



Retirement Celebration for Pamm Minden

The CFS department hosted a Retirement Celebration for Dr. Pamm Minden on January 19th. Pamm was the first faculty member of the CFS department back in the mid 1970s.

She provided a unique vision in starting the Early Childhood Family Studies in 1976. The conceptual structure provided an interdisciplinary foundation that included a strong emphasis on child development, family studies and special education as essential knowledge for all early childhood educators. Early courses also included practicum experiences that supported student learning through field experiences. These characteristics have been maintained as core ideas for CFS programs. Pamm also contributed to the College of Education through her service in a variety of administrative positions to bring in research funds to the University and support global education activities. Several guests publicly acknowledged Pamm’s contributions to the CFS department, the College of Education and her leadership in the early childhood special education field in Minnesota. The CFS department thanks Pamm for her contributions to our department and wishes her the best as she begins new adventures through retirement. We hope she will return from time to time to share new (and old) stories with us.



Dr. Pamm Minden

The CFS department has set up a foundation fund to honor and remember Pamm’s contributions to CFS through an annual award to a CFS graduate student for excellence in graduate research. You can make a donation to this fund to recognize Pamm’s role as Research Director in the College of Education and her support of excellence in graduate research through her mentoring numerous graduate students through their Master’s research projects during the early years of the CFS department. Information for making contribution to this new fund are below.



CFS Faculty Members—Past and Present
 Front Row (L to R): Kathy Ofstedal, Fati Zargahmi, and Ming-Chi Own. Second Row (L to R): Cheri Gilman, Pamm Minden, Joan Blaska, and Alice Maday. Back Row (L to R): Fran Umerski, Jack Mayala, and Glen Palm

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Pamm Minden Outstanding Graduate Research in Child and Family Studies Award

****See the following information if interested in contributing to this award****

Payment Options

1. Mail your gift contribution to:
 SCSU Foundation
 720 4th Ave S
 St. Cloud, MN 56301
2. Credit card gift payment via phone:
 Call the SCSU Foundation @
 320-308-3177

Make checks payable to: SCSU Foundation (memo line should read Pamm Minden Award)

****A tax deductible gift receipt will be mailed to you****

Chair Reflections by Glen Palm, CFS Department Chair

The first two months of 2007 continue to be busy with projects and activities within our department. We are bringing closure to some projects (PEPER-preparation for renewal of state licensure and the State of Fatherhood Project) and saying good-bye to Pamm Minden. At the same time we are beginning some new endeavors including the Infant Mental Health Initiative in collaboration with the Sauk Rapids-Rice ECFE program, NAEYC accreditation and sending another group of students to Italy during Spring break. I want to focus on the State of Fatherhood report that was released in January at the Minnesota Fathers and Families Network conference in St. Cloud. This report represents a year long project that was collaboration between the CFS department and the Minnesota Fathers and Families Network. I would like to acknowledge the work of Loren Niehoff who was the graduate assistant for this project and Paul Masiarchin who is the Executive Director of MFFN for their work in making this report a unique contribution to the state of Minnesota and to fatherhood advocates across the country. I will summarize a few key points that I have identified as relevant for all early childhood professionals.

The report “Do We Count Fathers in Minnesota” is an 80-page document that features a description of fathers in Minnesota, a survey of father involvement, and a review of fatherhood service providers in Minnesota. Two very different views of fatherhood emerge from the information in the report. The first is a very positive image of involved fathers. This picture comes primarily from the survey of 570 fathers of children ages 0-12. Fathers in the survey embraced the role of fathers as providing care and affection, protection and moral guidance. While the provider role was still important to their fathers, it was not rated as important as these other roles. This finding reflects changes in cultural values and realities around fatherhood. The dads of 0-4 year olds reported being very involved in the daily care of their children. The fathers of 5-12 year olds were also involved at a high level but with activities such as bringing their child along on errands, helping them with homework or engaging in sports/active play with their child. These two groups of fathers also reported their major challenge as discipline/setting limits and having enough time.

The second group of fathers that emerges from the report includes fathers who are often discounted or undercounted. The study iden-

tifies this group as the “fathers in the shadows”. In many of the reports that were reviewed for information about fathers in Minnesota there was data missing about fathers. The birth records were not always able to identify who fathers were or what their age or educational background was. The number of children growing up in families without their biological fathers continues to increase and family structures are more complex. Fathers and mothers may share children with multiple partners. Many of the fathers related to complex families situations appear to have lower levels of education and limited earning power. Fathers in Minnesota with less than a high school education have a fertility rate of 1.8 versus fathers with a college degree who have a rate of .9. This trend raises important questions about the well being of these children who are often growing up in poverty with only one involved parent.

The study outlines a number of important recommendations including more precise counting of fathers and having more consistency in how we define fathers in the reports at the state and federal level. The study also calls for more funding for fatherhood initiatives to support both the “involved fathers” and the “fathers in the shadows”. Fathers in the survey reported existing ECFE programs and fatherhood programs as important support and information systems. The “Fathers in the Shadows” group would benefit from early intervention to minimize the potential negative impacts of father absence and complex family structures. The report reminds us that although we have created a cultural image of the involved and nurturant father, we have not provided the support necessary to reach this image. Fathers are often an invisible link to the “achievement gap” in education. Early childhood educators need to acknowledge fathers as an important resource for supporting the well being of children, families and our communities. The complete report can be viewed at www.mnfathers.org.



SCSU Student Organization—Early Childhood Teachers

St. Cloud State University’s student organization of the Association for the Education of Young Children has started off strong this semester. Membership has more than doubled in size along with the opportunities available for members. This semester we have added a Volunteer Committee to expand our connections with the community and experiences necessary for our future careers. Some of the volunteer projects the members are becoming active in involve spending time at Anna Marie’s, Relay for Life, March of Dimes, and homework help at the La Cruz Community Center. The committee is also searching for other volunteer opportunities within the community. Dates for this semester’s remaining meetings are: March 15th, April 5th, and April 26th. Everyone is encouraged to come! If interested in joining or for further information please e-mail Amy Van Helden at vaam0402@stcloudstate.edu.



AEYC Holiday Book Exchange

Upcoming Events— Important Dates

Student Teaching in Costa Rica

Five Teacher Candidates from the Child and Family Studies Department eagerly await the arrival date of their student teaching experience this March. They have chosen to broaden their knowledge base by going International! Atenis, a small Spanish speaking community in the mountains of Costa Rica, houses the Escuela Colina Azul (Preschool-6th grade) where our CFS students will be teaching.

All of our Candidates speak some Spanish and will be teaching lessons in Spanish and in English to children aged 3 – 8. Lessons are taught using James Asher's Total Physical Response. Although exhausting, adding physical cues to many English words, much like pantomiming what you say, keeps children's attention and adds meaning to the words. After school, two evenings a week, they will be involved in community service programs with citizens of Atenis who wish to learn some English.

Throughout the experience, Candidates live with families where one member of the family speaks some English. This often ends up being the richest experience of all. Weekends find the Candidates and families traveling together to explore the black sand beaches, rain forests and mountains of Costa Rica.

If you are interested in student teaching in Costa Rica, call Kathy Ofstedal in the CFS office (320-308-5445).



Kindergartner's playing at recess

Important Dates—Spring Semester 2006

- **Registration for Summer—**
Begins February 12
- **Spring Break—**March 5—9
- **Advising Session for CFS major
& minor—**March 27
- **Dessert Fest—**April 25
- **Final Exams—**May 7—11
- **Graduation**

*Graduate Hooding and

Commencement—May 11 (evening)

*Undergraduate Commencement—
May 12

CFS Summer Licensure Courses & Professional Development Opportunities

The CFS Department will offer a number of licensure courses for Graduate Students in Parent Education and Early Childhood Special Education this summer as well as some unique opportunities for professional development through short-term special topics classes. The details for all of these classes are provided in the insert. Feel free to copy and share this page with others who may be interested in summer classes.

For those interested in the Parent Education license there is a unique opportunity to register for **CFS 605- Parent Education Portfolio- 1 credit**. This class is designed for those with previous experience in parent education to create a portfolio as a way to meet some of the competencies and course requirements for the Parent Education license.

In addition, there will be three CFS Parent Education licensure

Graduate Assistantships in CFS

The CFS department has two graduate assistant positions available for fall 2007. These positions provide a stipend of \$9,700 for 20 hours of work per week and \$4,850 for 10 hours of work per week for the academic year. Also, up to 8 credits of tuition will be paid per semester for a total of up to 16 credits for the academic year. Contact the CFS Office for an application. These are due by May 1st for the positions for the 2007-08 academic year.

course offered this summer: **CFS 521 Development of Young Children, CFS 635 Parenthood and Adult Development, and CFS 645 Working with Parents in Groups.** (see the insert for times and details).

Students who are pursuing the Early Childhood Special Education license also have two CFS classes this summer: **CFS 521 Development of Young Children and CFS 611 Foundations of Early Education.** In addition the Special Education Department is offering **SPED 505 Behavior Theories and Practices in Special Education and SPED 520 Characteristics of Students with Physical, Health and Developmental Disabilities.** (see the summer bulletin or web site: www.stcloudstate.edu/summer)

The CFS department is also offering five different 1 credit classes that serve as professional development opportunities for early childhood and family education professionals. Three of these classes are related to Early Childhood Mental Health and are listed on the back page. **CFS 605 Evaluation and Parent Education and CFS 605 Early Intervention Summer Institute** will both be offered during the Second Summer Session. (see insert for details).

CFS Master's Students- Summer Research Course

CFS 621 Research Methods: Child/Family 3 credits will be offered during the summer. This is an opportunity for CFS Master's Students to begin work on their thesis or starred papers. (see insert for details).



**ST. CLOUD STATE UNIVERSITY—
CHILD & FAMILY STUDIES**

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Minnesota Thrive Initiative: Focuses on Infant Mental Health in the St. Cloud Area

The CFS department started a new partnership with the Sauk Rapids/Rice Early Childhood Programs to host the Thrive Initiative in the Greater St. Cloud Area. The Initiative Foundation of Central Minnesota has funded this project for 2007. The purpose of this initiative is to create seamless systems of local services that supports the healthy social and emotional development of Minnesota's youngest children ages 0-5. The St. Cloud Area project will focus specifically on Infant Mental Health. This project is eligible for funding for three years.

The Minnesota Initiative Foundations (MIFS) have responded to an urgent and compelling need to help communities in Greater Minnesota to strengthen resources to support the social and emotional well-being of infants, toddlers, preschoolers, and their families. The MIFs were recently awarded a three year grant from the Bush Foundation to implement the Minnesota Thrive Initiative.

An Early Childhood Mental Health Action Team met during February to begin the process of assessing community resources and needs in the St. Cloud Area. A smaller leadership team of community professionals related to children's mental health will be meeting on a monthly basis to provide guidance to the Project Manager. A community forum has been set for May 16, 2007 to explore infant mental health issues and set priorities for projects.

The CFS department will support this project by offering three 1 credit classes for early childhood teachers, early childhood special education teachers and parent educators this summer. (See the attached box for course titles).

Jane Ellison from the Sauk Rapids-Rice ECFE program has been selected to serve as the Project Manager for this project. For more information on this project you can contact Jane at 320 258-1103 or jane.ellison@isd47.org or call the CFS office at 320-308-2132.

CFS Summer Courses focused on Infant Mental Health

CFS 405/505 Addressing Infant Mental Health in Parent Education
Instructor: Jane Ellison

CFS 405/505 Infant Mental Health and Early Childhood Special Education
Instructor: Jane Minnema

CFS 405/505 Positive Approaches to Challenging behaviors: Pre school Aged Children
Instructor: Jill Haak

****See insert for dates/times and registration information**