

Queens College
Department of Family, Nutrition, and Exercise

Human Development and Family Science (HDFS)

Program

Student Handbook

Human Development and Family Science

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Human Development and Family Science

Introduction

The Human Development and Family Science (HDFS) Program at Queens College is part of the Department of Family, Nutrition, and Exercise Sciences (FNES).

The program offers a Bachelors of Arts degree in Human Development and Family Science that requires the completion of *120-credits*, including general college curriculum and courses specific to the HDFS Program.

The Human Development and Family Science Program has been approved for the Family Life Education Certification (CFLE) by the National Council on Family Relations (NCFR) (www.ncfr.org) since 2005. The certification attests that the curriculum includes appropriate course work for each of the 10 family life substance areas required for the CFLE designation.

Human Development and Family Science programs are an important presence across the country. Similar programs are at many universities, such as Human Development and Family Studies –Penn State; Human Development and Family Science at Syracuse University, University of Texas Austin, and East Carolina University.

Strong families are the foundation for healthy communities and societies. Families today are confronted with different challenges (e.g., divorce, illness, poverty, death). Human Development and Family Science professionals help families use resources to promote optimal development and find solutions to their problems using a multi-disciplinary approach (e.g., human development, family relations, family economics and resource management).

Mission, Goals and Objectives

The mission of the Human Development and Family Science Program is to prepare students to have knowledge of the human development and family science concepts and theories, and to apply the current and emerging knowledge to enhance the wellbeing of individuals, families and communities.

Program Goals and Objectives

Goal 1. Students will demonstrate a broad and deep understanding and *knowledge* of the major concepts, theories, and scientific principles of the Human Development and Family Science field.

Objective 1: Students will be able to use theoretical frameworks to understand and explain human development, family dynamics and the interactions of families with communities.

Objective 2: Students will be able to explore and apply empirically based information to understand the complexities of human development and family dynamics in the context of society to advance their wellbeing.

Goal 2. Students will develop effective *critical thinking skills*, demonstrate the ability to gather and assess information, respond and adapt to changing situations, make complex decisions, and solve problems.

Objective 3: Students will be able to gather, interpret, and assess the research literature in order to evaluate and solve complex problems and issues.

Objective 4: Students will be able to examine, question, and articulate multiple perspectives and alternatives to solve problems and make decisions.

Goal 3. Students will demonstrate effective *oral* and *written communication* skills.

Objective 5: Student will be able to create effective evidence-based oral presentations and deliver them to different audiences.

Objective 6: Students will be able to demonstrate well developed evidence-based writing skills.

Goal 4. Students will demonstrate they understand the role of cultural *diversity* in human and family development and have the required skills to work in a diverse context.

Objective 7: Students will be able to understand how human development and families are shaped by diverse contexts and cultures.

Objective 8: Students will be able to demonstrate respect for diversity and ability to work in multidisciplinary and diverse teams.

Goal 5. Students will demonstrate understanding and commitment to respect *ethical standards* in academic and professional settings.

Objective 9: Students will be able to demonstrate knowledge of critical controversies and ethical issues in human development and family issues.

Objective 10: Students will be able to demonstrate understanding of and commitment to respect the professional ethical standards and principles practiced in human and family services field.

Program Requirements

Requirements for a Bachelor of Arts degree in Human Development and Family Science include satisfactory completion of the general college curriculum and courses specific to the specialization (total of *120-credits*). The courses in Human Development and Family Science offer a range of formats, which accommodate different learning styles. Lectures (using PowerPoint slides) are combined with discussions, small group student work, student presentations, online assignments, exams and research projects.

Advising and Course Registration Procedures

HDFS Admissions Procedures

Students who want to major in Human Development and Family Science come to the advisor. Students may declare this Major as long as they are in good standing at the college. During the advising session, the advisor goes over the structure of the department, the requirements for the major, the courses, the fieldwork, the Family Life Education Certification (CFLE), job opportunities after the graduation or applying to graduate school and the possible fields. During the session the student's program is planned and the student can proceed to sign up for the courses during the pre-registration. The Majors can see the advisor at any time during her office hours and other times by appointment.

HDFS Program Requirements (Total: 45 credits)

Early Registration (Pre-Registration)

Pre-registration is available to HDFS / FNES students. Only students who have declared their major in HDFS / FNES can pre-register.

Early registration is in October for the Spring Semester Courses.

Early registration is in March for the Fall Semester Courses.

Check your QC email for notification or visit the FNES office in Remsen 306. The forms must be filled by students and returned to the department office by the stated due date. If students are late for early registration, they most likely will not be able to be placed into the classes they require.

Please note that if a course is full / closed there is nothing the Advisor can do. Students cannot be added to a full class. This is why it is extremely important that students register during the pre-registration period.

Advising Procedures

Students are advised to consult with the Student Advisor, regularly, to ensure proper progress through the program. Advising takes places during the Advisor's designated office hours. Prior to or during the meeting with the Advisor, students must fill out the attached Advising Session Form, indicating the reason for the meeting.

Queens College - Department of Family, Nutrition, and Exercise

HUMAN DEVELOPMENT AND FAMILY SCIENCE (HDFS) PROGRAM REQUIREMENTS

This program is for students interested in working with individuals, families and children in setting such as family service agencies, family service departments of hospitals and clinics, parenting programs, foster care agencies, nursing homes, adolescents' and children's residencies, day care centers, departments of social welfare, etc. This program is also recommended for those wishing to obtain an advanced degree in social work, marriage and family therapy, school counseling, mental health counseling, human development and family science, human resources management, or child life.

Note. Students should go to the Academic Advising Center, Kiely Hall, Room 217 (Phone: 718.997.5599 / Fax: 718.997.5643; Email: advising@qc.cuny.edu) **to seek advising for general education requirements.** <https://www.qc.cuny.edu/Academics/SupportPrograms/advising/Pages/default.aspx>

PROGRAM REQUIREMENTS (Total: 45 credits)

* FNES 140: Child Development and Parenting		3 cr.
FNES 147: Family Relations		3 cr.
FNES 151: Families as Consumers		3 cr.
* FNES 247: Statistics in HDFS		3 cr.
* FNES 248: Problems in Marriage and Family	(FNES 147 Prereq.)	3 cr.
** FNES 249: Child and Family Policies	(FNES 147 Prereq.)	3 cr.
** FNES 250W: Research Methods in HDFS	(FNES 147 Prereq.)	3 cr.
** FNES 251: Child Life: Coping with Medical Problems	(FNES 140 Prereq.)	3 cr.
** FNES 256: Counseling Sexuality	(FNES 147 Prereq.)	3 cr.
* FNES 345: Theories of Lifespan Development	(FNES 147 Prereq.)	3 cr.
** FNES 347: Families in Cross-Cultural perspectives	(FNES 147 Prereq.)	3 cr.
* FNES 348: Family and Community Program Development	(FNES 147 Prereq.)	3 cr.
** FNES 349: Family Issues and Conflict Resolution	(FNES 248 Prereq.)	3 cr.
* FNES 360: Professional Development and Ethics		3 cr.
FNES 376: Fieldwork – Community		3 cr. (1+2)

*Offered Fall only **Offered Spring only

Note: Please note that students must have a C or better in all courses listed above. A student may not repeat a major course more than once beyond the initial enrollment in the course.

HDFS Program Director & Advisor – Dr. Mihaela Robila

HDFS Advisor – Dr. Elizabeth Riina

HDFS Advisor – Dr. Melissa Lovitz

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Queens College - Department of Family, Nutrition, and Exercise

Major:

Human Development and Family Science (HDFS)

Recommended Schedule of Courses by Semester

This is the guide for the HDFS Schedule of Courses by Semester.

Students should develop their course schedule by meeting with HDFS advisors: Dr. Mihaela Robila, Mihaela.Robila@qc.cuny.edu, Dr. Beth Riina Elizabeth.Riina@qc.cuny.edu, or Dr. Melissa Lovitz Melissa.Lovitz@qc.cuny.edu

<u>1st Semester / Fall</u>	<u>2nd Semester / Spring</u>	<u>3rd Semester / Fall</u>	<u>4th Semester / Spring</u>
FNES 140	FNES 249 (pre req FNES 147)	FNES 248 (pre req FNES 147)	FNES 256 (pre req FNES 147)
FNES 147	FNES 250 (pre req FNES 147)	FNES 348 (pre req FNES 147)	FNES 349 (pre req FNES 248)
FNES 151	FNES 251 (pre-req FNES 140)	FNES 345 (pre req FNES 147)	FNES 376 (2+1 cr)
FNES 247	FNES 347 (pre req FNES 147)	FNES 360	

**Queens College - Department of Family, Nutrition, and Exercise
Human Development and Family Science (HDFS)**

Student Program of Study Form

Student Information - Please complete the information below

Name: _____

Email: _____

Phone: _____

Address: _____

Declaration of Major Date: _____

Schedule of Courses by Semester – using the HDFS Recommended Schedule of Courses

Courses already taken in HDFS: _____

Use the following table to plan out what courses you will take and when. Due to schedule changes, courses may not always be available as anticipated. It is important to regularly meet with your advisor before registration to make sure you take what is required in time for graduation.

<u>1st Semester</u> 20	<u>2nd Semester</u> 20	<u>3rd Semester</u> 20	<u>4th Semester</u> 20
	Statistics	Bio 22	

<u>5th Semester</u> 20	<u>6th Semester</u> 20	<u>7th Semester</u> 20	<u>8th Semester</u> 20

Please Note: Any change to the above approved schedule must to be approved and signed by the Advisor.

Form completed by advisor (signature) _____ date _____

Form received by student (name/signature) _____ date _____

Queens College
Department of Family, Nutrition, and Exercise
Major: Human Development and Family Science
Human Development and Family Science (HDFS)
 Advising Session Form

*Student **must** fill out the following **before** meeting with the HDFS Advisor.*

Date _____

Student Name _____

Student email: _____@mail.qc.edu_

Anticipated Graduation (Semester & Year) _____

Reason for Meeting (be as descriptive as possible) _____

Advisor's comments:

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Course Descriptions

FNES 140. Child Development and Parenting. 3 hr.; 3 cr. Child development and parenting as they relate to promoting human growth and development and strengthening the well-being of individuals and families.

FNES 147. Family Relations. 3 hr.; 3 cr. Interpersonal relations in contemporary American marriage and family life. Topics include dating, courtship, sex attitudes and behavior, family preplanning, communication, marital conflict, the unmarried, and elements of a successful marriage.

FNES 151. Families as Consumers. 3 hr.; 3 cr. A study of consumer issues as they affect the family, with special emphasis on cultural, social, psychological, and economic factors influencing consumer behavior; consumer rights and responsibilities; and public policy issues.

FNES 247. Statistics for HDFS. 3 hr.; 3 cr. Introduction to statistics for HDFS. No previous knowledge of statistics is required.

FNES 248. Problems in Marriage and the Family. 3 hr.; 3 cr. Prereq.: FNES 147. An exploration of current factors that precipitate family crisis, and the effect of crises on the family as a group.

FNES 249. Child and Family Policies. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of different child and family policies and their effects on families. Examination of the policy-making process and the roles that family professionals can play in influencing government policies that support and strengthen families.

FNES 250. Research Methods in Human Development and Family Science. 3 hr., 3 cr. Prerequisite: FNES 147. An overview of quantitative and qualitative research methods. Examination of the research process stages (e.g., literature review, development of research questions, data collection and analysis, writing and presenting the results).

FNES 251: Child Life: Coping with Medical Problems. 3hr., 3 cr. Prereq: FNES 140. An overview of child life profession and skills. Examination of the child life theories, research, assessment and techniques. Strengthen students' skills needed in providing support to children and their families in health care settings.

FNES 256. Sexuality Counseling. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of different issues related to sexuality in the family. Examination of how sexuality impacts family life and the factors that impact sexuality. Counseling strategies to provide support with sexual issues will be discussed.

FNES 345. Theories of Lifespan Development. 3hr.; 3cr. Prereq.: FNES 147. This course provides an overview of family theories across the lifespan.

FNES 347. Families and Cross-Cultural Perspectives. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family dynamics (marital relations, gender roles, parenting) in different cultures. Examination of childhood development and patterns of socialization from cross-cultural perspectives.

FNES 348. Family and Community Program Development. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family and communities dynamics. Examination of different types of community programs. Understanding the process of program development and evaluation.

FNES 349. Family Issues and Conflict Resolution. 3 hr.; 3 cr. Prereq.: FNES 248. This course is designed to examine communication and parenting skills and various counseling techniques to facilitate conflict resolution.

FNES 360. Professional Development and Ethics. An exploration of different career options and of career development. Understanding ethics and the professional Code of Ethics, and use critical thinking in examining ethical questions and make ethical decisions.

FNES 376. Fieldwork in the Community. FNES 376.1, 3 hr.; 1 cr., & FNES 376.2, 6 hr.; 2 cr. Prereq.: Junior or senior standing and permission of the department. Fieldwork courses provide professional experience for majors in approved institutions, agencies, firms, or community activities in areas related to family and consumer sciences.

Family Life Education Certification (CFLE)

In 2005 the program was approved for the Family Life Education Certification by the National Council on Family Relations (<http://www.ncfr.org/cfle-certification>). NCFR is the largest organization focused on family issues, family research, and family policy and programs in the United States (www.ncf.org). The CFLE is a national certification, recognized and accepted in all the States. In 2010, 2015, and 2020 the program was Re-Certified (this process occurs every 5 years).

The approval for the certification requires a thorough external peer-review process which attests that the curriculum is in line with national CFLE standards. NCFR recognizes regionally-accredited schools offering degree programs with course work that includes content covering the ten family life content areas required for approval as a Provisional Certified Family Life Educator (CFLE) (www.ncfr.org). NCFR approval allows the school to offer their graduates the opportunity to apply for Provisional Certification using the Abbreviated Application process. The Major itself does not lead automatically to the certification; the students have to individually apply for it to NCFR, but the curriculum of the program ensures that the students' applications are approved. In New York State, there are only three programs CFLE approved – ours, at Queens, at SUNY –Oneonta and at Syracuse University.

Table 1. The 10 Family Life Content Areas and the HDFS Courses

Family Life Education Content Areas	HDFS Courses
1. Families & Individuals in Societal Contexts	FNES 347 Families and Cross-Cultural Perspectives FNES 348 Families in Communities
2. Internal Dynamics of Families	FNES 147 Family Relations FNES 248 Problems in Marriage and the Family
3. Human Growth & Dev Across the Life Span	FNES 140 Child Development and Parenting FNES 345: Theories of Lifespan Development
4. Human Sexuality	FNES 256: Counseling Sexuality FNES 147 Family Relations
5. Interpersonal Relationships	FNES 248 - Problems in Marriage and the Family FNES 349 Family Issues and Conflict Resolution
6. Family Resource Management	FNES 151 The Family and Consumer FNES 147 Family Relations
7. Parent Education & Guidance	FNES 140 Child Development and Parenting FNES 251 Child Life: Coping with Medical Problems
8. Family Law & Public Policy	FNES 249 Child and Family Policies
9. Professional Ethics & Practice	FNES 360 Professional Development and Ethics FNES 348 Family and Community Program Development
10. Family Life Education Methodology	FNES 250W Research Methods in HDFS FNES 247 – Statistics in HDFS (starting with 2025)
11. Internship/Practicum (minimum 3 semester credits and 135 clock hours)	FNES 376 Fieldwork in the Community

Career Opportunities

The purpose of the Human Development and Family Science Program is to prepare individuals for education and service careers working with individuals and families. Given the applied nature and coursework of our program, our graduates are well equipped to find employment. They have jobs in areas such as social service agencies for children, and elderly, mental health services, or parenting programs. Some students decide to continue their graduate studies in Social Work, Family Counseling/Family Therapy, School Counseling, Child Life, Human Resources, and other fields, and they report great experiences due to their education at Queens College.

Employment

Students develop the knowledge and skills necessary to help families successfully manage challenges they may encounter across the lifespan and work in settings such as: State Department of Family and Child Services, Health and Human/Family Services agencies, Day care centers, Family life education centers, Family Service Departments of Hospitals and Clinics, Adolescents' and children's residencies, Cooperative Extension services, Consumer Relations Departments of Business and Industry, Non-profit agencies.

Possible **Employment Settings***:

4-H Development	Health Promotion Organizations
Adoption and Foster Care	Hospices
Adult Education Centers	Hospitals
Child Protective Services	International Agencies
Civic Groups	Latch Key Programs
Colleges and Universities	Mental Health Institutions
Community Action Programs	Military Family Support
Community Education/Extension	Neighborhood Youth Corporations
Community Health Centers	Nursing Homes
Correctional Facilities	Parenting Centers
Criminal Justice	Planned Parenthood
Crises Centers	Preschool/Day Care
Crisis or Hotline Services	Project Head Start
Day Care Centers	Recreation Programs
Disability Services	Religious Organizations
Divorce Mediation	Research
Domestic Violence Prevention	School Dormitories
Drug/Alcohol Rehab Centers	Schools - Public & Private
Early Childhood Family Education	Schools for Deaf/Blind
Economic Opportunity	Senior Citizen Programs
Employee Assistance Programs	Social Welfare Offices
Extension	Student Services
Faith Communities	Vocational Guidance

Family Life	Women's Centers
Family & Individual Therapy	YMCA/YWCA
Fathering Programs	Youth Organizations
Girl Scouts/Boy/Scouts/Campfire USA	
Halfway Houses	

* Source: National Council on Family Relations - www.ncfr.org

Graduate School

Students are encouraged to pursue graduate studies to increase their knowledge base and professional experience. Many of them chose to apply for Graduate Programs in the area. Examples of possible fields include: Child and Family Studies, Marriage and Family Therapy, Social Work, Human Resources, School Counseling and Guidance, Mental Health Counseling, among others.

Examples of Graduate Programs in New York City Area:

Columbia University – Social Work
 Hunter College, CUNY- Social Work
 John Jay College, CUNY - Public Administration
 Lehman College/CUNY – Social Work
 Fordham University – Social Work
 Queens College Mental Health Counseling
 Hofstra University – Marriage and Family Therapy
 Hofstra University –Human Resources Management
 Iona College – Marriage and Family Therapy
 New York University – School Counseling and Guidance
 Touro College – Social Work
 St John’s University – Mental Health Counseling
 Seton Hall (NJ) – Marriage and Family Therapy

Faculty

The HDFS Faculty members have a broad and in-depth expertise in the field of human development and family science. They have conducted research and published in the areas of parenting, impact of poverty on families, cultural diversity, child and family policies, child and adolescent development. The faculty is enthusiastic, caring and committed to students' success. Faculty strongly encourages student participation in research projects. Conducting research as undergraduates increases students' chances for acceptance to top graduate schools programs and increases the chances for employment.

Mihaela Robila, Ph.D., CFLE, is Professor of Human Development and Family Studies and joined Queens College in 2003. She has been teaching courses on Child and Family Policies; Child Development and Parenting; Conflict Management; Problems in the Family; Family and Community Program Development. Dr. Robila's scholarship is on family functioning, family policies, international migration, and cultural diversity. She co-edited a book on "Global Perspectives on Family Life Education" (Springer, 2018), edited the "Handbook on Family Policies across the Globe" (Springer, 2014), wrote a book on "Eastern European Immigrant Families" (2010; Routledge), edited a book on "Families in Eastern Europe" (2004; Elsevier), published numerous peer-reviewed articles and book chapters, and presented to many national and international conferences. Her work has been funded by the American Councils for International Education/ U.S. Department of State, Fulbright, Spencer Foundation, United Nations, Fahs-Beck Fund, Jacobs Foundation, and CUNY Research Foundation, among others. She is a Certified Family Life Educator (CFLE) by the National Council on Family Relations (NCFR) and a Fellow of the American Psychological Association Divisions 52 (International), 43 (Family), and 37 (Child and Family Policy). Dr. Robila was a 2021-2022 American Association for the Advancement of Sciences (AAAS) Science and Technology Policy Fellow (STPF) in the Division of Social and Economic Sciences (SES) in the Directorate for Social, Behavioral and Economic Sciences at the National Science Foundation (NSF). Dr. Robila was also an Intermittent Expert in the SES Division at the NSF (2022-2024).

Elizabeth Riina, Ph.D., is Associate Professor of Human Development and Family Science. Dr. Riina holds a B.A. in Psychology and Brain & Cognitive Science from The University of Rochester (2004), and an M.S. (2007) and Ph.D. (2011) in Human Development and Family Studies from Penn State University. She completed a postdoctoral fellowship at the National Center for Children & Families at Teachers College, Columbia University before joining the faculty as Assistant Professor of Human Development and Family Studies at Queens College in 2013. She teaches courses on Family Relations, Research Methods, Lifespan Development and has been awarded several teaching fellowships to further develop her courses and apply new techniques. Dr. Riina's research centers on family systems dynamics and the implications of contextual factors, with a focus on parenting and coparenting, child development, sociocultural processes, and neighborhood contexts. She has published numerous peer-reviewed articles in the field and was recently invited to contribute to the Mid-Decade Issue on Research and Theory for the Journal of Marriage and Family. She presents her research regularly at national conferences and has received support from the CUNY Research Foundation. She is a member of the National Council on Family Relations (NCFR), the Society for Research on Child Development (SRCD), and the Society for Research on Adolescence (SRA).

Melissa Lovitz, PhD. (she/her), is a full-time Lecturer in the Human Development and Family Science Program. Dr. Lovitz earned her Ph.D. in Child Study and Human Development at Tufts University. At Tufts University, Dr. Lovitz completed a teaching fellowship focused on higher education course development and pedagogy, and she's continued to hone her teaching skills by participating in workshops and fellowships at Queens College related to engaged and inclusive pedagogy. Dr. Lovitz regularly presents her work on teaching and learning at teaching-focused conferences and workshops. Her research focuses on parent and provider relationships in early childhood education. Her research has been featured at several field-specific conferences (e.g., NCFR and SRCDD) and in *Children and Youth Services Review*. Dr. Lovitz specializes in teaching about children and families using a (bio)ecological framework. She is committed to creating equitable and accessible classrooms and building meaningful relationships with students. When not teaching, she is likely playing with her three bunnies, Freyja, Lyla, and Oakley, or exploring a new coffee shop. She is a proud foster parent.

For more information about our faculty please visit our Annual HDFS Newsletters on our HDFS Program website.

Students

Student Knowledge

The program provides students with broad knowledge on issues in human development and family science. The HDFS Courses offer a range of formats, which accommodate different learning styles. Lectures (using PowerPoint slides) are combined with discussions, small group student work, student presentations, online assignments, exams and research projects. Students have thus access to excellent education through their courses. In most of the courses they are required to conduct literature reviews, to write papers, to prepare and deliver presentations in class. For these presentations they are required to use PowerPoint and encouraged to use other materials and technology (e.g., videos, media). Students are also conducting hands-on activities and role play; they work in small groups or in student teams. All of these activities increase their written and oral communication skills.

Students are also encouraged to collaborate with the faculty on different research projects. Several students served as Research Assistants on several funded projects and presented their work to national and regional/local professional meetings. Being involved in research provides a great opportunity to increase one's knowledge base and acquire skills that could be further used in graduate school or in the job market.

Student Fieldwork

Students are required to have a fieldwork experience. This exposes them to different social services and community programs. They have the opportunity to apply what they learn in their

courses to real life cases. Students are responsible for finding their own placements, under guidance from the faculty.

Students are required to find a Fieldwork Placement that accepts them before they register for the FNES 376: Fieldwork Course.

Students are required to read the Fieldwork Experience Guide which includes more details about this process. This Guide can be found on our HDFS program website, in the main office or at their advisor.

Examples of programs where previous students went include different child care services, Head Start Programs, Safe Horizon , Child Advocacy Center, Foster Care Agencies (.g., Forestdale) Coalition for Child Abuse and Neglect, Adoption Agencies, nursing homes, etc. Some students find employment during their fieldwork experience or at their fieldwork placements. Even before their fieldwork experience students are encouraged to volunteer at different agencies, depending on their interests. Volunteering experiences are contributing positively to students' applications for graduate studies or employment.

Student Club

The Student Club provides an opportunity for students to develop professional and leadership skills. All of the HDFS students are encouraged to participate in the Club activities and show leadership roles by becoming a Club Officer. The Club has five Officers: President, Vice-President, Secretary, Treasurer, and Public Relations. Joining the Club does not involve any financial cost.

A successful college experience includes academic excellence complemented by meaningful extracurricular activities. Being part of the Student Club provides students with guidance and support in becoming a well-rounded Human Development and Family Science professional. Students are encouraged to join the Club in order to develop communication and social skills, develop leadership skills, participate in activities, grow in professionalism by learning to participate cooperatively and assume responsibilities, make friends and have fun. The Club organizes several activities per semester that are advertised and open to the whole college community. For these activities the Club Officers invite as speakers professionals from different community programs. This provides them with opportunity to network, reach out, make connections and understand the field further. The club also maintains the specialization bulletin board with support from the Club Advisor Faculty

National Council on Family Relations Student Affiliate

Students are encouraged to become members of the **National Council on Family Relations (NCFR)** (www.ncfr.org), the biggest organization in the family science field. We are

considering developing the **National Council on Family Relations (NCFR) Student Affiliate** (<https://www.ncfr.org/membership/member-groups/affiliate-councils/student-affiliates>) at Queens College. To start a new student affiliate, we will need at least 10 NCFR members at our college (combination of students, and faculty). While the HDFS faculty members are NCFR members, to meet the membership requirement, students would need to become members as well. Students are encouraged to join NCFR so that they can develop (with faculty support) the NCFR Student Affiliate at Queens College. Developing such an affiliate would increase networking, visibility and professional opportunities.

Professional Organizations

Advantages of being a member of a professional organization include: knowing and connecting with professionals in the field, receiving a professional journal, job/career opportunities listings, etc. Participation to professional meetings strengthens students' professional development by increasing their knowledge through attending different sessions, knowing and connecting with professionals in the field, and exposing them to job/career opportunities. Conference participation and presentation also improves their resume, by indicating that they are participating actively in the field and they connect with other scholars.

Professional Organizations in Human Development and Family Science Field:

- National Council of Family Relations (NCFR)
- American Psychological Association (APA) (Division 43: Family)
- Society for Research on Child Development (SRCD)
- American Association of Family and Consumer Sciences (AAFCS)
- Family Science Association (FSA)
- International Association for Cross-Cultural Psychology (IACCP)
- Society for Cross - Cultural Research (SCCR)
- Stress and Anxiety Research Society (STAR)
- Society for Research on Adolescence (SRA)
- Gerontological Society of America (GSA)
- International Society for the Study of Behavior Development (ISSBD)

Alumni

The HDFS Program Director has maintained contact with most of the alumni. Alumni are invited back to the program as guest speakers for different courses and to serve as role models and resources for the current students.

Our graduates have gone for graduate studies to New York University (School Counseling and Guidance; Social Work), John Jay College/CUNY (Public Administration); Columbia University (Social Work), Touro College (Social Work), Hofstra University (Human Resource Management), St John's University (School Guidance Counseling), Iona College (Marriage and Family Therapy), SUNY Stony Brook (Social Work), Converse College (Family Therapy), Hunter College (Mental Health; Social Work), Converse College (Marriage and Family Therapy) etc.

Given the applied nature and coursework of our program, our graduates are also well equipped to find employment. Our students have been working in community programs providing different types of social services, for example, at the Hispanic Committee for Families and Children, NYC Early Childhood Professional Development Institute, Child Care Centers, Forestdale Foster Care Agency, etc.

Resources

Queens College of CUNY

Queens College enjoys a national reputation for its liberal arts and sciences. The college is ranked fourth in the nation for “diverse student population,” with students coming from 140 countries, reflecting the diversity of the New York City area.

Peer Counseling Program

The Peer Counseling Program website indicates: “Peer Counselors see their role as helping other students to learn more about themselves, the college, and its offerings, and then clarifying available alternatives and options.” The website also indicates that “The Student Services and Counseling Minor is designed for students who are interested in pursuing graduate work or employment in the area of counseling, psychology, counselor education, teaching, communications and social work. If you are at least a lower sophomore in good academic standing (minimum 2.5 GPA or better) and willing to commit to a minimum of two (2) semesters of coursework, you are eligible to apply.”

Many of our students pursue careers in counseling, family therapy, social work, and thus such a program could strengthen their resume and increase their experience. Several of our HDFS students got their minor in Peer Counseling and reported a great experience. Four of HDFS courses (FNES 147, 248, 256 and 347) are accepted as part of this Minor. Please contact the Peer Counseling Program if you are interested in this.

Computer Lab

The computer lab located in Remsen Hall room 308 is for FNES students only. It is available for use when the lab technician is present. Please check the hours on the lab’s door.

Child Development Center

We have close collaborations with the Child Development Center on QC Campus. The Center Website indicates that “The Child Development Center provides quality child care and an early

education program to meet the needs of both the student-parent and the child. Additionally, we provide after school care for student-parent's children between the ages of 5 and 10”.

We encourage our students to visit the Center and they are always welcomed there. Visiting the Center provides our students with a great opportunity to familiarize themselves with a Child Development facility and its operations. As many of our students chose to work in early childhood settings and services, this experience is invaluable. As part of the Child Development and Parenting Course (FNES 140) some students are visiting the Center and conduct child observations. Sometimes students volunteer or even become part-time student workers at the Center. The Center personnel have taught on occasions in our program courses such as FNES 140: Child Development and Parenting, and many times they are guest speakers to our classes or student club activities.

Writing Center

Students are strongly encouraged to visit the Writing Center on Campus. The Center website indicates that “The Writing Center’s mission is to help students grow and mature as writers by helping them build on their strengths and overcome whatever difficulties they may have with writing”. As professionals in the Human Development and Family Sciences field our students are required to write articles, reports, reviews, sometimes to conduct research and disseminate their findings. Thus, it is important for them to be very good writers. All of the HDFS courses include assignments that require students to write high quality papers. Students who inquired support from the Writing center indicated positive experiences.

Library

Students are encouraged to familiarize themselves with the Library Services since many of their courses assignments involve library research. The QC –CUNY library is very reach and many of the peer - reviewed journals are available online, students being able to access them remotely by using their library ID card number.

Note. This document was written by Dr. Mihaela Robila (2014; last revision 2025)