell, Oscar Anzola-Schnell, Luis Colmener-Brewer, Andrés Álvarez-Paul, Pamela Ascobereta, Anastasia D'Agostini, Eduardo Franceschi, Luis Hernández-Cruz, Valentina Libi,**

Daniela López, Diego Negrón, Rafael Olloqui, Álvaro Ortega-Morales, Natalia Rey, Franco Sluman and Isabel Ulivi.

MIAMI LAKES EDUCATIONAL CENTER

Daniel Gonzalez III, Michelle Mairena and Khim-moy Hudson from Miami Lakes Educational Center received an honorable mention during C-SPAN's national 2020 StudentCam competition. The team won a \$250 prize for their documentary entitled "Immigration: The Broken System."

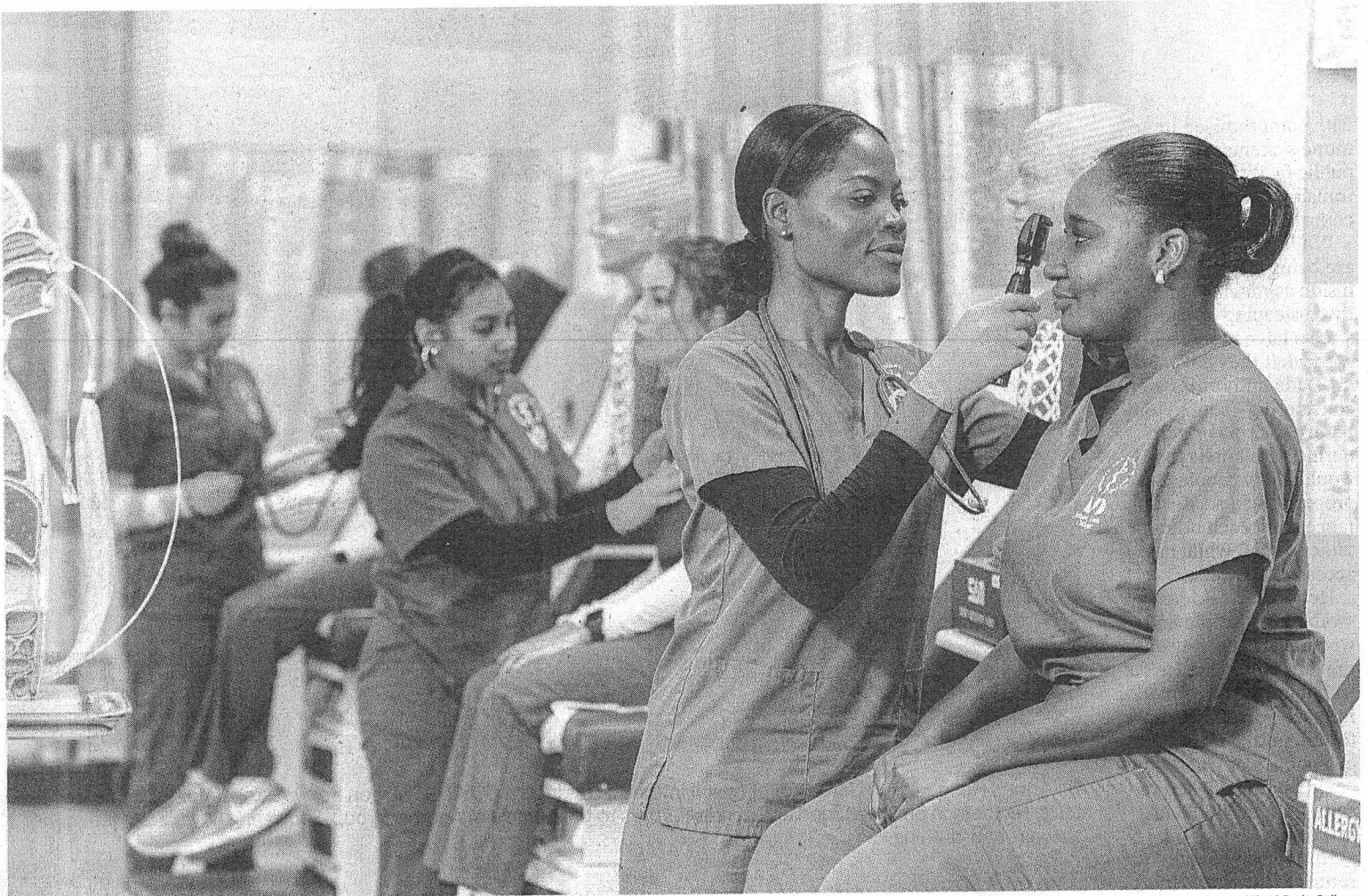
Since 2006, C-SPAN has partnered with local cable television providers across the nation to invite middle and high school students to produce short documentaries about a national subject.

This year, students were required to address their vision for 2020 and explore the issue they'd like presidential candidates to address during their campaign. The most popular topics addressed in this year's competition were environment, equality, guns, health care, and immigration.

"StudentCam provides a platform for young people to have their voices heard on the issues they are clearly passionate about," said Craig McAndrew, C-SPAN's director of education relations. "This year's entries reflect remarkable research and production values and feature a wide range of interviews with elected officials and experts. The life skills students learn from this experience will carry them forward in their academic, personal, and professional lives."



The Halcones at Palmer Trinity School recently earned the category 4A first-place trophy in the Native Speakers division at the 2020 Florida State Spanish Conference (FSSC) in Orlando.



Miami Dade College.

Student nurses at Miami Dade College train with anatomical models and other nursing students. A report by the U.S. Bureau of Labor Statistics' Employment Projections for 2016-2026 estimates a demand for an additional 203,700 new registered nurses each year through 2026.

Retirements, stress and COVID-19 compound nursing staff shortage

BY SUE ARROWSMITH
Special to The Miami Herald

The COVID-19 pandemic has raised many issues in America's healthcare system — a shortage of life-saving equipment such as ventilators, a run on masks and key medicines and in some hard hit areas, not enough ICU beds.

Compounding all of these issues is a serious shortage of U.S. doctors

and nurses to treat the rush of severely ill patients. As of April 6, the United States had more than 350,000 cases, the highest number of confirmed coronavirus cases in the world, according to the New York Times.

"The current COVID-19 pandemic highlights the critical need to educate more nurses, whose existing ranks are experiencing increased moral distress over having to allocate

scarce medical resources," said Lynn Pasquerella, president of the Association of American Colleges and Universities (AACU).

Government agencies and health organizations have been warning of a nursing shortage for decades.

The U.S. Bureau of Labor Statistics' Employment Projections 2016-2026 report estimates a demand for an additional 203,700 new registered nurses (RN)

each year through 2026. The demand is the result of filling new positions and replacing retiring nurses.

Several factors are contributing to the nursing shortage. According to the American Association of Colleges of Nursing (AACN), more than half of practicing nurses are 50 or older and expected to retire within the next 10 to 15 years. Meanwhile, the U.S. elderly population is expected to nearly double by

the year 2050.

Stress and burnout due to insufficient staffing is also causing more turnover in hospitals.

In Florida, the impact is expected to be significant.

The Florida Center for Nursing has predicted a "shortage of registered nurses by 2025 that is capable of crippling our healthcare system and reducing access to care for Floridians."

"Florida has a tsunami

effect,” said Marcella Rutherford, dean of Nova Southeastern University’s (NSU) Ron and Kathy Assaf College of Nursing in Broward County. “You have a shortage of BSN [bachelor of science in nursing] nurses, a large elderly population, many low-income residents, especially in rural areas, and challenges with Medicaid.”

It will take policyholders, healthcare employers and educators working together to find solutions. The country is counting on colleges and universities to produce more nurses, but nursing enrollment is not increasing fast enough to meet the demand and schools are turning away applicants due to a shortage of faculty and clinical sites.

According to AACN’s report on 2018-2019 enrollment and graduations in baccalaureate and graduate programs in nursing, U.S. nursing schools turned away more than 75,000 qualified applicants from baccalaureate and graduate nursing programs in 2018 due to insufficient number of faculty, clinical sites, classroom space, clinical preceptors and budget constraints.

“It’s really hard to find doctorally prepared nurses who want to teach and have been educated to teach in academia,” Rutherford said.

South Florida nursing schools are looking for new pathways to graduate more nurses and grow the pipeline of educators.

NSU offers a master’s in nursing education, one of only about five offered in the country. It also has Doctor of Nursing Practice (D.N.P.), Doctor of Philosophy in Nursing (Ph.D.) and a D.N.P. to Ph.D. programs available online.

Like NSU, the University of Miami (UM) also offers an accelerated Bachelor of

Science in Nursing (BSN), an intense 12-month program, as well as D.N.P. and Ph.D. programs in nursing designed to train new faculty.

Florida International University offers traditional and accelerated BSN programs, a master’s program to become a nurse educator and two Ph.D. tracks.

Federal and state governments have stepped in to help with several initiatives, including the Nurse Faculty Loan Program, which provides loans for students enrolled in advanced education nursing degree programs who are committed to going into teaching.

Health organizations, too, are raising awareness about the crucial role of nurses. The World Health Organization has designated 2020 the International Year of the Nurse and Midwife. The Nursing Now campaign, which originated in the UK, seeks to improve global health by raising the profile and status of nurses worldwide.

Another recent innovation is using simulation labs where students can gain hands-on experience in real-life scenarios. Studies have concluded that students can complete up to half of their clinical training in simulation labs.

Last year, Miami Dade College, which offers associate and bachelor’s degrees in nursing, opened its new Center for Learning, Innovation and Simulation at the Medical Campus. The facility includes 15 high-fidelity patient rooms, a simulated ambulance, a home health apartment and 10 examination rooms.

UM’s Simulation Hospital for Advancing Research and Education (SHARE) is a five-story, 41,000-



Cindy Munro, dean of the University of Miami’s School of Nursing and Health Studies.

square-foot fully equipped training facility with simulation labs, an emergency department, outpatient clinic, labor and delivery suite and operation room. Students even have access to augmented reality goggles that prepare them for hazardous situations, such as a fire.

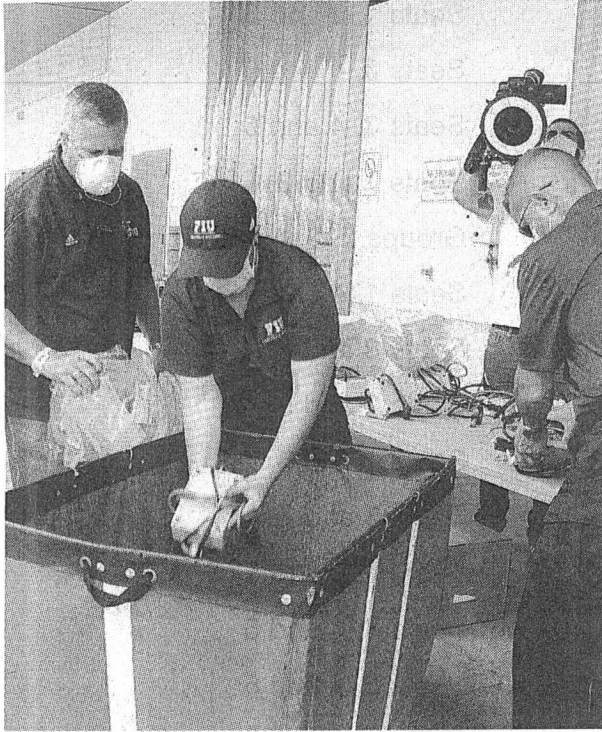
Cindy Munro, dean of UM’s School of Nursing and Health Studies, says while the technology is a great tool to enhance students’ learning, she believes there is no substitute for face-to-face interaction with patients. The school, which currently has more applicants than it can admit, does not offer any nursing program completely online.

“We like our students to have very close interaction with faculty and be able to guide them,” Munro said.

As the demand for nurses continues to grow, schools are challenged to look for new ways to grow the workforce without sacrificing quality of education.

“Nursing is an academically-challenging and very demanding major for a reason,” UM’s Munro said. “Nurses are on the frontlines of patient care.”

FIU, MDC help Fla. hospitals that need ventilators



PEDRO PORTAL pportal@miamiherald.com

Florida International University staff members Javier Marquez, second from left, vice president and chief of staff, and Bridget Pelaez, center, FIU emergency assistant director, load a set of ventilators on Wednesday that the school is lending to the state to treat patients affected by the COVID-19 outbreak.

BY MICHELLE MARCHANTE
AND COLLEEN WRIGHT
mmarchante@miamiherald.com
cawright@miamiherald.com

First, Florida recruited 100 professors and students from five universities to help learn about COVID-19 and how it's spreading. Now it's asking colleges and universities to lend its medical equipment to help those on the front lines of the COVID-19 pandemic.

Two South Florida schools have already answered the call.

Florida International University gave its 28 ventilators to Florida emergency coordinators Wednesday afternoon to help meet a growing demand for supplies as state hospitals try to avoid shortages. Besides personal protective equipment, ventilators are one of the most sought-after medical supplies for hospitals across the country.

The machines take over the body's breathing process when a patient's lungs fail. The equipment does not guarantee survival from COVID-19, the dis-

ease caused by the novel coronavirus. But it gives the patients' bodies time to fight off the infection and possibly recover.

Dennis Carroll, who led the U.S. Agency for International Development's infectious disease unit for more than a decade, told USA Today that about one-third of COVID-19 patients on ventilators survive.

The FIU-owned ventilators are part of the school's training and response equipment and will be distributed by the state to hospitals that are short in supply. Some of the machines were previously purchased with a grant FIU had received from the federal government, an FIU spokeswoman said.

Miami-Dade College's medical campus is also lending 17 ventilators — which it uses for hands-on teaching — to its next-door neighbor, Jackson Memorial Hospital. Between FIU and MDC, there are now 45 additional ventilators available for patients in the state.

MDC reviewed its inventory after Florida Education Commissioner Richard Corcoran urged all college presidents to see what they could lend to hospitals, said Dr. Bryan Stewart, president of MDC's medical campus.

That's when Stewart received a call from MDC Interim President Rolando Montoya, who arranged for Jackson's director of respiratory care to come to campus to review the equipment Wednesday.

All but three ventilators were used by students in the college's respiratory care program. Stewart said 50 students are admitted to that program every year, and students use the ventilators to become familiar with the equipment.

"As a college, we think our equipment is really great and state of the art but compared to a hospital system, which is used for more functional equip-

ment, ours is used to teach on," Stewart said. "The gentleman came over and was so excited and praised what high quality equipment we had."

Two of the ventilators are for pediatric patients. Those will be used for the Holtz Children's Hospital at Jackson. The rest will arrive by Friday as the hospital works out the logistics of transporting the equipment.

There's no rush for Jackson to return the ventilators, which cost several hundred thousand dollars. Students are learning remotely with purchased software that gives a simulation experience.

"We needed to help Jackson Hospital just as much as we needed to take care of our students, so it was an easy decision," Stewart said.

WHAT ARE SOUTH FLORIDA UNIVERSITIES DOING TO FIGHT COVID-19?

● The University of Miami said its equipment is being used to maintain a stockpile of supplies for its University of Miami Health System patients who may need it. The University of Miami Health System, which is treating COVID-19 patients, is also sharing and trading resources — including personal protective equipment such as N95 masks — with other hospitals, as well as vendor information.

● A group of UM medical school students did start offering services such as child care and meal delivery to doctors and nurses and created a phone bank to call businesses and ask for donations.

● FIU faculty and staff are also creating medical-grade face shields using 3D-printed designs to help extend the longevity of masks.

● Barry University is allowing 17 students to graduate early, joining a list of higher education institutions like New York University and Columbia, to help health professionals care for COVID-19 patients.

Michelle Marchante:
305-376-2708,
@TweetMichelleM

Physician assistant programs abound in South Florida

CAITLIN GRANFIELD
granfieldc@gmail.com

A physician assistant is a licensed health care professional who practices medicine in collaboration with his or her physician partners.

Physician assistants conduct physical exams, order and interpret tests, diagnose and treat illnesses, guide patients on preventive health care, assist in surgery and write prescriptions.

Here is information about four accredited South Florida physician assistant programs.

FLORIDA INTERNATIONAL UNIVERSITY'S MASTER IN PHYSICIAN ASSISTANT STUDIES (MPAS)

"As a result of our collaborative relationship, we have partnered our PA students with the medical students in the services provided through the Green Family Foundation NeighborhoodHELP (NHelp), whereby every PA student participates in the mission to bring greater access to health services to South Florida's underserved population.

"This is certainly one of the proudest and definitely unique characteristics of our program," says Dr. Eneida O. Roldan, MD, MPH, MBA, the associate dean of the school's Master in Physician Assistant Studies. She is also CEO of the FIU HealthCare Network.

FACTS

The program selects 45 students per year.

Program Curriculum: 27 months

The student's clinical experiences include all Baptist Health Hospitals, Memorial Hospital, Jackson Hospital and Transplant Division, UM, Mount Sinai, Broward Health, Miami VA Hospital, Joe DiMaggio Children's Hospital and Nicklaus Children's Hospital.

Tuition: \$91,172 (Florida residents); \$93,565 (non-residents)

Contact Information
Herbert Wertheim College of Medicine, 305-348-0570,
paschool@fiu.edu

THE MIAMI DADE COLLEGE (MDC) PHYSICIAN ASSISTANT (PA) PROGRAM

"The Miami Dade College (MDC) Physician Assistant (PA) program began in 1997 and has ever since been the pearl of the College's medical programs," says Arcenio J. Cruz PA-C, MPAS, the Physician Assistant program director at the School of Health Science at Miami Dade College Medical Campus.

"Our center for innovation and technology is next to none in the entire state of Florida and provides students with the latest in simulation to practice and learn in a variety of ways," says Cruz. "Additionally, graduates of the MDC PA program are awarded both

the professional credentials as a PA and a Master's degree through our partnership with regionally accredited institutions. The MDC PA program is the most affordable and the most innovative in all of Florida," he says.

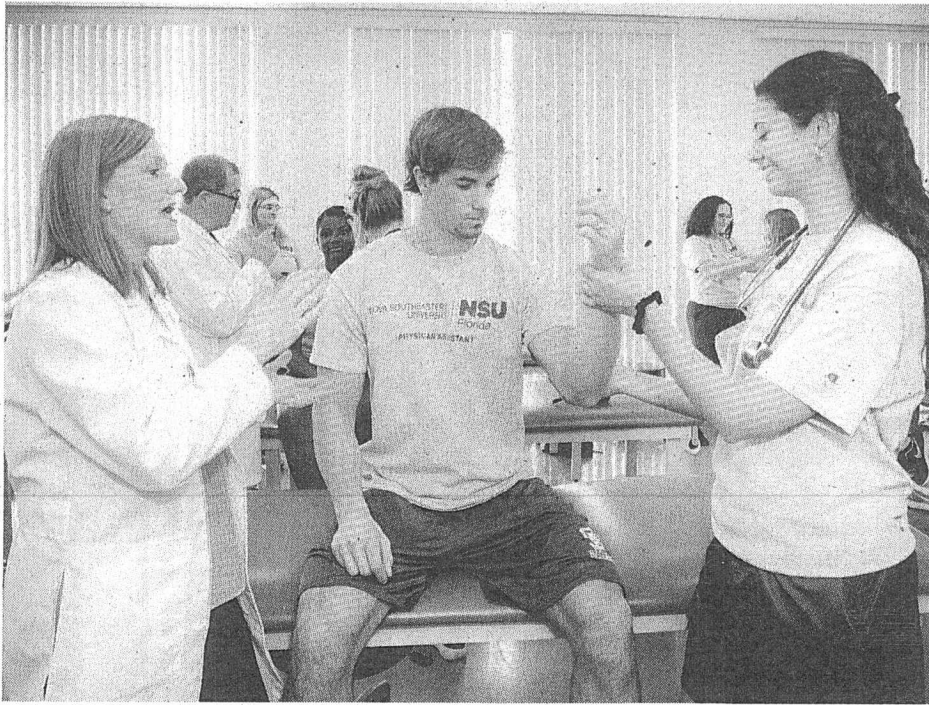
FACTS

The program selects 55 students per year.

Program Curriculum: 27 months

Throughout that time, students will be concurrently enrolled in the Masters of Health Science program through Nova Southeastern University (NSU). Students will work through the MDC PA program course workload while simultaneously taking one NSU online course per term, for eight online NSU master's courses over eight terms.

Commencing with the matriculating class of 2021, MDC's PA students



Nova Southeastern University

Students in the physician assistant program at Nova Southeastern University. NSU has four PA programs across Florida.



Florida International University

Elizabeth Olarte, a student at Florida International University's Physician Assistant program, practices history-taking with a patient, who is an actor that plays a real patient for teaching purposes.

will graduate with a master's degree.

Tuition: \$31,866.00 (Florida residents); \$77,347.00 (non-residents). This does not include the master's degree option.

Contact Information

The School of Health Science at Miami Dade College Medical Campus, 305-237-4141, mdcpaprogram@mdc.edu or

madvisement@mdc.edu

THE PHYSICIAN ASSISTANT PROGRAM AT BARRY UNIVERSITY

The program at Barry University's College of Nursing and Health Sciences is offered at two campuses: The Miami Shores campus has the capacity to seat 76 students while the St. Petersburg campus has the capacity to seat 24 students.

(The St. Petersburg campus is located at St. Petersburg College in Pinellas Park, through a partnership with the University Partnership Center.)

FACTS

The curriculum leading to the Master of Clinical Medical Science degree typically takes 28 months to complete. All applicants must apply through the Central Application Service for Physician Assistants (CASPA). Applicants may begin the application process by visiting the CASPA web site at <https://caspa.liaisoncas.com>.

All students who successfully complete the Barry University Physician Assistant Program will be awarded both the Master of Clinical Medical Science degree and the Physician Assistant Certificate.

Tuition: full-time, per year: \$33,460

Contact Information

Barry University Physician Assistant Program, Miami Shores campus, (305) 899-3130; St. Petersburg campus, (727)

302-6609, paadmissions@barry.edu

NOVA SOUTHEASTERN UNIVERSITY'S PHYSICIAN ASSISTANT PROGRAMS

Nova Southeastern University has physician assistant programs at four locations in Florida: Davie, Fort Myers, Orlando and Jacksonville.

FACTS

The physician assistant program at NSU, leading to a Master of Medical Science (MMS) degree, takes 27 months to complete.

The PA/MPH Interprofessional Concurrent Degree is a collaborative degree program consisting of the Master of Medical Science (MMS) in Physician Assistant Studies offered by the College of Health Care Sciences and the Master of Public Health (MPH) offered by the College of Osteopathic Medicine.

Students admitted to any of the NSU Physician Assistant Programs who elect to pursue a Master of Public Health degree simultaneously take online courses each semester of the PA course of study with completion of the remaining required MPH courses soon after completion of the MMS degree. Although the MPH may be completed in three years, students have up to five years for completion.

Tuition: \$11,547 per semester for seven semesters. Total tuition for the program is \$80,827.

Contact Information

Nova Southeastern University (South Florida campus), 3200 S. University Drive, Davie, (954) 262-7990 or (954) 262-8000

ugadvising@nova.edu

There are over 196 accredited PA programs in the US. A list of accredited programs can be found by visiting: <http://www.arc-pa.org/accreditation/accredited-programs/>

WORK & JOBS (/WORK/)

Job Search



For Many Older Workers, Layoffs Mean Learning New Job-Search Skills

Applying for jobs during the pandemic includes video interviews and résumé upgrades

by Jon Marcus, [AARP \(https://www.aarp.org\)](https://www.aarp.org), July 16, 2020 | Comments: 1



GETTY IMAGES

Even though he had been looking for work on the job-search website Indeed.com and elsewhere since being laid off in April, R.D. Childers didn't know Indeed has a "hiring immediately" filter on its site until his 16-year-old showed it to him.

A 52-year-old senior manufacturing engineer who lives in Austin, Texas, Childers has worked for companies that make everything from computer chips to heart valves. Now, like millions of others, he has to look for a new job due the recession the coronavirus pandemic (</work/job-search/info-2020/coronavirus-job-gains.html>), has triggered. Nearly 1.3 million people filed new claims for unemployment insurance benefits during the week that ended July 11, according to the U.S. Department of Labor. More than 50 million people have filed such claims since the pandemic started in March.

Trying to keep up with the tools he needs to get a new job in the midst of a pandemic is "incredibly frustrating," Childers says.

"People who are my age and older are disconnected from how the game is played," Childers says. "I had to go and take a college course just to figure out how to fill in a résumé (</work/job-search/info-2020/resume-employment-gaps.html>)."

Are you looking for your next job? Find it on AARP's Job Board (<https://jobs.aarp.org/>)

He's not exaggerating. Some older workers who are suddenly back in the job market may face a process vastly different than the last time they folded cover letters and résumés into envelopes to drop off at the post office.

Today, before they're ever read by humans, résumés have to get past artificial intelligence tracking systems. Interviews are virtual. A good LinkedIn profile is essential. Everything is online.

Older adults "need to upgrade job search skills that might be very rusty," says Roger Forrester, coordinator of the Back to Work 50+ program at Pima Community College in Tucson, Arizona, which helps them do it.

This recession is different for older workers

On top of everything else, the competition is extreme.

Unlike in previous recessions, when they were generally protected by seniority, Americans over 55 are more likely this time to be out of work than their younger counterparts. Their unemployment rate could be as high as 22 percent, according to an analysis by the Education Policy Institute, compared to the average for all workers of around 15 percent.

That's the biggest gap ever, says Richard Johnson, director of the Program on Retirement Policy at the Urban Institute.

One reason, Johnson says, is that older people may be reluctant to jump straight back into the workforce, considering the risks they may face if they have underlying health conditions. Others are looking for jobs that will let them work remotely (</work/job-search/info-2020/finding-work-from-home-jobs.html>), further narrowing their options.

One thing is constant: Once they're out of the workforce, it typically takes longer for older people to get back in, Johnson says. And only 1 in 10 will ever earn as much again, his research has found.

"People who are my age and older are disconnected from how the game is played. I had to go and take a college course just to figure out how to fill in a résumé."

— R.D. Childers

"Even in good times, it's substantially harder for older workers to find a job than it is for younger workers," Johnson says.

The news is not all grim. Older workers have a lot of what employers want, says Ramona Schindelheim of the advocacy organization [WorkingNation](https://workingnation.com/) (<https://workingnation.com/>), including experience managing people, solving problems and working in teams.

Older candidates for jobs "may not even realize the value of the skills they have," says Schindelheim.

The trick is getting a hiring manager to see that.

"It's a matter of how to help them showcase these things," says Beth Hobbs, a career adviser in the [Generations@Work](https://www.adworks.org/index.php/generations-at-work/) (<https://www.adworks.org/index.php/generations-at-work/>) program in Arapahoe County, Colorado.

That means boning up on such skills as [how to write a résumé \(/work/job-search/info-2020/resume-mistakes-to-avoid.html\)](/work/job-search/info-2020/resume-mistakes-to-avoid.html), use [LinkedIn to job-search and network \(/work/job-hunting/info-2017/top-linkedin-tips-for-job-seekers.html\)](/work/job-hunting/info-2017/top-linkedin-tips-for-job-seekers.html), and even set up the [best lighting for an interview on Zoom \(/work/job-search/info-2020/video-job-interview.html\)](/work/job-search/info-2020/video-job-interview.html).

"We have a lot of people who frankly haven't been in this position before," Hobbs says. "They haven't looked for a job in 20 or 30 years."

Opportunities to gain new skills

A few have seized the opportunity to go back to school and learn entirely new trades. Mauricio Oliveira, 58, of Miami, who lost his job as a logistics manager for an international freight forwarder in April, has enrolled at Miami Dade College to study graphic design — a longtime avocation he hopes to turn into a new career.

"I never thought I'd go back to college," says Oliveira. "But I think in the internet era, graphic design is a good idea."

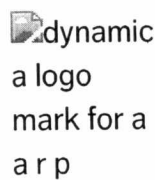
Kim Coleman, 55, who previously worked as an executive assistant, says she may also end up taking classes toward certification to become a life coach or patient advocate.

"It's like starting from scratch," she says.

Further education can take time and money, however, two things many older workers may not have.

"Mid-career and older workers have mortgages, kids in college, they're supporting older parents. They don't have the luxury of saying, 'I'm going to take the next two years and acquire this new skill,' even if it's in demand," says Maria Heidkamp, director of the New Start Career Network (<https://www.newstartcareernetwork.org/>), a Rutgers University program serving people 45 and over.

What they need most "are the technical skills to apply for a job, because it is virtual now, and that may be new for people," says Forrester, in Tucson.

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(<https://appsec.aarp.org/mem/join?campaignID=UBJFARTL&intcmp=DSO-MEM-ARTL-JOIN>)
Get instant access to discounts, programs, services, and the information you need to benefit every area of your life.

Very new, to one Washington, D.C.-area nonprofit executive and attorney in her 60s — she asked that her name not be used — who says she never before had to actively look for work. "I always networked to a job," she says.

Now she's learning new ways to network: on Zoom and LinkedIn.

"In some ways it's the same skill set: how to speak comfortably and quickly in a concise way," she says. "But what I didn't realize is how valuable LinkedIn has become."

Hal Rogoff, who is also in his 60s and lives in Maryland, has worked in fields as varied as public administration, finance and engineering. But he always got those jobs "by hearing something from a friend and hopping on it."

Looking for work now, he says, "requires a different approach. And I haven't done this for a long time."

The competition for what jobs exist, meanwhile, "is really, really young," Coleman says — especially in Austin, where she also lives. "They're coming out of school and starting work with really new technological skills that a lot of us in our 50s don't have."

To catch up, Coleman took a course in job-seeking strategies, part of the Digital Skills for Today's Jobs program at Austin Community College (<https://www.austincc.edu/students/career-services/strategies-for-jobs>). Sixty percent of the people in the class are 50 and older, the college says.

"You've got to sell yourself," she says. "You have to spell out your accomplishments. You have to make them quantitative. You have to have keywords in your résumé to match the description and show how qualified you are."

Childers took the same class. He's had a few interviews here and there since April, but his teenager, who just turned 16 and is proficient with digital technologies, landed six in just one week.

"My kiddo," Childers says, "is outpacing me at job-hunting."

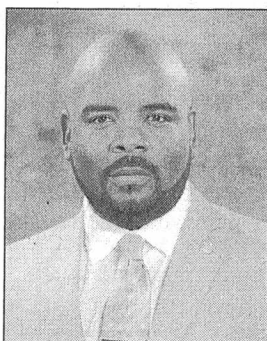
More on Job Searches

- [20 side jobs you can do for extra money now \(/work/job-search/info-2020/side-jobs-extra-money.html\)](/work/job-search/info-2020/side-jobs-extra-money.html)

Let's Look Inside Miami Dade College, School of Health Sciences

According to the U.S. Bureau of Labor Statistics, employment of healthcare occupations is projected to grow 14% from 2018 to 2028, much faster than the average for all occupations. Healthcare occupations are projected to add about 1.9 million new jobs in the United States, more positions than any other occupational group. Due mainly to an increase in the aging population, this projected growth is leading to greater demand for healthcare services. In 1977, Miami Dade College opened the Medical Campus situated in the heart of the Miami Health District. Straddling multiple historical neighborhoods including Overtown, Downtown Miami, Liberty City, Buena Vista, and East Little Havana, our long-standing mission of providing medical education, community outreach, collaboration with surrounding hospitals, and dedication to our students has culminated in growth of our programs and campus. The School of Health Sciences at Miami Dade College offers more than 20 healthcare programs, ranging from baccalaureate and associate degrees to certificate programs that puts students on the fast track to in-demand careers. We prepare students to become healthcare professionals to improve their quality of life and become an integral part of the healthcare team. According to Dr. Alwyn Leiba, Dean (Interim) School of Health Sciences, by training the next generation of healthcare providers, the School of Health Sciences turns dreams into reality for thousands of students every year.

Miami-Dade County is the largest metropolitan area in the State of Florida and experiences significant health and socio-economic disparities. With these challenges in mind, our students participate and collaborate in a multi-disciplinary healthcare environment, while gaining invaluable learning experiences. In July of 2019, Miami Dade College-Medical Campus



Dr. Alwyn Leiba

opened the Center for Learning, Innovation and Simulation, a state-of-the-art facility designed to provide students with the training needed to excel in today's fast-changing healthcare industry. This cutting-edge educational facility is designed to closely resemble a real hospital setting and provide students with a safe environment for learning and practicing skills. Special emphasis is placed on creating an environment of multi-disciplinary collaboration, allowing students from different specialties to work alongside one another as a healthcare team. We believe this highly skilled training gives our students a competitive edge when securing a career in the ever-changing healthcare industry.

To prepare students for the ever growing healthcare field, the School of Health Sciences at Miami Dade College-Medical Campus offers several career technical certificate programs such as Emergency Medical Technician and Phlebotomy Technician that students can complete in as few as 16 weeks. We also offer an affordable Physician Assistant program, as well as several associate degree and certificate programs such as Clinical Laboratory Sciences, Firefighter/EMT, Histotechnology, Healthcare Informatics Specialist, Health Information Technology, Nuclear Medicine Technology, Opticianry (Vision Care), Dental Hygiene, Physical Therapist Assistant, Pharmacy Technician, Radiography (X-Ray Technologist), Respiratory Care, Sonography, Massage Therapy, Medical Assisting, Medical Coder/Biller Specialist, and Veterinary Technology.

*Co-authors are Dr. Debra Shannon,
Fabio Nascimento, Dr. Erika Di Porto and Arcenio Cruz.*

*For more information, visit www.mdc.edu/health-sciences
or call (305) 237-4103.*

Protecting the children must be the priority before childcare centers reopen



BY SUSAN NEIMAND

I am the Lorax. I speak for the trees. I speak for the trees for the trees have no tongues.

Dr. Seuss

I am the Lorax. I speak for the children. I speak for the children, for the children have no voice.

COVID-19 has meant most childcare centers have closed, creating issues for parents who need to work during this challenging time. Much attention, in articles and otherwise, has focused on childcare from a business perspective. But children need to be front and center in any discussion. We cannot

reopen the economy without reopening childcare centers. Early childhood is the time of the most brain development, and children need high-quality brain stimulating centers.

But what will the reopening of childcare centers look like?

Typically, children come to centers with a family member. They are brought to their classrooms and signed in. Teachers are in those classrooms with children working on puzzles, drawing pictures, dressing up, etc. Children and teachers participate in welcoming rituals, which include hugging their teachers and friends. The daily schedule includes circle time — maybe 15 children sitting in a circle and sharing. Playground time has numerous classes using equipment in rotations. Snack and lunch times teach children manners and proper etiquette. Children are dismissed to their family members and signed out from the class-

room.

Will children be dropped off at the door of the childcare center and not walked to their classrooms by a relative? Many centers serve infants and toddlers from six weeks to 2 years old. Many of these tiny children have difficulty separating from parents; many older children have difficulty, as well. After such a long period at home, separation anxiety may increase.

Will children's temperatures be taken at the front door? This would ensure the safety of the centers. Who will take their temperatures? How will daily temperature-taking be explained to 1-year-olds?

Will children be greeted by teachers in masks, gloves and other protective garments? People in protective gear can scare even adults. Now imagine a 2-year-old faced with someone in a mask and protective wear. And who will enforce the rules of

protective equipment — and social distancing — in centers?

Will children need to wear masks? Who would ensure that the masks stay on? Imagine how many times an adult teaching toddlers might need to place the mask on each child.

Will children be able to move freely, to dress up, to be active, to be social in the centers? These are hallmarks of high-quality early-childhood education. How can this be done while social distancing? How can social distancing be explained to a 3-year-old?

Will children be hugged as they used to be when greeted? How will children react to not being hugged? How will lack of contact be explained to young children? How will diapers be changed? Faces washed? Noses wiped? Boo-boos bandaged?

Children get dirty and carry germs. They have accidents. They don't al-

ways properly wash their hands. What consideration has been given to these "leakers"? How will classrooms be adequately sanitized?

Many children left their centers without closure. How will they reintegrate into the center? How will children transition successfully from the home back to the school environment? Many homes have different rules and behavioral expectations for children than do centers. While children are flexible, how can this be achieved while social distancing? And while wearing masks?

What about the children's mental health? Many teachers deal with mental-health issues, but these times are much different. Are teachers capable of successfully dealing with issues that arise because of food insecurity, no income and increased financial pressures on families? I'd like to think that every early-childhood teacher is well-trained; but many teachers work with the most basic childcare training and minimal teaching requirements. How will they address these needs? And how will

the teacher mental-health issues be addressed so as not to spill into the classroom?

The business community needs to recognize the importance of the child side of childcare. Positive early-childhood experiences lay the foundation for positive school experiences for the children's entire educational future. Ignoring these questions will only complicate matters for children and affect an entire generation of young children.

I don't have the answers. But I do have questions that must be considered. I know it will be imperative for a cross-section of stakeholders to be impaneled and consulted before state and local authorities inadvertently make broad-brush decisions that may be to the detriment of our youngest citizens.

Susan Neimand, Ed.D. is the dean of the School of Education at Miami Dade College. She oversees the early-childhood-education department as well as teacher preparation programs. She is also a board member of the Children's Trust.

SCHOOL SCENE

Carrollton celebrates seniors with a car parade amid COVID

BY ADRIANNE RICHARDSON
schoolscenemia@gmail.com

The faculty and staff of Carrollton School of the Sacred Heart celebrated its Class of 2020 by cheering on students and hosting a parade with cars filled with handmade signs of encouragement for the senior class. The graduating class also received handcrafted care packages.

In addition, students participated in a charity food drive for the **Thelma Gibson Health Initiative**, where seniors and their families delivered food and essential items to help others during the COVID-19 pandemic.

BREAKTHROUGH MIAMI/FIU SUMMER PROGRAM

Breakthrough Miami and Florida International University announced that their fifth annual STEAM summer program, Growlight, will take place virtually from June 15 to July 17, 2020.

Growlight provides students with real-time design projects in a four-week 'think-tank' environment, where students learn urban design principles, an introduction to entrepreneurship, and mentorship from FIU faculty and graduate students. The program costs \$1,100, and full scholarships are available for Breakthrough scholars.

For information or to apply, visit www.Breakthroughmiami.org. For questions, contact Horace Buddoo at 305-646-7210 or horace@breakthrough-



Faculty and staff at Carrollton School of the Sacred Heart in Coconut Grove celebrated the Class of 2020 by hosting a caravan parade with balloons and cheerful signs. Each senior also received handcrafted care packages.

miami.org.

MDC STUDENTS EARN TOP AWARDS

Miami Dade College's Phi Beta Lambda chapter earned top awards at the virtual Phi Beta Lambda State Leadership Conference, with students from Homestead, North, and Padrón campuses collecting top awards. The winners will compete at the 2020 PBL National Leadership Conference this summer.

Phi Beta Lambda is one of the premier collegiate business organizations in the country, and the chapter based at MDC has earned more than 100 awards in state and national competitions. This year's first place winners, and their categories, are as follows: **Steven Olvera** in administrative technology; **Lisandro Mate** and **Ineliz Hernandez Ortiz** in accounting analysis and decision making; **Carmen**

Pages in accounting principles and accounting for professionals; **Samir Kalouf**, **Andrea Moran** and **Enrique Torres** in business ethics; **Andrea Moran** in cybersecurity; **Nicholas Perez**, **Brian Delgado** and **Ahmed Bharoocha** in economic analysis and decision-making; **Natasha Fernandez** in help desk; **Jessica Reyes** in job interview; **John Dean** in sales presentation; and **Angel Diaz** and **Natasha Fernandez** in social media challenge.

The second-place winners and their categories include **Ketsia Severe** in business ethics; **Sabrina Kilo** and **Carmen Pages** in business presentation; **Daniel Dass** in hospitality management; **Stephany Tejera** in justice administration; **Ahmed Bharooch** and **Jaime Jimenez** in microeconomics, and **Enrique Torres** in project management.

The third-place winners and their categories include **Lisandro Mateo** in accounting for professionals; **Samir Kalouf** in computer applications; **Natasha Fernandez** in financial concepts; **Allison Martinez** in insurance concepts; **Angel Diaz** in justice administration; **Brian Delgado** in macroeconomics; and **Jouva Xie** in marketing analysis and decision making.



Students at Carrollton School of the Sacred Heart recently participated in a food drive for the Thelma Gibson Health Initiative, where they donated food and essential items to help others during the COVID-19 crisis.

A Novel APPROACH

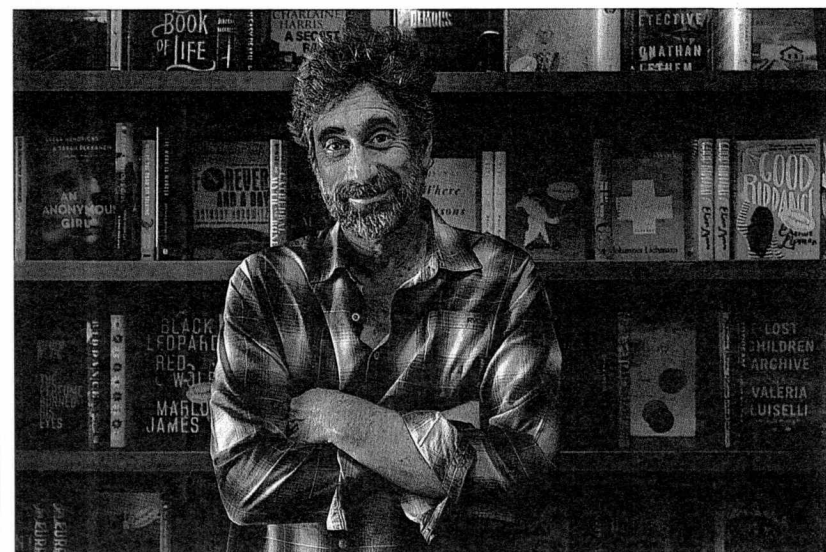
Local retailers need our support more than ever. This month, we chat with Books & Books owner Mitchell Kaplan about how you can help write the store's brand new chapter.

My father encouraged reading growing up with the saying “there is no frigate like a book.” It wasn’t until years later that I realized his sailing metaphor was borrowed from a line of Emily Dickinson’s poetry. After months in lockdown with our lives starting to resemble the famously reclusive poet, many of us have reached for books to transport us. “People turn to art in confusing times,” says Mitchell Kaplan, owner of Miami’s Books & Books. “Books are particularly cathartic. Reading about other people creates a shared experience; it’s how we work out our own anxiety. People are looking for joy right now and they’re also looking inward.”

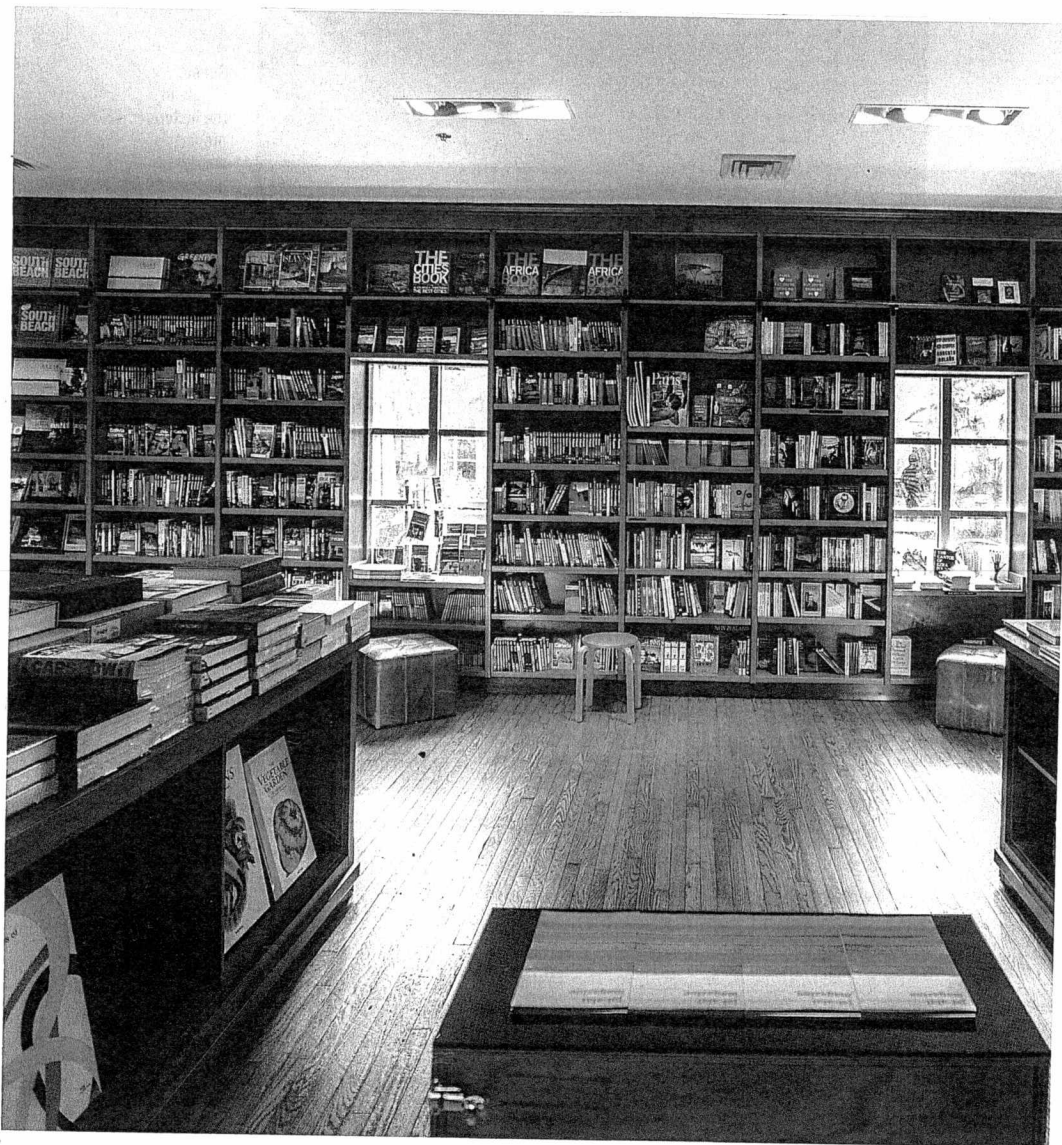
Kaplan founded the flagship Books & Books in Coral Gables in 1982 and co-founded November’s annual Miami Book Fair two years later. Over the decades, he’s nurtured a community of book lovers around Miami with seven locations today, as well as a partnership in Key West with legendary young adult author Judy Blume.

TURNING THE PAGE

As Miami’s economy moved forward with reopening in late May and June, the cafes at Books & Books in Coral Gables and at the Adrienne Arsht Center were at first offering only pickup and delivery, but they are now open for on-site dining. Kaplan says he will rely on science in deciding when and how to reopen his shops to the public.



Books & Books owner Mitchell Kaplan (left) shifted his operations model during the Covid-19 outbreak, but hopes things will be back to business by the summer.



Kaplan founded the flagship
Books & Books in Coral Gables in 1982
and co-founded November's annual
Miami Book Fair two years later.

"In one week we went from being a physical store to an online bookseller," says Kaplan. "And the community has shown up." The Friends of Books & Books campaign was launched by longtime patron Maggie Silverstein, encouraging donations and gift-card purchases. Kaplan says reading the comments attached to online orders is heartening.

His team has rallied to create a sense of place virtually by streaming author events via Crowdcast, ramping up their social media presence and offering free shipping on online

orders. Kaplan's weekly podcast *The Literary Life*, which highlights author interviews, can also be a transporting experience — just imagine yourself in the courtyard in Coral Gables with a glass of wine on a sunny afternoon.

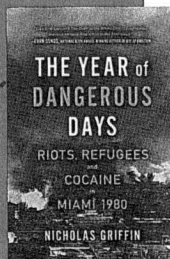
"These are challenging times and we're looking hard at our business model," Kaplan says. "There will always be a Books & Books, but it may look different. If people want a physical store on the other side of all this, they need to spend money with us now."

WORDS BY SHAYNE BENOWITZ

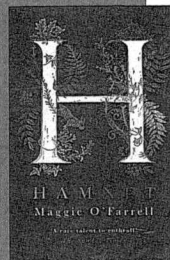
WHAT TO READ

Whether it's a beach read or an armchair adventure at home in the a/c, these are the summer reads the Books & Books team is most excited for.

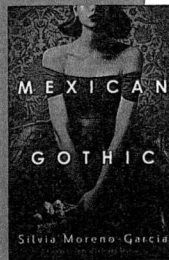
A Burning (Knopf, June 2020) is a stupendous debut novel by **Megha Majumdar** that explores the culture of contemporary India through three distinctive characters. What I love most about reading is learning about other lives and other cultures. In these days, even the semblance of travel through fiction is liberating. In **The Year of Dangerous Days: Riots, Refugees and Cocaine in Miami 1980** (Simon & Schuster, July 2020), **Nicholas Griffin** does an amazing job interviewing reporters, politicians and regular people from 1980 when we had the McDuffie riots, the Mariel boatlift and the beginning of the cocaine cowboys. That year defined Miami at its darkest period, but it's also what led to Miami's resurgence. — *Mitchell Kaplan, founder & owner.*



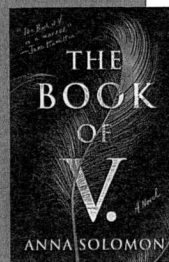
Andrew Krivak's novel **The Bear** (Belleville Literary Press, February 2020) is set in a distant future with a father and daughter as earth's last inhabitants. When the girl suddenly finds herself alone and far from home, the natural world intervenes to help her find her way. It's an exquisite tale of all living things existing in beautiful balance and has one of the most perfect endings of any book I've read. **Maggie O'Farrell's Hamnet** (Knopf, July 2020) is a profound and magical historical novel about a family ravaged by grief over the loss of young Hamnet, a boy whose life has been all but forgotten and whose name inspired one of the most famous plays of all time. — *Gael LeLamer, Head Buyer.*



Beach Read (Berkley, May 2020) by **Emily Henry** is a smart, savvy rom-com that manages to simultaneously tackle misogyny in mainstream publishing and be frothy and sweet. **Mexican Gothic** (Del Rey, June 2020) by **Silvia Moreno-Garcia** is a darkly glittering horror novel set in the Mexican countryside during the 1950s, which features one of my favorite protagonists of the year. The novels couldn't be more different, but they will be my go-to recommendations all summer long. They're brilliant and entirely impossible to put down from the first chapter. — *Cristina Russell, Children's & YA Book Buyer.*



For fans of *The Hours* and *Fates and Furies*, **The Book of V.** (Henry Holt & Co., May 2020) by **Anna Solomon** is a bold, kaleidoscopic novel intertwining the lives of three women across three centuries as their stories of sex, power and desire finally converge in the present day. **Emma Straub's All Adults Here** (Riverhead Books, May 2020) is a warm, funny and keenly perceptive novel about the life cycle of one family as the kids become parents, the grandchildren become teenagers and a matriarch confronts the legacy of her mistakes. — *Cristina Nosti, Events & Marketing Director.*



Award-winning Gay Author, Poet Headline Miami Writer's Institute



2020 Lambda Book Award-winner Bryan Washington is one of the distinguished writers leading Miami Book Fair's summer Writer's Institute, opening July 27. Credit: Miami Book Fair. Credit: Penguin Random House.

How have you kept busy during the COVID-19 shutdown? Many have turned to Netflix and streaming services for entertainment, others have focused on long-neglected household projects or learning new skills via e-learning platforms.

If your goal was to finally tackle that "great American novel" you've always been meaning to write and, four months into the pandemic, you're still stuck on the first paragraph, Miami Book Fair wants to help you get started.

According to director Marci Cancio-Bello, the program was founded to provide an opportunity for students at all ages and stages of life to pursue creative writing with accomplished writers, whether or not they had the resources possible through a regular degree program.

"Every year, we strive to bring together authors who are also excellent teachers of the craft, and 2020 was no different," said Cancio-Bello. "With COVID-19 shuttering everything, we found that many participants still wanted to take the workshops even if we moved online, and all the faculty were on board. People seem to have a bit more time, the need for distraction, and a desire to connect a shared love of reading and writing."

Beginning July 27, the fair's annual summer Writer's Institute will offer aspiring novelists and poets the opportunity to learn from critically-acclaimed international award winners, including two prominent LGBT writers, presidential inaugural poet Richard Blanco and 2020 Lambda Literary Award-winner Bryan Washington.

Selected by President Barack Obama as the fifth inaugural poet in U.S. history, Richard Blanco is the youngest and the first Latino, immigrant and gay person to serve in such a role. Born in Madrid to Cuban-exile parents and raised in Miami, Blanco has explored the negotiation of cultural identity in his four collections of poetry. He is the recipient of the Agnes Starrett Poetry Prize from the University of Pittsburgh Press, Beyond Margins Award from the PEN American Center, Paterson Poetry Prize and Thom Gunn Award.

Blanco's five-day workshop, "The Conscious/Subconscious," a series of interactive lectures and exercises, will help participants explore the subconscious territory of memory, inspiration, process and imagination that inspire and influence the creative process.

Rice University lecturer Bryan Washington has written for the *New Yorker*, *New York Times*, *New York Times Magazine*, *BBC*, *Vulture* and *Bon Appétit*. He is the author of "Lot," the recipient of an O. Henry Award, an Ernest J. Gaines Award, and a National Book Foundation 5 Under 35 Winner. His first novel, "Memorial," will be released in the fall.

Washington's workshop, "Subverting Timelines," will guide participants through intersecting structures, parallel timelines, elliptical narratives and stories that forego chronology altogether, pushing the limits of structure, and the traditional ways forms dictate content.

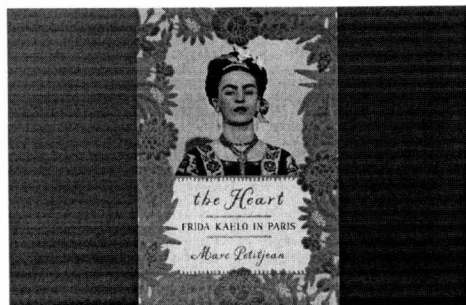
Other workshops include "The Art and Craft of Memoir" with novelist Boris Fishman and "After, Before and Outside an M.F.A." with novelist and essayist R.O. Kwon. Shorter topical workshops will also be offered, along with individual manuscript consultation sessions with literary agent Dana Murphy from the Book Group.

Cancio-Bello noted the online format will expand the reach of the program, allowing students from around the world to participate without incurring the expenses for travel to Miami and accommodations. She anticipates the most diverse, international cohorts in the institute's history.

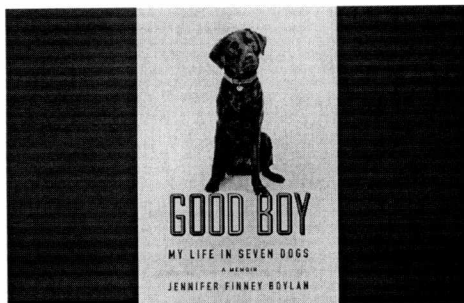
Miami Book Fair offers the Writer's Institute, Monday - Friday, July 27 - 31. Individual workshops and five-day courses cost from \$50 - \$400. For more information and to register, go to MiamiBookFair.com.

lgbt writers Miami Book Fair

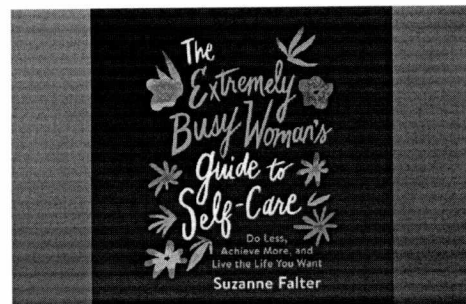
YOU MAY ALSO LIKE:



What to Read: 'The Heart: Frida Kahlo in Paris'



What to Read: 'Good Boy - My Life in Seven Dogs'



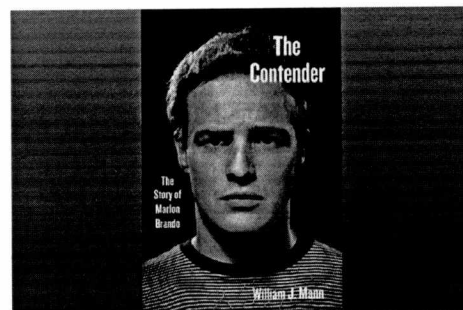
What to Read: "The Extremely Busy Woman's Guide to Self-Care"



New Book Chronicles the Life of A Gay Actor



What To Read: The Many Lives Of Calamity Jane



Brando Laid Bare: Book Explores Actor's Sexuality

Fall festival eyed to premiere film on early flight from Castro

By ABRAHAM GALVAN

Depicting the lives of Cubans escaping the Castro regime in the '60s and '70s, "A New Dawn" will reopen the memory vault for children who arrived in Miami with their migrating parents, revealing stories that have not been told in over 50 years.

Originally set to premiere this month at the Mayfair Hotel where it was filmed, the documentary's filmmaker and creator Manny Soto said he had to postpone the premiere until film festivals and viewing parties are safe to attend again, eyeing the 38th annual Miami Film Festival set for October as one of the platforms for a debut.

"It was a very traumatic time in our lives because we had to leave everything that we knew behind, including our lifestyle and in most cases family," said Mr. Soto, who left Cuba Sept. 22, 1962 with his parents at age five.

Mr. Soto remembers how his newly arrived parents had to wake up early in the morning and try to find work. Some of those jobs were tomato and strawberry pickers and janitorial work. Immigrant Cubans would work 15-20 hours a shift and get paid only 75 cents an hour. "I call them the CEOs of what is Miami today," he said of how Cubans began to shape Miami with their work ethic and ways of living.

"Many of them would make lines in front of hotel doors in Miami Beach hoping for the manager to yell 'I need three for work.' They would work setting up banquet halls and doing janitorial work," Mr. Soto said.

His Father, Oscar, was a janitor at St. Peter and Paul School, which was the reason he went to that school free for one year, recalling how he was separated from the other American students

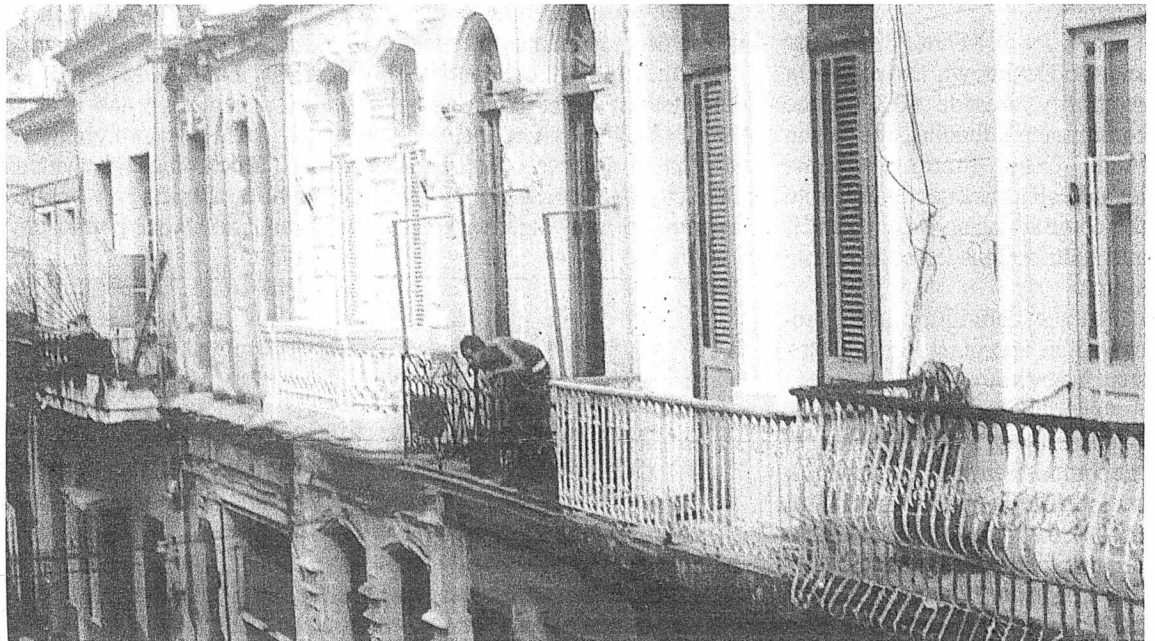


Documentary creator Manny Soto was an intergovernmental film liaison in the 1990s and promoted filming.

and isolated with the other Cuban children. "I remember seeing signs on apartments building welcoming pets, but no Cubans," he added. making it difficult to find a place to call home.

Most of first Cuban immigrants were lawyers, doctor and professionals who had to work extra hard in Miami, while thanking God and feeling grateful they had the opportunity to work, Mr. Soto said,

"because they had a family to feed." Those were the morals and foundation that was imbedded into Mr. Soto, "to work hard for what you want and your dreams and do not expect a handout."



"A New Dawn," with its memories of Havana and an escape to a new life, was filmed on a \$40,000 budget.

Mr. Soto grew up with those strong roots and faith. In the early '90s, he served as an intergovernmental film liaison and helped promote the film industry in Miami.

"I helped organized and direct 25 film business conferences and coordinated 10 film festivals," he said, adding that he was also one of the founders of the Miami City Ballet and the Miami Film Festival.

Mr. Soto also had the role of director of protocol for the City of Miami from 1989-1991.

"I personally orchestrated the personal introductions of heads of state, royalty, celebrities and business leaders, like Queen Elizabeth II's visit to Miami," he said.

Taking on the responsibility of co-producing and financing a \$40,000 budget for the film, Angie Sigler said as a first-generation Cuban American raised in Miami she wanted to hear the stories and understand what the newcomers were feeling during that time.

"You can still hear the raw emotions, pain and tears as it were just yesterday what they went through," said Ms. Sigler, who is also Mr. Soto's niece, making it a family filming business project.

"This group of individuals were small children with no say on the matter when they escaped from Cuba with their parents," she said. "Being born and raised here, you don't get the chance to hear of these stories. I'm really glad I joined in to make this documentary because these stories have really opened my eyes."

Ms. Sigler said these first migrating Cubans selflessly gave up their lifestyle and some even their lives to give a better future for their children and now grandchildren, like herself. "We need to be thankful for them because they knew what was coming and were willing to sacrifice it all."

H1

FROM PAGE 8G

PAPA

tant to us.”

Papa employees have not faced furloughs or layoffs, he said. In fact, he hired 20 more employees during this time to provide the increasing demand of virtual services, growing the company 50%.

Interested clients can find the service by downloading the app or calling 1-800-348-7951.

“I think that because of COVID, older adults are more willing to try new things and more willing to openly say, ‘Yeah, I am a bit lonely, I am a little bit isolat-

ed. It would be nice to talk to someone,’” Parker said.

Papa also offers contactless grocery delivery. Most of the services are free through Medicare Advantage providers, he said. But paid plans are available without insurance. Parker and his team were planning to take some of Papa’s services virtual within a year, but the pandemic sped that up. “We are very excited that we’re able to help people,” he said. “Unfortunately, there’s a big crisis and a need.”

For Cuence-Alfonso, the virtual conversations with clients become learning experiences for both her and the elders.

“I like the idea of hearing

in a little bit on other people’s lives and helping in any way I can,” she said.

In addition to keeping them company through conversation, Cuence-Alfonso helps clients with tasks such as online grocery orders or providing them with information they request.

As she looks forward to study speech pathology and audiology at Miami Dade College in the fall, Cuence-Alfonso said that working as a virtual caregiver is preparing her for a career in serving communities that need help.

“It’s an awesome service, and I genuinely like what I’m doing,” she said.

April Rubin: @AprilMRubin



joinpapa.com

Papa’s website says that “Papa pals” will help you or your loved ones around the house — laundry, meal prep and other tasks. These days, however, Papa’s services are virtual.

PAPA

Pandemic boosts seniors' need for virtual 'family on demand' service

BY APRIL RUBIN
arubin@miamiherald.com

Salome Cuenca-Alfonso knew she needed a job. But little did she know that the connections she'd make at this one would make her new job so rewarding that it didn't even feel like work.



Cuenca-Alfonso

In May, the 18-year-old started working for Papa, a Miami startup founded in 2016 that provides assistance and socialization to seniors through a phone application, website or 800 num-

ber.

Seniors were already a marginalized group before the COVID-19 outbreak, but the pandemic shutdown fueled further isolation. That's where Cuenca-Alfonso and the rest of the Papa staff come in.

The company previously offered in-person companionship, assistance and transportation; during the past

few months, the service has gone virtual.

Papa founder and CEO Andrew Parker described Papa as a "family-on-demand" service. He employs about 90 "Papa pals" who mostly work in the South Florida area, although about 20% are in other parts of the U.S. and South America, which corresponds with where the

clients are located.

"There's a disproportionate negative impact on older adults specifically associated with the pandemic," he said. "Of course, as an organization that is exclusively, for the most part, focused on that demographic, obviously that has been very impor-

SEE PAPA, 10G

H1

ARVA MOORE PARKS, 81

Miami historian and preservationist

BY ANDRES VIGLUCCI

avigliucci@miamiherald.com

Arva Moore Parks, a towering Miami figure who gave shape to the city's saga as a historian and who fought fiercely as a preservationist to save many of its most iconic landmarks, has died.

Among the architectural and historic treasures that Parks helped save are the Biltmore Hotel and the Venetian Pool in Coral Gables, the Freedom Tower in downtown Miami and the Miami Marine Stadium.

Parks died Sunday at home in Miami's Shenandoah neighborhood. She was 81.

Parks had been in isolation at home during the coronavirus pandemic with a grandson who was watching over her, William Guerra. He found her slumped over her desk, where the indefatigable Parks had been at work on one of her many projects, said her daughter, Carey Guerra.

No specific cause of death has been determined, Guerra said. Parks had been in physical therapy for an undisclosed ailment, but seemed much better in recent weeks, said friends who seemed stunned by her passing. The historian had been in touch with friends as recently as Saturday by phone or social media.

"She was still working for Miami until her last breath, telling Miami's story," said lifelong friend and colleague-in-arms Dorothy Jenkins Fields, founder of the Black Archives History and Research Foundation of Miami, who called Parks her "soul sister."

Parks was a noted historian who documented Miami's early years in a series of lively books and films, including the city's official history, *Miami: The Magic City*. But her long career extended well beyond the

library, encompassing a resolute activism on behalf of her beloved city and neglected historic sites ranging from Coral Gables to Coconut Grove, Little Havana and Brownsville.

A proud Miami native, Parks grew up during the city's post-World War II boom and witnessed downtown Miami's peak, fall and revival — a resurgence she helped engender.

As chair of the city's planning and zoning board during the administration of Mayor Manny Diaz, she vocally supported both preservation of important landmarks and development of compatible, mixed-use urban projects that would bring life and commerce back to the same urban center where she went for movies, hamburgers and church as a girl.

As an early champion of historic preservation, she also helped create Coral Gables' noted preservation program in the 1970s. She was the first chair of the city's historic preservation board, and helped lead efforts to protect founder George Merrick's family home and the Biltmore, both then badly run-down and in danger of demolition. Parks famously persuaded Gables commissioner Dorothy Thompson to cast the deciding vote in favor of preserving and renovating the long-abandoned hotel under city ownership.

"I love to say, none of us had a clue what we were doing," Parks once said of the Gables preservation program. "There had never been one."

Though a firm believer in mixing the old with the new, she could be a sharp-tongued opponent when development threatened the integrity of a historic site. When a developer proposed tearing down the rear of the Freedom Tower and attaching an overpowering glass skyscraper to the historic building in the early 2000s, Parks helped rally opposition to the plan — which she said made the iconic monument look "like the hood ornament on a Buick."

At times that role also put her at odds with powerful development and political interests. But her stature as a historian and her ability to marry passion with authoritative legal and historic arguments earned her widespread respect, even if she didn't always win.

"She would enter the fray and be so poised and articulate," said Ellen Ugucconi, whom Parks helped recruit to run Coral Gables' preservation department in 1980. "She had that confidence but it wasn't overbearing or arrogant. And she took on some pretty big opponents."

"I don't know where she got her chops, but if you had Arva on your side, you were golden. The legacy she leaves is enormous. She was a force to be reckoned with."

Parks later led the Coral Gables Museum during its inception, and wrote a 2015 biography of the city's founder, *George Merrick: Son of the South Wind*. Perhaps her magnum opus, it took years to research and write but helped complete a rehabilitation she had long pursued for Merrick, who had been mostly forgotten after losing control of the city in the real estate crash of 1926.

Parks also mentored a generation of activists and historians who turned to her for advice and public backing when trying to document and save endangered community landmarks.

Educator and preservationist Enid Pinkney said Park's extensive and meticulously organized archive of photographs, images, documents and memorabilia proved a valuable resource in her successful campaign to preserve and reopen the Hampton House, a hotel in historically black Brownsville that had once been a meeting place for Miami's black elite and visiting celebrities.

"When we started with Hampton House, she had pictures I didn't even know existed," Pinkney said. "She was so resourceful. Everybody called her."

Fields added: "She was the lightning rod for history and preservation in Miami. And she was very interested in helping students, interns and others. If you took an interest in Miami's history, she was interested in you."

Arva Moore was born in Miami of Southern stock. Her father, Jack Moore, a lawyer, came to Miami in the 1930s at the height of the Great Depression. Parks said she learned her love of history, and her disdain for racial segregation and discrimination, from him.

"I got my sense of history and my passion for Miami from my father. He always had his nose in a history book, taught me historical facts, a love for the constitution and took me around and told me things about Miami. 'Remember this,' he would say," Parks once wrote in the Miami Herald. "I was taught to respect everyone regardless of their race, religion, gender or ethnicity. My father

er often spoke out against segregation and anti-Semitism.”

Moore and her parents lived in a wooden bungalow in Riverside, today known as East Little Havana. She and a brother would walk or ride bikes to movies at the Trail Theater, today a protected landmark, on Southwest Eighth Street. When she was in fourth grade, the family moved to the new suburb of Miami Shores. There she forged what would be a lifelong and close friendship with Adele Khoury Graham, wife of former Florida Gov. and U.S. Sen. Bob Graham.

Adele Graham said they were “best friends” for 70 years and she named one of her daughters Arva after Parks. Their two families shared regular visits and trips abroad for decades, she said.

“I admired Arva for many reasons,” Graham, who last spoke to Parks on Saturday, said in a statement to the Herald. “She had a deep

religious faith and strong moral compass, which is why I often thought of her as Saint Arva. Her greatest devotion was to her children, for whom she felt such love and pride. Arva’s happiest times were her family gatherings.”

After graduating from the University of Florida, Parks launched her career as a history teacher at her alma mater, Miami Edison High School in the days of public school integration; Parks would later help lead a successful campaign to save the school building from demolition.

During a summer training program at the University of Miami, Parks met her mentor, Florida historian Charlton Tebeau, who encouraged her to enroll in grad school and pursue Miami history. She did, earning a history master’s degree at UM with a thesis on Coconut Grove.

Parks wrote that her in-

terest in preservation was sparked when she lived with her first husband, Robert Parks, and their children in a home on South Greenway Drive in the Gables. The house, which she later learned had been designed by eminent architect Walter DeGarmo — whose other works she would later champion and help preserve — was rundown and the Gables considered a passe relic, but Parks was intrigued by the Mediterranean architecture and the city’s history and began a long study of Merrick’s ideas and original plans.

After they divorced, Parks married Robert McCabe, the educator who led and expanded what is today Miami Dade College, forming what would be one of Miami’s pre-eminent couples during their 21 years of marriage. McCabe died in 2014 at age 86.

Parks firmly believed, as she often said, that there’s no other place like Miami.

“How lucky I was to be born and grow up in Miami,”



Parks

she wrote in the Herald. “Miami taught me to be open to change and to adapt to the unexpected. It taught me to accept

people and welcome newcomers. It gave me an eagerness to learn.”

At the time of her death, Parks was working on editing a set of short stories by Merrick, who was also a poet, among other projects.

Parks is survived by two children, Carey Guerra of New York and Gregory Parks of Miami, and three grandchildren. Another son, Robert Parks, died two years ago.

No funeral arrangements have been made but are likely to be private because of the pandemic, Guerra said. The family hopes to hold a public memorial for Parks sometime in the near future.

Andres Viglucci:
@AndresViglucci

APPRECIATION | ARVA MOORE PARKS

Preservationist-historian Parks epitomized Miami

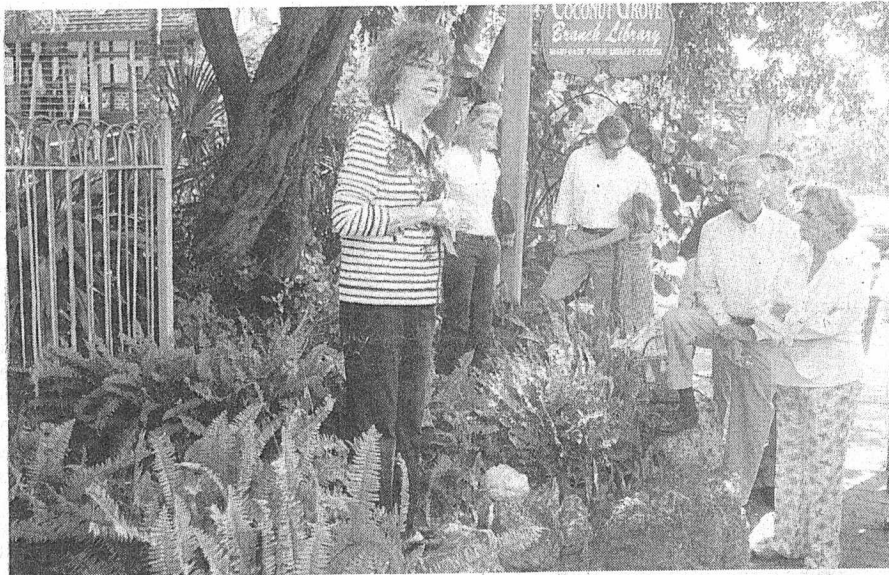
BY BETH DUNLOP.
Special to the Miami Herald

Her name was Arva Moore Parks McCabe, but her email address said it all: arvamiami@bellsouth.net. Arva was a daughter of Miami, from the day she was born until the day she died. No one, I venture to say, has ever lived and breathed Miami the way she did. Even through the hardest times — the death of her husband, the death of her son — Arva was more integral to Miami, to South Florida, than anyone I've ever known. She was passionate about this place, especially about the earliest parts, and most particularly about Coral Gables and Coconut Grove.

I'd venture to say there wasn't much that she didn't know about the Gables and the Grove. She lived and breathed the history here, but she did so with a clarity — with the fastidiousness of a scholar and the fervor of a novelist (though she never made anything up).

Those of us who care about architecture, historic preservation, neighborhoods, cities and even about the integral link between past and present owe her an enormous debt of gratitude.

I'm one of many in this respect. But here's something I've never-before



ALLISON DIAZ Miami Herald File

Arva Moore Parks during the 2011 rededication of the grave of Eva Munroe, the first wife of Coconut Grove pioneer Ralph Munroe.

revealed: In the years I was The Herald's architecture critic (officially 1979 to 1993 but as a contributor, that era lasted till 2013), Arva was one of my best, if secret (think Deep Throat), sources. She tipped me off to stories that might have remained uncovered, allowing bad deeds to go unnoticed. One that springs to mind was the misbegotten plan by St. Stephen's Church to tear down its earliest building, the original 1912 church building and cloisters. (They did so despite her efforts and my implorations.)

Arva's preservation causes were many and far-

reaching — I'd say they ranged from the Barnacle (1891 and a National Historic Landmark) to the Babylon (1982 and demolished just last year). She cared not just about what could be called "flat history" confined to the pages of books but living history as embodied in the buildings and places that tell us of the past. As a historian, she also brought the past to life through the people who made it. As she researched her biography, "George Merrick: Son of the South Wind," about the poet turned developer who created Coral Gables, she

channeled Merrick, traveling to places he'd lived, or his parents had lived, basically trying to walk in his footsteps to understand him.

In that way, she was incurably romantic. But in others, she was extremely clear-eyed. She liked to cut to the proverbial chase. One day, she called me up, and without formalities (she had a very recognizable voice with a mellow "Miamuh" accent) and said, "Why do we call it Mediterranean REVIVAL architecture? There never was a Mediterranean style till it was invented in Florida. There was nothing to

revive!" She was right. And I never again — at least that I can recall — used the term Mediterranean Revival.

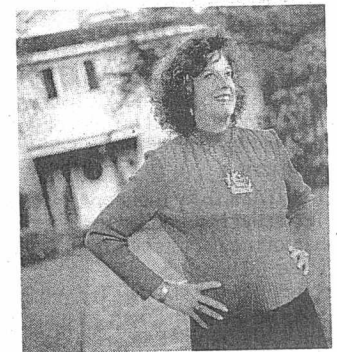
In her private life, she was a teacher, a mother, a wife (her husband Robert McCabe was president of Miami-Dade College and a MacArthur Genius Grant recipient), a volunteer, a feminist, a civic activist, a leader. She founded the Coral Gables Museum, led the preservation board in the Gables, chaired the Miami planning and zoning board, served as a trustee to the National Trust, co-founded the Florida chapter of the International Women's Forum, a prestigious women's leadership organization with members who span the globe. She was well spoken and almost always ladylike (except when pushed to the extreme, usually in a dispute over saving a building she deemed precious).

During the years I wrote architecture criticism for The Herald and later as editor-in-chief of the magazine Home Miami, I would always know that something was up if I opened my email and saw that return address, arvamiami. I just looked back now, over more recent emails, and saw the most recent one. I'd been going through the mountainous stacks of saved newspapers and clippings from the years I worked at The Herald. I found a story I'd done about "Miami: The Magic City," the Junior League-produced documentary film Arva had conceived and written in collaboration with filmmaker Carl Kesser in the early 1980s. Carl immedi-



Arva Moore Parks with her photo book, 'George Merrick's Coral Gables.'

CARL JUSTE cjuste@miamiherald.com



PATRICK FARRELL Miami Herald File

Arva Moore Parks in front of her Miami home in 2002.

ately suggested that the three of us work on an update, and Arva wrote back, almost instantly, "I'd love to."

I just now reread my review of the film, and the last sentence gave me chills. "The message," I wrote, "is that the people make the place, as well as its history." For years, my private nickname for her has been that email moniker, arvamiami. I don't think there's a better one.

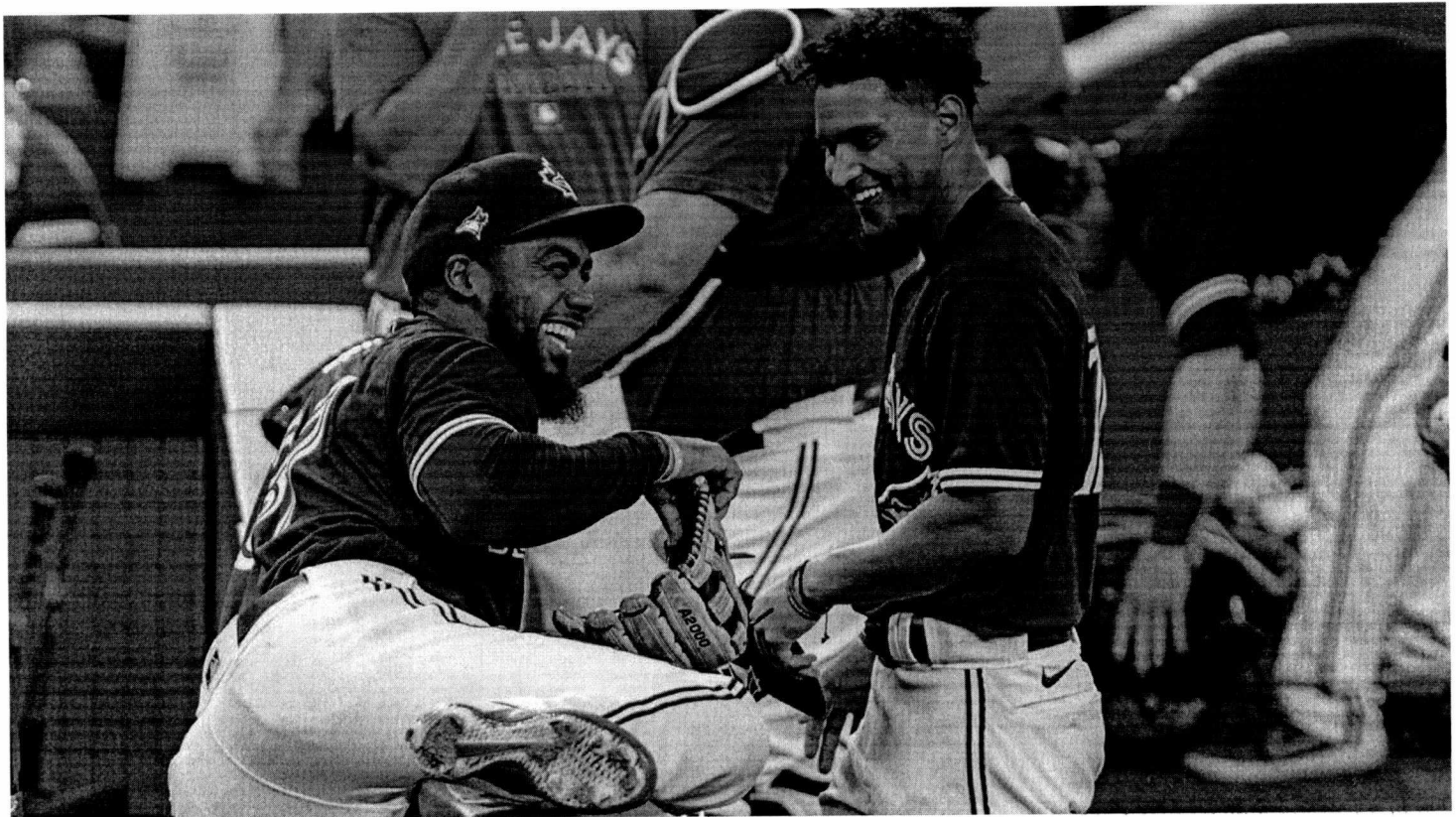


BASEBALL

This is how Miami Dade College helped this infielder land with the Toronto Blue Jays

BY WALTER VILLA MIAMI HERALD WRITER

JULY 13, 2020 11:45 AM



Toronto Blue Jays' Teoscar Hernandez, left, and Santiago Espinal laugh after their intrasquad game in Toronto on Thursday, July 9, 2020. CARLOS OSORIO AP



Listen to this article now

04:40 Powered by Trinity Audio

Santiago Espinal had quit baseball. From ages 18 to 20, he didn't hit, didn't throw, didn't work out.

Now, after one impressive season at Miami Dade College and four years in the minors, Espinal, 25, could make his major-league debut in a couple of weeks as a member of the Toronto Blue Jays.

An infielder who backs up some of the best second-year talents in baseball (second baseman Cavan Biggio, shortstop Bo Bichette), Espinal has dedicated this season to his mother, Ingrid Rivera, who died of cancer at age 52 in December.

“I’ve customized my fielding glove just for her,” said Espinal, a 5-10, 175-pounder. “The glove is pink and gray, her two favorite colors. I wrote ‘Mom’ on the outside of the glove.”

Rivera was a selfless person. When she got sick last year, she told Espinal not to come home until he had finished his season.

“It was very tough because I wanted to be home with her,” said Espinal, whose father and two sisters live in Miami. “But she said, ‘Make sure you get to where you want’, and her words have stayed with me.

Tigers' great outfield catches

“When I got home, I gave her the biggest hug.”

Espinal, a native of the Dominican Republic, moved with his family to Orlando at age 12. However, still struggling with English, Espinal was unable to graduate with his class.

That’s when he went to New York to live with his mother and straighten out his academics. When he returned to Orlando in 2015, he got back to baseball, playing on a collegiate summer-league team.

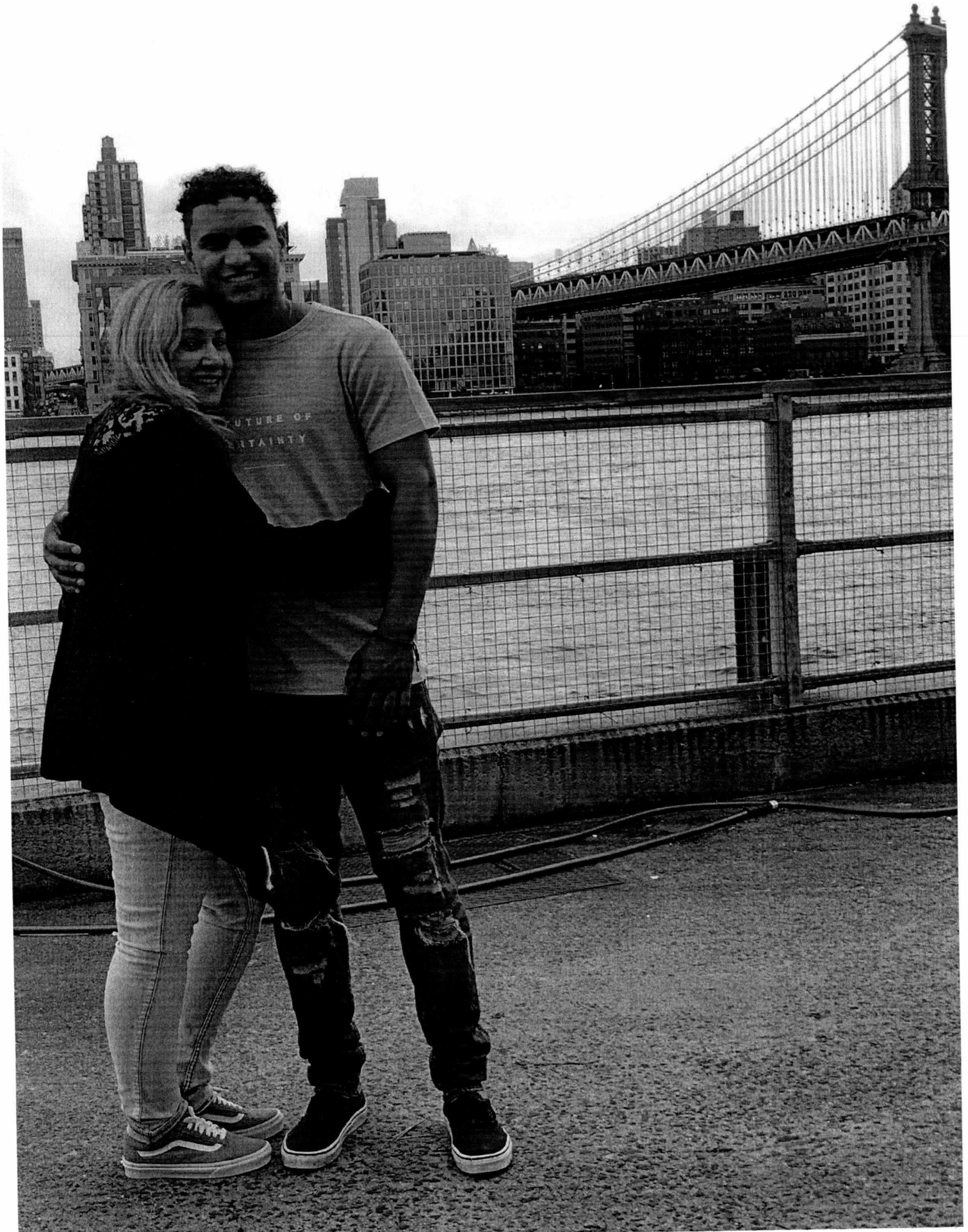
Weeks later, Danny Price — who was coaching MDC at the time — called Ken Kelly, the coach of Espinal’s summer team.

“I was looking for a shortstop, but Kelly said he didn’t have one for me,” Price said. “An hour later, Kelly called back. He said, ‘I have a guy. He’s playing center field for me, but he can play anywhere.’”

Price drove to Orlando the next day and ultimately signed Espinal, who was the Southern Conference Player of the Year in his one season at MDC, getting the award despite breaking a bone in his hand late in the campaign.

After that 2016 season, he was drafted in the 10th round by the Boston Red Sox.

“I was pushing for him to be drafted in the top five rounds,” said Willie Romay, the Red Sox scout who signed Espinal. “I bet on the kid because of his combination of talent and work ethic.”



Santiago Espinal with his mother, Ingrid Rivera. Courtesy

At the 2018 trade deadline, Espinal's career took another turn as he joined Toronto's organization in a deal for Steve Pearce.

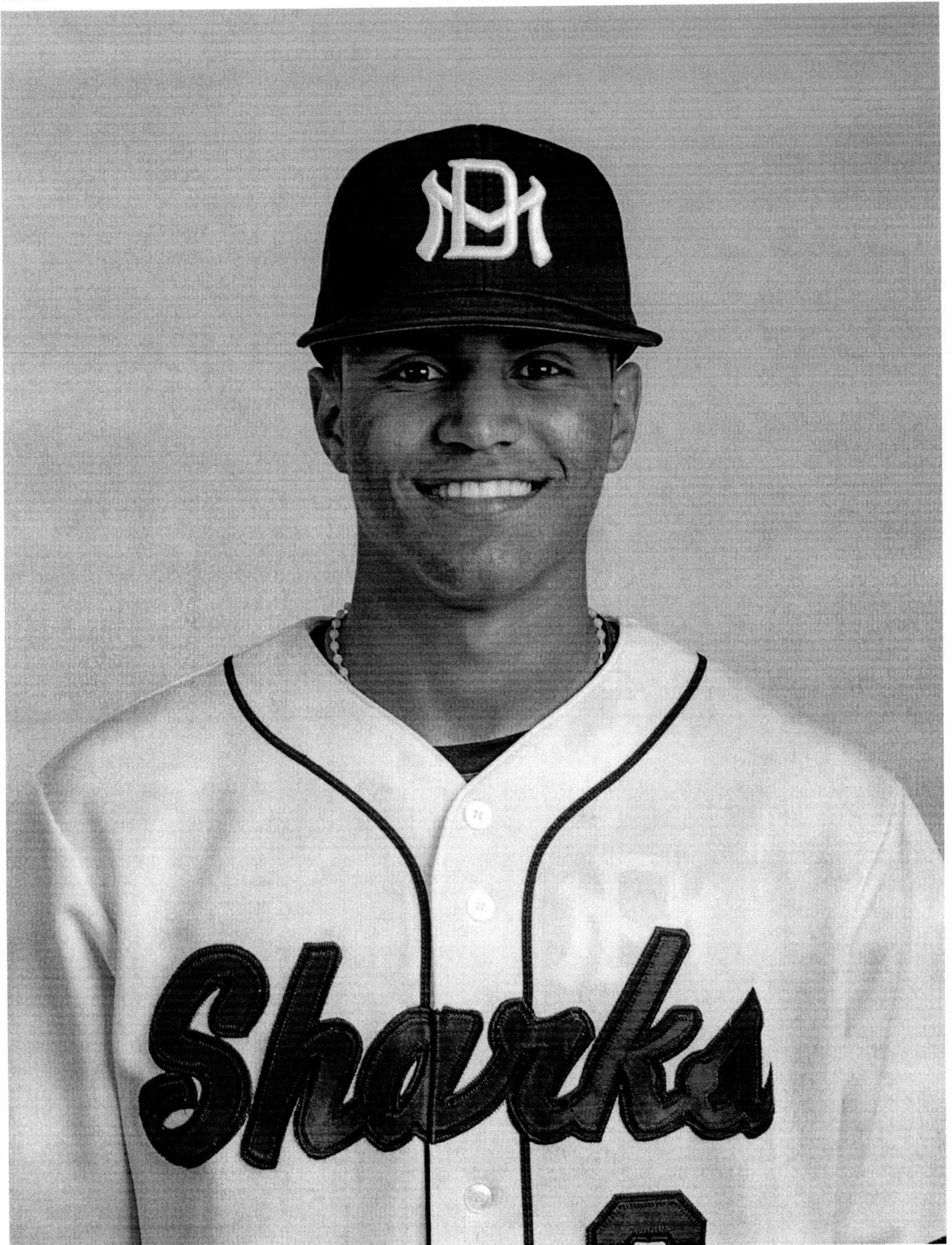
Three months later, Pearce was the MVP of the World Series.

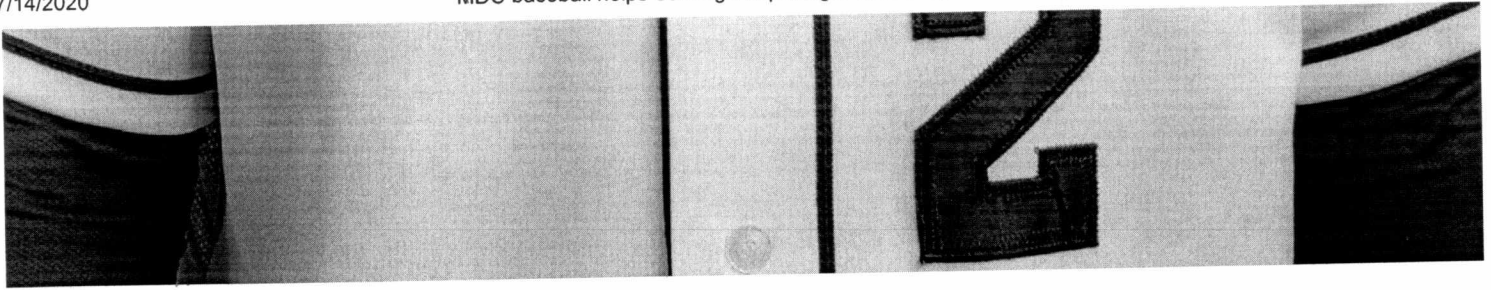
"I was watching TV, and I saw Pearce — it was fun," Espinal said. "I haven't met Pearce, but I would like to."

Pretty soon, others could be watching Espinal, who reached Triple A for the first time last season.

In the past two years, Espinal has averaged 27 doubles, 3.5 triples, 8.5 homers and 65.5 RBIs. He stole 12 bases last year but was caught 13 times. And in 395 career minor-league games, he is batting .285 with a .345 on-base percentage and a .735 OPS.

Before the pandemic ended spring training 1.0 in March, Espinal was blazing hot, batting .409 with three homers, two doubles, one triple and six RBI in just 22 at-bats.





Men's Baseball headshot; Studio 2210; 02/08/2016 *MIAMI DADE COLLEGE*

Even so, the Jays assigned Espinal to Triple A. However, now that baseball is back in training camp following a four-month hiatus, Espinal has another shot at the majors.

This time, his odds are improved because the season will start with a 30-man roster rather than 25, and Espinal has caught the attention of Jays manager Charlie Montoyo, a native of Puerto Rico.

“He has a chance,” Montoyo told the media, “because he plays different positions.”

Espinal is competing with several veterans for likely two rosters spots for backup infielders, including Joe Panik, 29; Brandon Drury, 27; and Ruben Tejada, 30. Drury hit 15 homers last season; Panik was an All-Star in 2015 but has slumped the past two years; and Tejada has just nine major-league at-bats since 2017.

Last week, Espinal stepped inside Toronto's Rogers Centre for the first time in his career. Later, he spent time in his dorm room, playing video games and taking the coronavirus quarantine rules seriously.

After nearly quitting baseball for good about five years ago, Espinal is now locked in to his sport.

“We're not allowed to go out, and I haven't seen my family in more than four months,” he said. “I'm fine in my room by myself. The main thing is to stay healthy.”

FLORIDA MEMORIAL UNIVERSITY

Florida Memorial University announced the addition of softball to the athletics department, with competition slated to begin in Spring 2022.

The University named Pedro Herrera as its first softball coach, and Jonathan Alvarez was tabbed as the women's inaugural flag football coach.

SCHOOL SCENE

Girl Scouts honor Palmetto Bay, Pinecrest recipients



ADRIANNE RICHARDSON
schoolskenemia@gmail.com

The Girl Scouts of Tropical Florida (GSTF) recently honored its 2020 Gold and Silver Award recipients from Palmetto Bay and Pinecrest.

Tatum Rivera, Sarah Lannon, Olivia Solomon, Isabella del Granado, Ashley Thompson, Isabel Latorre, and Kathy Labiste were each recognized by Chelsea Wilkerson, CEO of GSTF, who personally delivered pins to each of the winners instead of hosting a High Awards Ceremony due to COVID-19 restrictions. The winning students created projects that focused on STEM, education, agriculture, medicine, and more on a local, national, and global level.



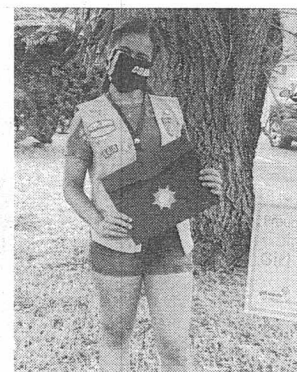
Sarah Lannon of the Girl Scouts of Tropical Florida is a 2020 Gold Award recipient, the highest award attainable in the organization.



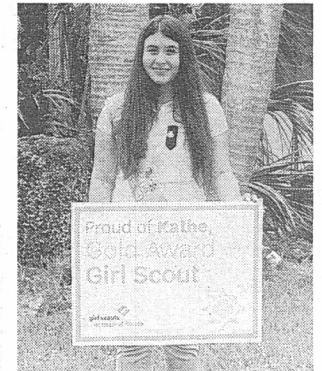
Olivia Solomon of the Girl Scouts of Tropical Florida is a 2020 Silver Award recipient.



Ashley Thompson of the Girl Scouts of Tropical Florida is a 2020 Silver Award recipient.



Isabel Latorre of the Girl Scouts of Tropical Florida is a 2020 Gold Award recipient.



Kathy Labiste of the Girl Scouts of Tropical Florida is a 2020 Gold Award recipient.

NEW WORLD SCHOOL OF THE ARTS

New World School of the



Harmony Jackson, an alumna of New World School of the Arts, recently received a \$2,500 grant from the school's Alumni Foundation to help fund her program Quar.Intensive. She will use the funds to cover general program costs and compensate nine program instructors.

Arts' Alumni Foundation recently awarded two \$2,500 Inspiration Grants to alumni Harmony Jackson, founder of Quar.In-



Randi Berry, an alumna of New World School of the Arts, recently received a \$2,500 grant from the school's Alumni Foundation to support The Indie Theater Fund in New York, which is focused on the survival and recovery of small, independent theaters in New York.

tensive, and Randi Berry, executive director of The Indie Theater Fund in New York. With the grants, both Jackson and Berry will be able to focus on critical arts and theater programming for their communities.

The Inspiration Grant was created to alleviate the challenges that the arts community faces, including a lack of funding.

Jackson created Quar.Intensive to "foster a community of movement artists who are committed to maintaining a high level of technique and connection," she said. The program has been self-funded from the beginning, but now she will use this grant to cover general program expenses, as well as compensate nine instructors who are also alumni of New World School of the Arts.

As executive director of The Indie Theater Fund in

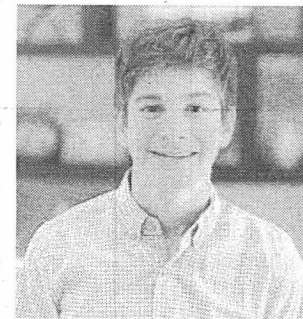
New York, Berry noted that the theater shifted its focus to the survival and recovery of small, independent theaters in New York. "This award will enable us to provide additional programming and overall support for this community," she said.

"The Alumni Foundation was honored to assist with funding these important and timely efforts by NWSA alums; our fifth and sixth such grant since the Foundation's inception," said Elizabeth Gainer, chair of the foundation's grant committee. "We are especially pleased to be supporting these projects, which are focused on supporting our arts communities in these harrowing times."

PALMER TRINITY SCHOOL

Palmer Trinity School's Science, Technology, Engi-

neering, Environment, Entrepreneurship, and Math Club president and founder, Benjamin Arnold, was a speaker at the 2020 Nation of Makers Conference in Oregon earlier this



Benjamin Arnold is president of Palmer Trinity School's Science, Technology, Engineering, Environment, and Math Club. He spoke at the 2020 Nation of Makers Conference in Oregon early last month.

month. He was invited as a representative of the winning team, which competed in Fairchild Tropical Botanic Garden and NASA's Growing Beyond Earth Maker Contest.

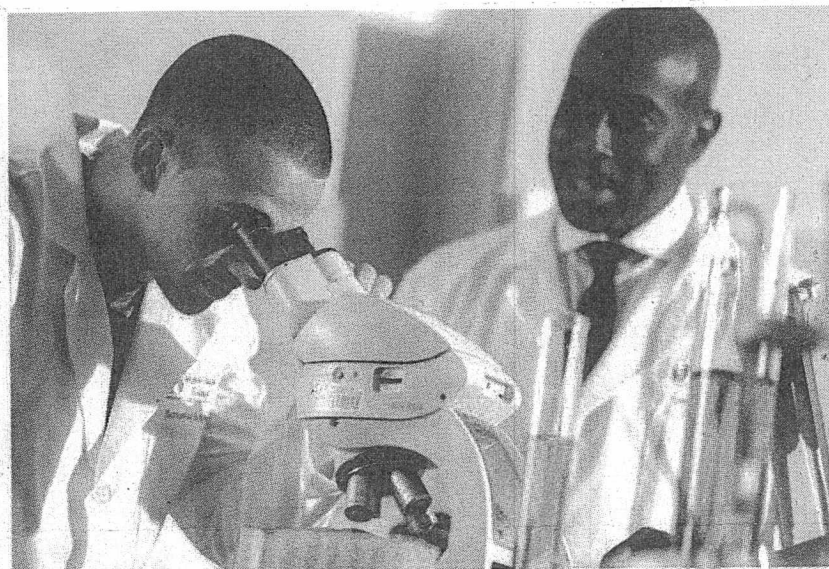
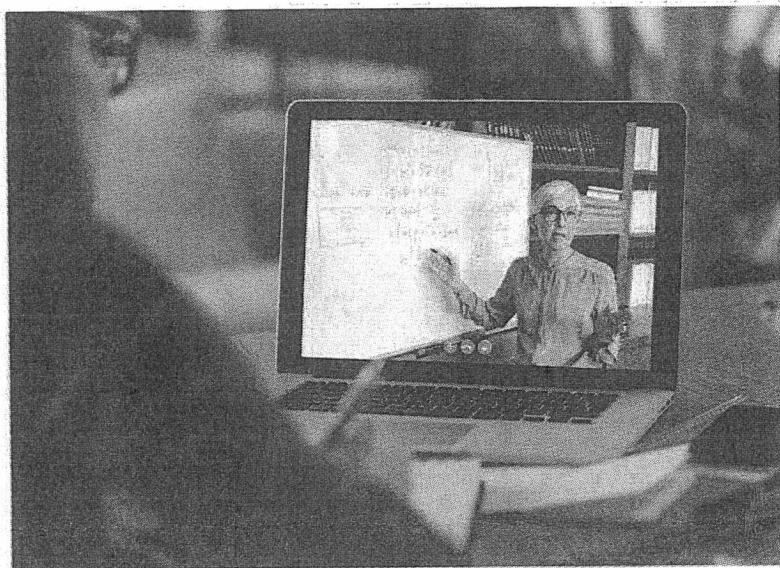
During the conference, Benjamin discussed the team's winning design of an optimal plant box that could be used to successfully grow the 'Outredgeous' variety of red romaine lettuce in a micro-gravity environment.

"We are extremely proud of what this talented and hard-working group has accomplished and of Benjamin for representing our school on such an important platform such as Makers, and creating solutions that have a global impact," said Patrick Roberts, head of school.

In addition to Benjamin, Palmer Trinity students and STEEM members Blake Cobo, Alex Fumagalli, Nikolas Gianulis, Patrick Grattan, Nicholas Hernandez, Christopher Oeltjen, Carlos Penzini, Tatiana Multach, Jack Sulkes, and John Lukas Turner-Smith also attended the virtual conference.

Thank You Miami Dade College Alumni The Soul of South Florida





From courageous health care professionals and heroic first responders, to undaunted educators and the tireless miracle workers fueling America's supply chain, **Miami Dade College alumni** are working on the front lines for the safety and well-being of our South Florida community. MDC alumni in all professions and walks of life continue to lead, inspire and innovate for the promise of a brighter future.

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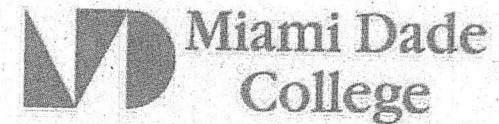
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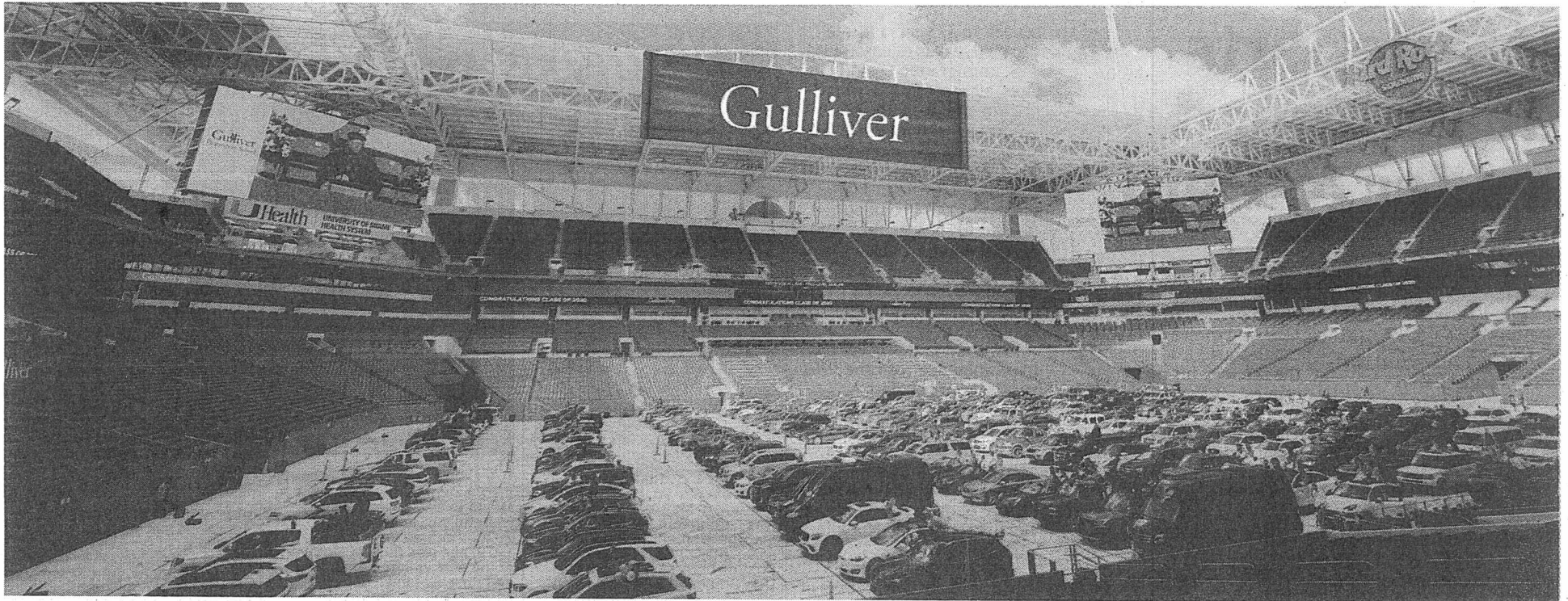
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Boston University (3)

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Case Western Reserve University*

Catholic University of America*

University of Central Florida*

Chapman University*

College of Charleston

University of Charleston

University of Chicago (2)

City University of London*

Clemson University *

Coastal Carolina University

University of Colorado at Boulder (4)

Colorado College

Colorado School of Mines

Columbia University (6)

University of Connecticut*

Cornell University*

University of Delaware*

Durham University

Eastern Florida State College

Edward Waters College

Elon University*

Embry-Riddle Aeronautical University*

Emerson College (2)

Emory University

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Direccion de Empresas (EŠADE)

Fairfield University

Fairleigh Dickinson University*

Florida Atlantic University*

Florida A&M University

Florida Gulf Coast University*

Florida Institute of Technology

Florida International University (9)

Florida Southern College*

Florida State University (8)

University of Florida (6)

Fordham University (4)

The George Washington University (6)

Georgetown University*

Georgia Institute of Technology*

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Marymount Manhattan College*

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New Jersey Institute of Technology

The New School*

New York University (16)

Newcastle University

The University of North Carolina at

Chapel Hill*

University of North Carolina at

Charlotte

North Carolina State University*

Northeastern University (4)

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Northwestern University*

University of Notre Dame (3)

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Hopkins University

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Pomona College

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Princeton University*

Purdue University*

Queen Mary University of London*

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Rensselaer Polytechnic Institute
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University of Southern California (3)
Southern Methodist University (4)
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St. Thomas University (3)
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Suffolk University (3)
Syracuse University (3)
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La educación no se detiene

DR. ROLANDO MONTOYA

PRESIDENTE INTERINO DEL
MIAMI DADE COLLEGE



OPINIÓN

Llegó ese momento del año académico donde nuevamente nos llenamos de ilusión y esperanza. Es cierto que el camino no ha sido fácil, y aún nos falta mucho por alcanzar. Es necesario mantener el entusiasmo para seguir adelante.

El próximo semestre escolar, que comienza el 1ro. de septiembre, presentará grandes retos, pero estamos convencidos de que lograremos el éxito. La pandemia nos ha fortalecido, nos ha vuelto más audaces, persistentes y cooperativos. Hemos desarrollado estrategias para motivar a nuestros estudiantes para que maximicen su potencial.

“**Durante este difícil período, nos sentimos orgullosos de haber contribuido a la capacitación de tantos profesionales en los campos de la salud, la educación y la seguridad pública”**

Para el esperado regreso otoñal, trabajando en estrecha colaboración de las autoridades federales, estatales y locales, hemos elaborado nuestro propio plan de reapertura trifásico. La meta será restablecer la oportuna presencia física de nuestros estudiantes, profesores y empleados en todos los recintos, pero siempre dando prioridad a la protección de la salud y la seguridad.

La mayoría de nuestras clases se mantendrán a distancia o con un formato conjunto presencial-virtual, excepto algunas que no se pueden enseñar a distancia y continuarán en persona con baja densidad de estudiantes. Hemos establecido estrictos protocolos de limpieza e higiene, el uso obligatorio de máscaras faciales y el recomendado distanciamiento social.

Hemos habilitado puntos de control en cada uno de los ocho recintos académicos y el personal de seguridad pública ha recibido capacitación sobre cómo usar los termómetros infrarrojos para tomar la temperatura corporal de cada visitante. Todos los que entren a nuestros edificios serán entrevistados

el COVID-19. Quienes cumplan los requisitos podrán entrar y recibirán una pulsera cuyo color es diferente por día.

La clave para un regreso seguro está en la flexibilidad que otorgan las tres modalidades ofrecidas: presencial, virtual e híbrida (o conjunta). Todas están complementadas

con el necesario entrenamiento para la adaptación a los nuevos métodos de enseñanza y para la prevención del contagio.

Continuamos apoyando a nuestros estudiantes más necesitados con becas y estipendios a través del programa MDC Cares, que traducimos como “al MDC le importa,” y de sus componentes Kick-Start Your Career, y Upskill, que ayudan, sin costo alguno, a cientos

de estudiantes a certificarse en los campos emergentes de tecnología, salud, administración, mercadotecnia, educación y empresariado.

En los ocho recintos y los centros satélites del MDC contamos con más de 300 especializaciones con estudios de licenciatura, asociados en artes y ciencias, y certificaciones vocacionales.

Durante este difícil período, nos sentimos orgu-

llosos de haber contribuido a la capacitación de tantos profesionales en los campos de la salud, la educación y la seguridad pública.

Es fundamental que nuestra comunidad vuelva a la normalidad con estabilidad, y no hay mejor vía para llegar ahí que la educación. Sea cual sea su próximo paso a seguir, deseamos que sepa que estamos comprometidos con su éxito ●

En la unión está la fuerza conducente al cambio positivo

DR. ROLANDO MONTOYA

PRESIDENTE INTERINO DEL MIAMI DADE COLLEGE



OPINIÓN

Hace 60 años abrimos las puertas del College en un Miami muy distinto al que conocemos hoy. Nos unimos al esfuerzo para levantar a esta gran ciudad y establecer una fuente de igualdad de oportunidades para todos los que en ella residen. Desde el principio fuimos una institución integrada cultural y étnicamente.

Somos un faro de esperanza para todos los que llegan a nuestras aulas. Celebramos la diversidad y defendemos la inclusión que se refleja con orgullo en la composición

del cuerpo estudiantil y del personal.

De hecho, nuestra política de puertas abiertas atrae a diversidad de estudiantes: el 89 por ciento de ellos representa a las minorías étnicas o raciales, el 78 por ciento trabaja mientras asiste a clases y casi el 60 por ciento vive por debajo del umbral de la pobreza.

Como representantes del College de la democracia, hoy nos toca reflexionar y reenfocar nuestra atención en la apertura de nuevos caminos. La muerte de George Floyd, que desencadenó multitudinarias protestas sociales, trajo a la luz desigualdades y dé-

ficits en nuestra sociedad, especialmente en la comunidad afroamericana.

Actualmente, nos reunimos con líderes de la Fundación MDC, profesores, administradores y estudiantes, para escuchar, aprender y crear nuevos programas de ayuda para la comunidad negra de Miami, aumentando el acceso a la educación y creando nuevas oportunidades.

El trabajo incansable que desempeñamos en la educación superior y vocacional para crear mejores métodos, comprensión, aceptación, ambiente inclusivo y unidad, no se puede abreviar de forma alguna, por el contrario, se debe ampliar. La educación sigue siendo el mejor instrumento para el cambio positivo.

Nuestra prestigiosa Fa-

cultad de Justicia, Seguridad Pública y Estudios de Derecho se ha dedicado a elevar el paradigma del orden público en todos sus programas de capacitación, mediante la introducción del Derecho Procesal; el cual se sustenta en cuatro pilares: dar voz al pueblo, y tratarlo con equidad, imparcialidad y transparencia.

Recientemente nos incorporamos al reto de 21 días por la igualdad racial y la justicia social de YWCA South Florida, una organización sin fines de lucro dedicada a promover la igualdad.

El reto, que se fundamenta en la noción de que se necesitan 21 días para cambiar un hábito, a través de distintas asignaciones, tiene el propósito de edificar hábitos de justicia social más efecti-

vos, especialmente en lo relacionado a raza, poder, privilegio y liderazgo.

Alentamos a nuestros estudiantes a creer que el cambio es posible, y que ellos juegan un papel crítico y activo en la construcción de comunidades fraternas e igualitarias en las que todos seamos aceptados.

En el 2015, Miami Dade College además se convirtió en la primera universidad en el sureste y primera institución pública designada con el título de Ashoka U Changemaker por ser un líder en innovación social. Como parte de la red Ashoka U Changemaker Campus, el MDC integra en el currículo el desarrollo de habilidades que ayuden a los estudiantes a generar ideas conducentes a la creación de un mundo mejor.

Creemos en la promoción de oportunidades para aquellos que fueron afectados por la discriminación y la pobreza, y quienes aún tienen el potencial para convertirse en agentes de cambio positivo. Cuando uno de nosotros logra cumplir su sueño individual, muestra al mundo en su entorno lo que es posible.

Amigos lectores, es importante recordar que si bien los desafíos que enfrentamos como sociedad podrían potencialmente dividirnos, también podrían unirnos hacia un objetivo común. La dirección que tomemos es nuestra decisión.

No es la primera vez que hemos sobrevivido a tiempos difíciles. Podemos prosperar como una gran familia si unimos nuestras fuerzas ●

el Nuevo Herald

Miami Dade College planea más reaperturas en otoño implementando medidas estrictas

By Jimena Tavel, El Nuevo Herald, Miami hace 2 días

Miami Dade College está planeando traer la mayor cantidad posible de estudiantes, docentes y personal a sus campus este otoño con una medida estricta que otras universidades grandes del sur de Florida no implementarán: controles de temperatura.

La universidad comunitaria más grande del país, con aproximadamente 120,000 estudiantes, elaboró un plan de reapertura de tres fases que es "general a propósito" para adaptarse a las fluctuantes condiciones pandémicas, dijo Lenore Rodicio, vicepresidenta ejecutiva y rectora. MDC se adherirá a las ordenes locales, estatales y nacionales, pero aplicará reglas más estrictas si es necesario.

"Es un plan flexible", dijo. "Lo que queríamos hacer era crear un marco para la toma de decisiones, en lugar de describir ahora lo que haremos dentro de dos meses y medio. Muchas de las condiciones están cambiando casi a diario, por lo que no queríamos hacer suposiciones".

Al comienzo de su primer período de verano, el 1 de junio, después de que el condado ya se había trasladado a la Fase 1 del plan de reapertura del estado, la universidad activó su propia Fase 1. La fase mantiene la mayoría de las clases remotas, excepto algunas que no se pueden enseñar en un entorno virtual, como cocina, moda, aplicación de la ley, formación médica y aviación. Además, las reglas solo permiten que el personal esencial y otros empleados necesarios para esos cursos presenciales visiten los campus.

MDC está utilizando poca capacidad en las aulas, distanciamiento social, limpieza adicional y un uso obligatorio de cubiertas faciales en todas partes para evitar la propagación del nuevo coronavirus.

Para los controles de temperatura, la universidad estableció al menos un punto de control en cada uno de sus ocho campus. Personal de seguridad pública recibió capacitación sobre cómo usar los termómetros infrarrojos para la frente y sobre cómo encuestar a los visitantes para ver si tienen algún síntoma, si han viajado recientemente o si han tenido contacto con pacientes con COVID.

Noticias de última hora y más

Inscríbese para recibir una de nuestras circulares noticiosas y sea el primero en saberlo cuando ocurra algo importante.



ESTADOS UNIDOS

La FDA advierte que nueve productos de gel antibacterial podrían ser tóxicos

POR MARÍA LUISA PAÚL

23 DE JUNIO DE 2020 03:45 PM , ACTUALIZADO 23 DE JUNIO DE 2020 04:55 PM



Para lograr la desinfección de las manos cuando se tienen las manos contaminadas con secreciones, no están visiblemente limpias o cuando se ha utilizado más de 4 veces el alcohol glicerinado se debe elegir el lavado de manos con agua y jabón. BY SAN VICENTE FUNDACIÓN

Las ventas de gel antibacterial se han disparado durante la pandemia de coronavirus, ya que los consumidores han atendido el llamado de los funcionarios de salud de lavarse y desinfectarse las manos a fin de evitar contraer el virus.

Pero, antes de abastecerse de cualquier tipo de gel antibacterial, es importante darle un vistazo a sus componentes.

La Administración de Alimentos y Medicamentos de Estados Unidos (FDA, por sus siglas en inglés) advirtió evitar nueve productos desinfectantes fabricados por Eskbiochem SA de CV, en México, ya que podrían contener metanol, una sustancia que puede ser tóxica si se ingiere o se absorbe a través de la piel.

Según el aviso, que fue publicado el viernes, la agencia analizó muestras de dos productos, Lavar Gel y CleanCare No Germ, y encontró que contenían 81 por ciento y 28 por ciento de metanol respectivamente.

“El metanol no es un ingrediente aceptable para los desinfectantes de manos y no debe ser usado debido a sus efectos tóxicos”, la FDA publicó.

Además, la FDA dijo que el 17 de junio le recomendó a la compañía retirar sus productos del mercado, pero esta aún no ha respondido.

“Hasta la fecha, la compañía no ha tomado medidas para retirar estos productos potencialmente peligrosos del mercado. Por lo tanto, la FDA recomienda a los consumidores que dejen de usar estos gel antibacterial y que los eliminen inmediatamente en los contenedores de residuos peligrosos apropiados”, se lee el comunicado.

Eskbiochem no pudo ser localizado inmediatamente para hacer comentarios.

Sin embargo, Alexander Escamillo, un representante de Eskbiochem, le dijo al New York Times que Eskbiochem sólo se enteró de la advertencia de la FDA el lunes. También dijo que un corredor que no trabaja para Eskbiochem pero que “tenía acceso a nuestra compañía” la registró en la FDA y había registrado sus etiquetas y enviado desinfectantes. Dijo que la compañía era incapaz de entrar en su perfil de la FDA porque no saben cómo hacerlo y que tomarían medidas contra el corredor.

“Nunca haríamos eso, enviar un producto químico tóxico de forma maliciosa”, le dijo Escamillo a esta publicación.

Entre los productos que la FDA señaló en el aviso estaban All-Clean Hand Sanitizer, Esk Biochem Hand Sanitizer, Lavar 70 Gel Hand Sanitizer, The Good Gel Antibacterial Gel Hand Sanitizer, Saniderm Advanced Hand Sanitizer y CleanCare NoGerm Advanced Hand Sanitizer con un 75 u 80 por ciento de alcohol.

La FDA recomendó que toda persona expuesta a los desinfectantes de manos con metanol buscara tratamiento inmediato, ya que la exposición sustancial a este compuesto puede provocar efectos nocivos como náuseas, vómitos, dolores de cabeza, ceguera permanente y convulsiones.

El metanol es un alcohol que tiene uso industrial —se emplea en la creación de productos como gasolina y anticongelante— y no es seguro para el consumo humano.

“Para darte una idea de lo fuerte que es, el metanol se utiliza en el líquido del parabrisas en las regiones muy frías para no permitir que se congele cuando está nevando”, dijo Dadilia Garces, médico epidemiólogo en el Miami Dade College.

En cambio, los gel antibacteriales están compuestos por etanol —que es “parecido al alcohol que nos tomamos en nuestra cerveza y vino, pero purificado de una manera diferente”, explicó Garces— o alcohol isopropílico.

Según Garces, es tan peligroso ingerir directamente el metanol como lo es colocarlo en la piel. Esto se debe al alto nivel de absorción que tiene este compuesto.

Al estar expuestos a metanol, los efectos son parecidos a los que se pueden observar en una persona borracha —pero son más dañinos y más rápidos inclusive.

“En las primeras 72 horas la persona se va a empezar a sentir mareada. Empieza a caminar raro, a no ver bien. El problema es que cuando el metanol se empieza a metabolizar, comienza a acidificar el pH de la sangre, que es neutro, y eso produce que muchos órganos se dañen. Eso implica que los órganos van a sufrir, el hígado

va a sufrir, pero los efectos principalmente van a ser neurológicos porque se comporta como un alcohol”, dijo Garces.

Como consecuencia, la persona puede quedar permanentemente ciega —por el daño que se le hace al nervio óptico—, presentar daño en los músculos e incluso morir.

En los niños estos efectos son aún peores, ya que su metabolismo es muy diferente al de las personas adultas.

“Cuando los papas comenzaron con los gel desinfectantes por la pandemia, yo les decía que con los niños había que tener cuidado porque tienden a meterse las manos en la boca. Por eso tienen que esperar 30 segundos hasta que esté totalmente seco”, dijo Garces.

En caso de estar expuestos a metanol, el médico epidemiólogo explicó que se debía lavar de inmediatamente con agua y jabón, sin romper la piel.

Si se presenta alguna manifestación clínica, como mareo, náuseas y dolor de cabeza, es importante buscar cuidado médico. En algunos casos los tratamientos incluyen hemodialisis y la utilización de un antídoto.

Para evitar estos efectos, Garces dijo que lo más importante es revisar los componentes de los productos.

“Hay que leer definitivamente la etiqueta. Estos productos deben contener etanol o alcohol isopropílico, como lo recomienda la Organización Mundial de la Salud. También hay que tener cuidado con aquellos que no son basados en alcohol”, dijo Garces.

A medida que la pandemia de coronavirus continúa alrededor mundo, más personas se han vuelto dependientes de los gel desinfectantes. Sin embargo, en su declaración del viernes, la FDA dijo que está “preocupada por las afirmaciones falsas y engañosas sobre los desinfectantes de manos”, incluyendo que ciertos desinfectantes pueden proporcionar protección las 24 horas del día contra el COVID-19.

“No hay evidencia que apoye estas afirmaciones”, reiteró la FDA en su aviso.



La Administración de Alimentos y Medicamentos recomendó que toda persona expuesta a gels desinfectantes que contengan metanol busque tratamiento inmediato, ya que puede ser tóxico para la salud. *SOUMEN HAZRA VIA PIXABAY*

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TENDENCIAS

WALTER MERCADO: Horóscopo del miércoles 24.06.2020

23 DE JUNIO DE 2020 8:00 PM

La muerte de varios miembros de una familia en una explosión



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EMIGRACIÓN

Ir de Cuba a la mejor universidad del mundo

Tres estudiantes cubanos del Instituto Tecnológico de Massachusetts conversan con DIARIO DE CUBA sobre el proceso de admisión y las particularidades del centro.

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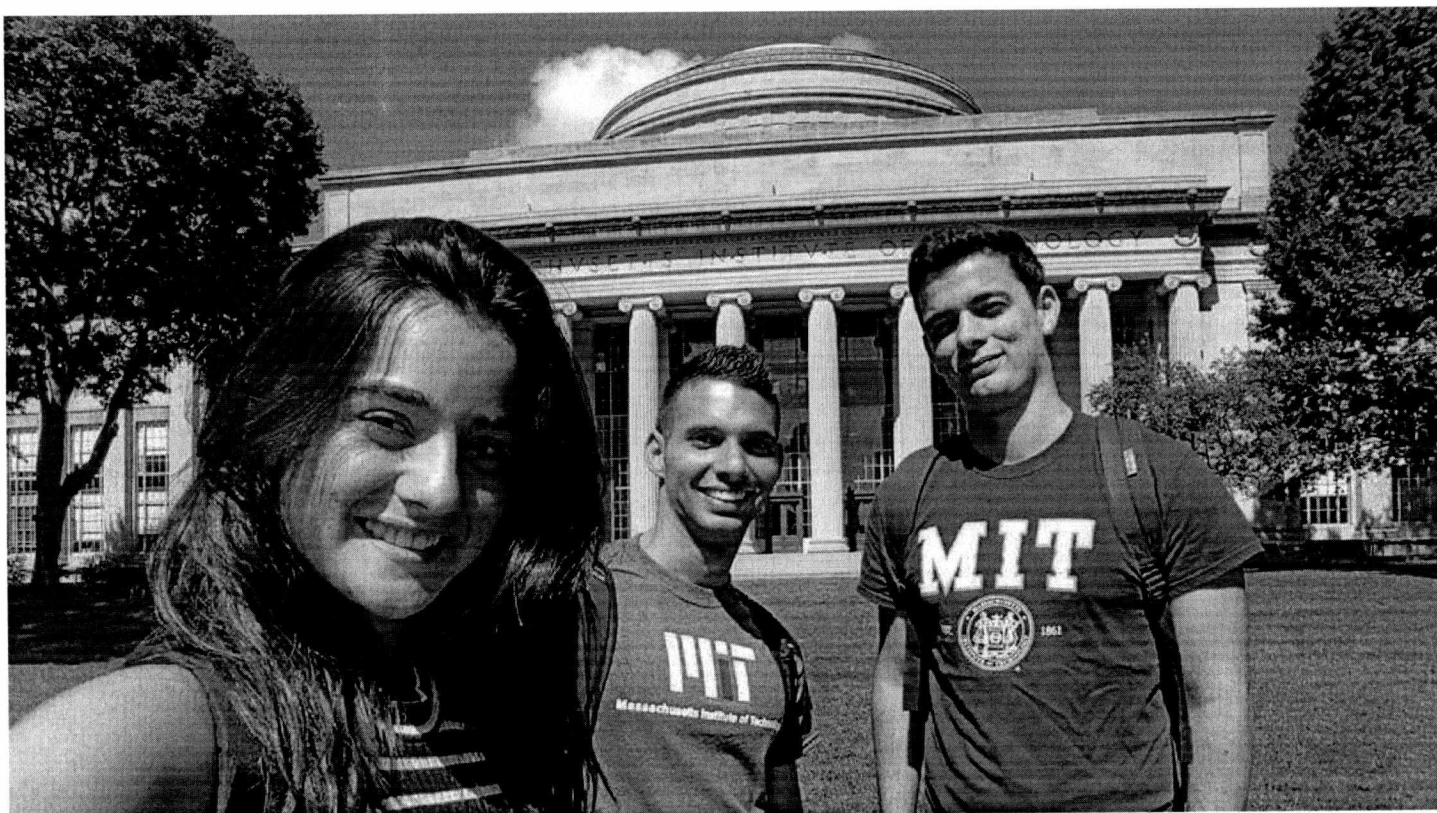
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DDC

Boston 11 Jul 2020 - 18:11 CEST



Sabrina Romero, Osvy Rodríguez y José Muguira en la entrada del MIT. (MIAMI HERALD)



consultora GQ, una de las más prestigiosas en ese ámbito, como la mejor universidad del mundo durante nueve años consecutivos. Por las aulas de ese centro de estudios han pasado estudiantes de todo el mundo, entre ellos algunos cubanos.

Sabrina Romero nació y vivió en Centro Habana hasta los 17 años, cuando emigró (<https://diariodecuba.com/etiquetas/emigracion.html>) hacia los Estados Unidos. Allí terminó sus estudios medios e ingresó al programa de honores de Miami Dade College (MDC).

Uno de los mayores anhelos de Romero, actualmente estudiante de Ciencias de la Computación en el MIT era precisamente ese, matricular la carrera universitaria de su preferencia en la mejor universidad posible.

"Desde Cuba me hacía mucha ilusión estudiar en la mejor universidad en ese campo, pero en aquel momento parecía inalcanzable", comentó a DIARIO DE CUBA.

José Muguira Iturralde, un joven de 22 años que vivió en Arroyo Naranjo, La Habana, hasta los 17, cuando emigró a Estados Unidos (<https://diariodecuba.com/etiquetas/estados-unidos.html>), escuchó hablar por primera ocasión del MIT "en una película de Ciencia Ficción en donde el protagonista está aplicando para estudiar allí y tienen que crear este súper proyecto de ciencias para poder ser aceptado".

Actualmente el MIT cuenta con más de 80 premios Nobel si sumamos a sus egresados y profesores. Además, por el centro de estudios han pasado personalidades como Kofi Annan, ex secretario general de la ONU, Tim Berners-Lee, inventor de la World Wide Web, Benjamín Netanyahu, primer ministro de Israel o Richard Stallman, fundador del movimiento del software libre.

Osvy Rodríguez, quien llegó a Estados Unidos poco antes de cumplir los 21 años, cuando cursaba el segundo año de la carrera de Telecomunicaciones en la Universidad Tecnológica José Antonio Echeverría (https://diariodecuba.com/cuba/1583954837_13680.html)



Para Rodríguez estudiar en MIT "era un sueño". Cuando supo de "las posibilidades que tendría de trabajar con las personas más importantes en el campo de la carrera que quería estudiar" se convirtió en su principal objetivo, cuenta a DIARIO DE CUBA.

El proceso para acceder al MIT no es sencillo, pero tampoco imposible. Muguira explica que "en Estados Unidos la educación es bastante asequible, al contrario de lo que muchos piensan. Cualquier persona de cualquier estatus social puede aplicar a cualquier universidad y la admisión es basada solamente en tus resultados académicos".

El camino para Osvy Rodríguez fue el siguiente: empezó sus estudios en MDC, lo que sería el equivalente a un colegio público (<https://diariodecuba.com/etiquetas/educacion.html>), donde recibió las asignaturas más generales como Cálculo, Física, Química y Biología. Allí se inscribió en el Honor College, "que es un grupo selecto de aproximadamente unos 50 estudiantes del antiguo Interamerican Campus", cuenta.

En el mencionado programa le informaron sobre las mejores universidades del país y los procesos para ingresar en ellas. Para el MIT, por ejemplo, tuvo que hacer tres exámenes diferentes; Inglés, Matemáticas y Física.

"Los resultados de esos exámenes los envíe al MIT y luego tuve que hacer una aplicación, rellenar un formulario, escribir algunos ensayos explicando por qué quería estudiar en esa escuela. Ellos quieren conocerte como persona, y si ellos creen que eres un buen candidato te aceptan. No es un proceso fácil, porque ese año aplicaron aproximadamente 520 personas y fueron aceptados solo 23, entre los que habíamos 3 cubanos", explica Rodríguez.

El proceso de admisión es sumamente riguroso, al punto de ser calificado por *The Atlantic Monthly* como la universidad más selectiva de los Estados Unidos.



domina el contenido de su materia, sino que a su vez es un reconocido científico en ese campo y probablemente los contenidos de esas clases fueron sus propios aportes al campo de estudios de la materia que imparte".

Algunos cálculos dicen que los ingresos agregados de las empresas fundadas por los exalumnos del centro lo situarían como la undécima mayor economía del mundo.

A Rodríguez, nada más entrar lo impresionó "la amplia gama de oportunidades que hay en cualquier campo que te interese", además de la posibilidad de "trabajar con profesores que son líderes en su campo y son los que más conocen en el mundo de ese tema específico".

El MIT también le brinda la "oportunidad de estar cerca de ellos los tres o cuatro años que dure la carrera. La escuela tiene muy buenas infraestructuras, por lo que tienes la oportunidad desde que estás estudiando de hacer investigaciones, tienes laboratorios para trabajar con las últimas tecnologías", cuenta.

La principal diferencia con la educación en Cuba, explica Sabrina Romero, "es que el sistema educativo en MIT y en los Estados Unidos en general es mucho flexible" porque "aquí puedes escoger el enfoque que le das a tus estudios y el orden en el que tomas las clases, mientras la Universidad en Cuba solo permite escoger asignaturas electivas de un set específico".

Muguira dice que su carrera "en términos de contenido tiene muchas similitudes" con la impartida en la Universidad de La Habana, pero "los recursos a tu disposición en MIT superan notablemente a aquellos en Cuba".

También añade que "en MIT no solo se tiene un enfoque de adquirir conocimientos por el mero hecho de tenerlos, sino que se valora mucho cómo poder adquirir esos conocimientos y aplicarlos para resolver problemas que nos están afectando



Adaptarse a ese nuevo sistema de estudios es una de las cuestiones más complicadas para los cubanos.

Osvy Rodríguez explica que "todas las semanas hay exámenes, tareas en prácticamente todas las clases. Es difícil planificar el tiempo para que rinda para enfocarnos en las prioridades de cada semana. Es un proceso de constante adaptación".

"En casi todas las escuelas de EEUU hay proyectos en los que se puede colaborar con los profesores, y de no adaptarte a eso te quedas atrás. Esos proyectos te pueden consumir entre 20 y 40 horas a la semana", añade.

Muguira dice que "al inicio fue un cambio un poco brusco, ya que la cantidad de trabajos y tareas casi llegaron a triplicarse y uno necesita manejar su tiempo sabiamente en MIT si quiere sobrevivir. Es un desafío buscar el balance en el estudio para obtener buenos resultados y llevar también una vida social adecuada".

Para Sabrina Romero el mayor sacrificio que ha implicado estudiar en una universidad de esa calidad fue tener que emigrar sin su madre.

En el caso de Muguira lo más difícil fue "dejar a toda mi familia y aventurarme a vivir solo en una ciudad desconocida", pero "uno como inmigrante tiene que aprender que esa realidad no va a continuar y tiene que poder adaptarse a un mundo nuevo y desconocido y eso de cierto modo me ayudó en mi transición a poder vivir solo en la ciudad de Boston", explica.

"No creo que he hecho grandes sacrificios más allá de no vivir en mi país, trasladarme a una cultura diferente, que me parece maravillosa, pero es diferente a la mía", dice Osvy Rodríguez. Además, reconoce que estar lejos de su familia y ver disminuido su tiempo de



Sobre el financiamiento de los estudios contó Muguira que debido a que su familia llegó a Estados Unidos recientemente "no contaban con la situación económica ideal", pues sus padres "era graduados universitarios en Cuba, pero sus salarios allá nunca nos permitieron reunir un dinero para traer cuando saliéramos de la Isla".

Temían no poder costear los estudios del hijo, ya que el precio anual de su carrera es de 65.000 dólares, pero "afortunadamente MIT tiene una política similar a muchas prestigiosas universidades que se comprometen a pagar el costo de la carrera de aquellas personas que demuestren tener una situación financiera que les haga imposible costearse sus estudios", explica Muguira.

Actualmente recibe una ayuda financiera que le ayuda a pagar además de las clases "la vivienda, alimentación, transporte e incluso gastos de primera necesidad". Hasta ahora no tiene deudas estudiantiles y confiesa que también recibe anualmente "una pequeña beca estudiantil de Jorge Mas Canosa Freedom Foundation", la cual lo ayuda con costos adicionales en la universidad.

Osvy Rodríguez explica que "el dinero con que se paga mi educación no ha salido de mi bolsillo desde que estoy en EEUU, y la razón es bien sencilla: aquí hay becas que consisten en que si eres un estudiante cuya familia no tiene ingresos elevados eres elegible para que la escuela, o compañías privadas, u organizaciones que apoyen grupos latinos, hispanos, cubanos o minorías, te sufraguen los gastos".

"Yo he tenido la suerte de que tanto compañías privadas como el MIT, MDC y organizaciones que apoyan a los cubanos me han ayudado a financiar mi educación, lo que me ha permitido enfocarme en el estudio y desarrollarme profesionalmente en lugar de buscar el sustento económico diario", explica.



diferencia grande en el tema de los recursos, pero teniendo en cuenta eso, creo que es importante que con los recursos que cuenten brinden una mejor guía a los estudiantes".

En su opinión a los más jóvenes deben decirle desde el primer día "esta carrera estudia esto y tienes este campo y puedes hablar con tal profesor para hacer una antena o un satélite, o qué compañía se puede poner en contacto con la universidad".

"Esa guía yo no la tuve, en segundo año en Cuba, no sabía de qué iba a ser mi tesis", explica.

En su opinión otra recomendación "es estar en contacto con las compañías (<https://diariodecuba.com/etiquetas/negocios.html>) en que puedes trabajar después de graduado".

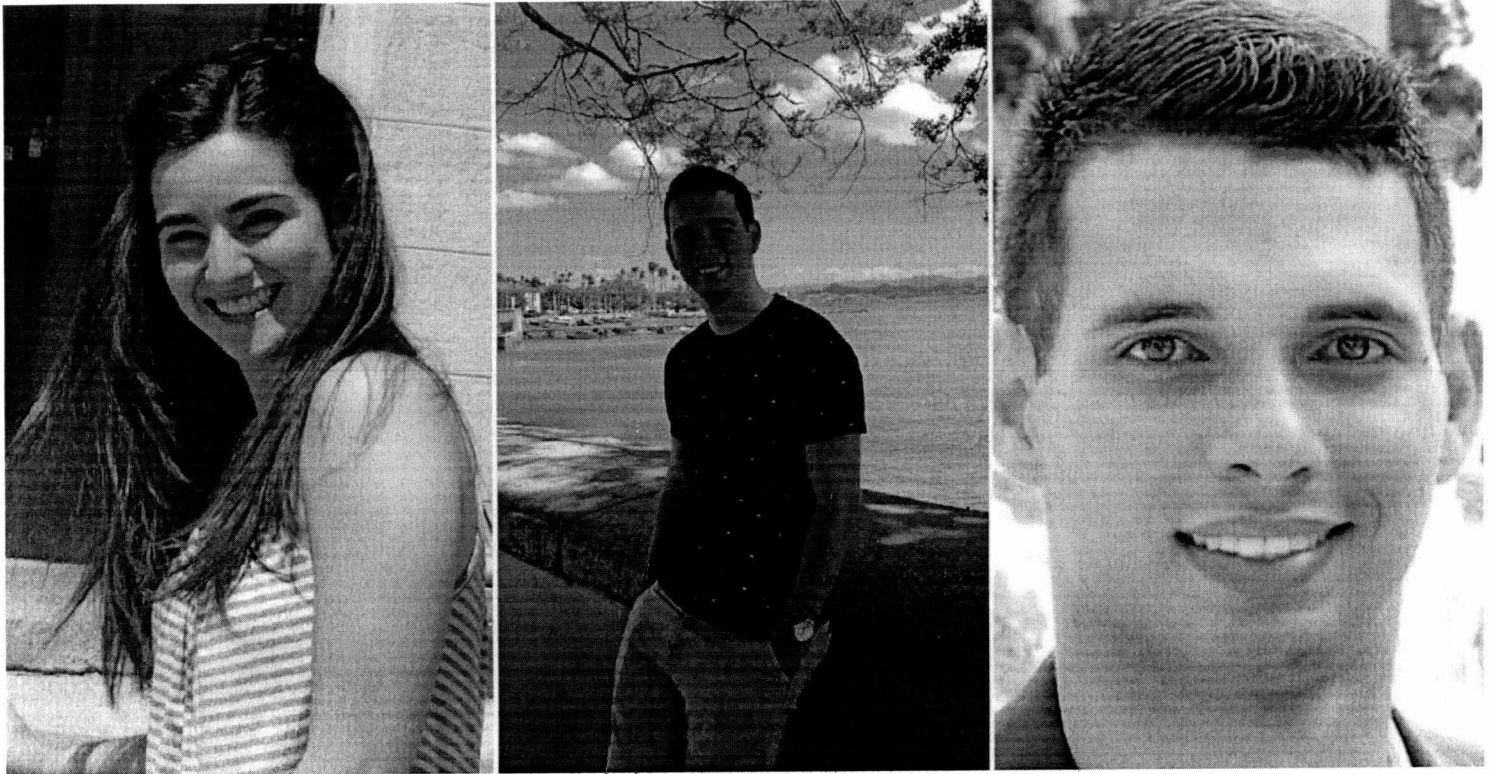
"Aquí casi todos los veranos los estudiantes trabajamos en compañías que nos ayudan a ganar un dinerito y estar en contacto con nuestro futuro trabajo para saber si nos gustará, o las habilidades que podemos tener menos desarrolladas, o ponerle más interés a las clases que crees que mejor te van a preparar. Esto no es algo que hay que hacer en cuarto ni quinto año, sino desde el primer semestre", explica.

Uno de los consejos que dan los estudiantes a sus homólogos cubanos es que llegar a centros como este no es imposible. Conlleva mucho esfuerzo y dedicación, pero a pesar de los premios Nobel (<https://diariodecuba.com/etiquetas/premio-nobel.html>) y los magníficos laboratorios, el verdadero valor del MIT radica en sus estudiantes, y es esa la principal brecha para entrar.

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Sabrina Romero, José Muguira Iturralde y Osvy Rodríguez Foto © Facebook de los estudiantes

Jóvenes cubanos que emigraron a EE.UU. logran estudiar en el MIT, la mejor universidad del mundo

Actualidad (/actualidad) **Maykel González (/autor/185759)**

🗨️ | 12/07/2020 - 9:27pm (GMT-4)



Tres jóvenes cubanos se encuentran entre los estudiantes **del Instituto Tecnológico de Massachusetts (<https://www.cibercuba.com/noticias/2017-06-09-u146802-e146802-hija-inmigrantes-cubanos-luchaba-entender-ingles-ahora-estudiara>)** (MIT, por sus siglas en inglés), la mejor universidad del mundo según la consultora GQ.

GQ ha escogido al MIT como el centro de estudios más relevante a nivel global por varios años consecutivos. En sus aulas han estudiado jóvenes de todas partes de la geografía, aunque son admitidos tras un riguroso proceso selectivo.



estudios medios e ingresó al programa de honores de Miami Dade College (MDC).

En conversación con *Diario de Cuba*, Romero explicó que uno de sus mayores anhelos era matricular en la carrera de Ciencias de la Computación en la mejor universidad posible. "Desde Cuba me hacía mucha ilusión estudiar en la mejor universidad en ese campo, pero en aquel momento parecía inalcanzable", comentó al citado medio (https://diariodecuba.com/cuba/1594483889_23690.html).

Otro de los cubanos es José Muguira Iturralde, de 22 años, quien también emigró a EE.UU. con 17 años, después de haber vivido en Arroyo Naranjo, La Habana. La referencia que tenía del MIT era una película de Ciencia Ficción que había visto "en donde el



(1)

El tercer cubano se llama Osvy Rodríguez, y llegó a Estados Unidos poco antes de cumplir los 21 años, cuando cursaba el segundo año de la carrera de Telecomunicaciones en la **Universidad Tecnológica José Antonio Echeverría** (<https://www.cibercuba.com/noticias/2020-05-24-u1-e43231-s27061-cujae-prepara-reiniciar-sus-clases-no-habra-vacaciones>). Conoció del prestigioso centro a través de Sabrina Romero, con la cual compartía clases en MDC.

Cuando supo de "las posibilidades que tendría de trabajar con las personas más importantes en el campo de la carrera que quería estudiar" se convirtió en su principal objetivo, comentó el joven.

Por su parte, Muguira explica que "en Estados Unidos la educación es bastante asequible, al contrario de lo que muchos piensan. Cualquier persona de cualquier estatus social puede aplicar a cualquier universidad, y la admisión es basada solamente en tus resultados académicos".

Rodríguez contó que en MDC recibió las asignaturas más generales como Cálculo, Física, Química y Biología, hasta que se inscribió en el Honor College, "que es un grupo selecto de aproximadamente unos 50 estudiantes del antiguo Interamerican Campus".

Luego tuvo que hacer tres exámenes diferentes; Inglés, Matemáticas y Física, **para conseguir llegar al MIT** (<https://www.cibercuba.com/noticias/2019-05-05-u141144-e20037-s27061-hija-cubanos-miami-quiere-buscar-cura-enfermedades-no>).

"Los resultados de esos exámenes los envié al MIT y luego tuve que hacer una aplicación, rellenar un formulario, escribir algunos ensayos explicando por qué quería estudiar en esa escuela. Ellos quieren conocerte como persona, y si ellos creen que eres un buen candidato, te aceptan. No es un proceso fácil, porque ese año aplicaron aproximadamente 520 personas y fueron aceptados solo 23, entre los que había 3 cubanos", explica.

Sin embargo, *The Atlantic Monthly* califica al MIT como la universidad más selectiva de los Estados Unidos. A Rodríguez lo impresionó "la amplia gama de oportunidades que hay en cualquier campo que te interese", además de la posibilidad de "trabajar con profesores que son líderes en su campo y son los que más conocen en el mundo de ese tema específico".



general de la ONU, Tim Berners-Lee, inventor^(A) de la World Wide Web, Benjamín Netanyahu, primer ministro de Israel y Richard Stallman, fundador del movimiento del software libre.

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Maykel González (/autor/185759)

Periodista de CiberCuba. Graduado de Periodismo por la Universidad de La Habana (2012). Cofundador de la revista independiente El Estornudo.

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