

Certified Family Life Educator (CFLE) Network Publication Guidelines

The mission of the CFLE *Network*

CFLE Network, a quarterly newsletter published by the National Council on Family Relations for **Certified Family Life Educators**, is a resource filled with information about Family Life Education. *Network* provides an opportunity for CFLEs to share their knowledge and expertise with other active CFLEs through research- or practice-based articles.

Submission and acceptance

Each issue of *Network* is centered around a specific theme. Once themes are determined, a call for proposed articles is shared with CFLEs and posted [online](#). Preference in manuscript selection is given to those authored by CFLEs. However, we accept manuscripts authored by individuals who do not have the CFLE certification but do have expertise related to the issue theme when the manuscript content is relevant and beneficial to CFLEs. Consideration of how the manuscripts form a complementary collection, as well as space limitations, also impact the selection decision.

CFLE Network is published in both hardcopy and online versions. All manuscripts selected for publication in the hardcopy will also appear in the online version. Due to page limitations, some articles may appear only in an expanded online version. Authors are informed in which version(s) of the *Network* their article will appear after publication decisions are made. These decisions are made after the submission deadline. All authors are informed by email of the publication status of their manuscript within two weeks of the submission deadline. Authors whose work is accepted for publication are sent a copy of their manuscript containing initial edits and a list of any requested clarifications or revisions.

Articles accepted for publication will be edited using standard editorial practice, and given priority based on a) relevance to the *Network* theme, b) how articles form a complementary collection, and c) brevity due to space limitations. Note that when articles cover very similar content and are of equal quality, priority will be given by date of receipt. Authors are notified as to whether the article is accepted.

The contents of *Network* articles represent the views of the author(s) which may not represent the views of the entire organization.

We are looking for manuscripts that reflect familiarity with the discipline of Family Science, provide information and ideas applicable to Family Life Education, relate to Family Life Education content area(s), and comply with the guidelines on this checklist.

Prior to submitting your manuscript for possible publication, use this helpful checklist to confirm that your manuscript's content and format meet *CFLE Network* publication guidelines.

Content

Confirm the content meet these guidelines.	
	<p>Promotes the mission of <i>CFLE Network</i>:</p> <ul style="list-style-type: none"> • Provides news, information, resources, or materials relevant to the practice of FLE
	Reflects the theme of the newsletter issue when appropriate.
	Suggests how CFLE practitioners can apply the theory- and research-based information included in the manuscript to their work with individuals and families.
	<p>Addresses one or more topics related to the 10 Family Life Education content areas:</p> <ul style="list-style-type: none"> • Families and Individuals in Societal Contexts • Internal Dynamics of Families • Human Growth and Development Across the Lifespan • Human Sexuality • Interpersonal Relationships • Family Resource Management • Parent Education and Guidance • Family Law and Public Policy • Professional Ethics and Practices • FLE Methodology
	<p>The manuscript fulfills the purpose(s) of a <i>Network</i> column:</p> <ol style="list-style-type: none"> 1. <u>CFLE in Context:</u> Family Life Education takes place under many different names and in many different settings. Each <i>CFLE in Context</i> column provides a snapshot of what Family Life Education looks like in the author(s)' work setting. Authors share information about their education and career path as well as describe how Family Life Education is carried out in their daily work life. 2. <u>Research Update for Practitioners (RUP) – Applied Research Article:</u> The <i>Research Update for Practitioner</i> article provides research on the theme that is both relevant and useful to practitioners and recommends how the research can be applied to practitioners' work with families and individuals. Authors of RUP articles are asked to select 2 to 4 references pertinent to the article contents for inclusion at the end of the article. The selected references are in lieu of a formal reference list. If needed, additional references can be included in the online version of the article. 3. <u>Family Life Education (FLE) in Practice:</u> This column provides an opportunity for practicing Family Life Educators to share information about their current work. Examples include: <ul style="list-style-type: none"> • Family Life Educators' role in the development, implementation, or evaluation of a curriculum or program • Family Life Educators' work with a specific population (e.g., fathers, families who are homeless, LGBTQ+ community) • Family Life Educators' discussion of their experiences and information related to a specific issue (e.g., resource management, bullying, poverty, sexuality)

	<p>4. Perspectives: <i>Perspectives</i> provides two or more contrasting or complementary viewpoints about a research- or theory-based topic, or an applied situation from a practitioner’s angle related to the issue’s theme. These viewpoints provide insights into the diversity of perspectives associated with the topic. Examples include:</p> <ul style="list-style-type: none"> • A Family Life Educator and a participant in a Family Life Education experience share their individual perspectives on the same FLE experience • A Family Science professor and a student share their viewpoints about the same Family Life Education course • An experienced Family Life Educator and a novice Family Life Educator share their reflections about their practice at different stages of a career lifespan <p>5. Ethics Case Study: This column demonstrates the application of the Minnesota Council on Family Relations Ethics Committee’s case study guidelines to a theme-related professional dilemma.</p> <p>6. Book Review: Books and other materials pertinent to the practice of Family Life Education are periodically made available to CFLEs for review. Available publications and resources are listed under Review a Book for CFLE Network on the NCFR website.</p>
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Resources for Family Life Educators page

	<p>Each issue of the <i>Network</i> includes a Resources for Family Life Educators page that provides resources recommended by the authors that are relevant to the issue’s theme. A sample page from a previous issue is included at the end of this document.</p> <p>Please provide information for 2 to 3 resources that you have found to be helpful. They do not have to be directly referenced in your article.</p> <ul style="list-style-type: none"> • Examples include books, newspaper or journal articles, websites, organizations, curricula, programs. • Follow APA 7 format for resource citations; include DOI for journal articles.
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Format (Word Count, Font, Layout, and Spell Check)

Follow these basic “Dos” and “Do Nots” in your manuscript.	
	<p><u>Do:</u></p> <ul style="list-style-type: none"> • Follow APA 7 guidelines when writing, unless directed otherwise • Keep the manuscript at 1000 to 1500 words • Single-space and left-justify the manuscript • Use Times New Roman font, point size 11 • Insert page numbers • Follow <i>Network</i> editorial conventions <ul style="list-style-type: none"> ○ Insert only one space between paragraphs ○ Insert only one space after periods ○ Use letters rather numbers in a list when the order of listed items is irrelevant <ul style="list-style-type: none"> ▪ Include at least 5 completed thoughts in a list ▪ Avoid 1- or 2-word items in a list, e.g., excited participants

	<ul style="list-style-type: none"> ○ Use numbers in a list when indicating steps in a sequence ○ Use serial comma in all cases, e.g., “The article was instructive, entertaining, and well written.” ○ Use the word ‘to’ when connecting numerical ranges, e.g., 32 to 37 ○ Write out numbers one through nine, unless referring to age ○ Use the percent sign (%) when providing a specific percentage, e.g., 33% ○ Spell out acronyms and include the acronym in parentheses the first time used. Use the acronym in subsequent references, e.g., Certified Family Life Educator (CFLE) ○ Use same acronym throughout manuscript e.g., LGBTQIA+ ○ Spell out United States as a noun and use U.S. as an adjective. Use U.S. in subsequent usages ○ Note that America and American refer to continents, not a single country. Please clarify the use of American and American. ○ Capitalize Family Science and Family Life Education. ○ Use Family Science rather than Family Studies, etc. ○ Family Science is a discipline rather than a field. ○ Use headers and sub-headers as needed to clarify or emphasize points <ul style="list-style-type: none"> ▪ Capitalize the first word and proper nouns in headers and sub-headers ● Proof for grammar, spelling, word-usage, and punctuation errors ● Eliminate word-processor formatting such as inserted page breaks, columns, tracked changes ● Run spell check ● No marketing of author’s products is allowed <p><u>Do Not:</u></p> <ul style="list-style-type: none"> ● Indent the first line of each paragraph ● Include graphs or charts unless prior approval was given by the editor
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Writing Style

Confirm the manuscript’s format meets these guidelines.	
	<p>Use a writing style that has these characteristics:</p> <ul style="list-style-type: none"> ● Is informal (i.e., natural and conversational) ● Is like that of well-written magazine rather than a professional journal ● Results in easy-reading, informative, and enjoyable content ●

Author Bio

	<p>Provide complete information for EACH author including: Name (as you would like it to appear in the publication), credentials (e.g., MS., CFLE), position, employer, and affiliation (if at a University, include department and University). Provide the email for first author only. See past issues of <i>Network</i> for examples.</p> <p>Please include this information at the end of your manuscript.</p>
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Professional Headshot

	<p>Send a high-resolution jpeg or PNG photo of yourself using the following guidelines:</p> <ul style="list-style-type: none"> • Orientation should be Portrait (vertical) • Background should be plain/muted • Author’s face should show clearly (avoid shadows or hair covering the face) • The file should be at least 2 MB or 2000 KB and at least 300 Dots per Inch (DPI). The ideal pixel dimension is 2400 x 3000. <i>Please note: A photo may look fine on your computer screen but if it is less than 300 DPI, it may appear blurry in print. The fewer dots per inch the less crisp the photo. To determine if the photo is large enough for print right click on the photo and view file info or properties.</i>
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Copyright Law (Fair Use Provisions)

Comply with the “fair use” provisions of the United States Copyright Law	
	Obtain written permission to use any quotations or excerpts from another work not in the public domain or covered by “fair use” provisions of the U.S. Copyright law. Proper acknowledgement should be given for such use of the materials in this work.
	Acknowledge author(s) in manuscript.
	Substitute statement such as “multiple researchers have found that…” for author citations when the research findings are well-known or have been widely replicated.
	Provide your email address at the end of the article so readers can contact you for details and references.

Submission Deadlines

Issue	Intent to Submit Deadline Preferred, but not required Date the <i>Network</i> editor should receive an email with your intent to submit a manuscript	Manuscript Deadline Date the <i>Network</i> editor must receive completed manuscript. Deadlines are approximately 10 weeks before publication
Spring	March 1	March 15
Summer	June 1	June 15
Fall	September 1	September 15
Winter	December 1	December 15

Copyright Agreement with NCFR (If Manuscript Accepted for Publication)

	<p>Agree to and submit a signed copyright agreement that does the following:</p> <ul style="list-style-type: none"> • Transfers full and complete ownership of any copyright for the article to National Council on Family Relations (NCFR) • Requires author(s) to refer all requests to republish or reprint the whole or any part of the work to NCFR. NCFR will respect the wishes of authors as to the use of their writings to every extent possible as consistent with NCFR’s purposes and goals.
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	<ul style="list-style-type: none"> • Allows author(s) to republish or reprint the writings for the author’s use with no fee assessed by NCFR. Also, authors may photocopy their own articles for use by audiences in classrooms and presentations. • Authorizes NCFR editorial staff to do the following: <ul style="list-style-type: none"> ○ copy-edit the article ○ prepare the article for publication (e.g., make changes in the title, writing style, and format to conform to editorial usage and NCFR style). ○ make last-minute deletions in content as necessary to meet the requirements of space and format. (Editorial staff will contact you if large/substantive changes are needed.) • Authors receive one complimentary copy of the issue in which their article appears. Additional copies can be purchased for \$2.50 each. To purchase, contact the NCFR office at info@ncfr.org.
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Questions? Contact the Dawn Cassidy at dawncassidy@ncfr.org

FAMILY LIFE EDUCATION IN SCHOOLS RESOURCES

Books, Articles, and Publications

Armstrong, T. (2018). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246–263. doi:10.1111/j.1467-8624.2007.00995.x

Campbell, K., Hosseini, C., Myers, K., & Calub, N. (2016). Does love influence athletic performance? The perspectives of Olympic athletes. *Review of European Studies, 8*(2), 1–7.

Duckworth, A. (2018). *Grit: The power of passion and perseverance*. New York, NY: Scribner.

Elias, M.J., Arnold, H.A., (2006). *The educators guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom*. Thousand Oaks, CA: Sage.

Forbes, H. T. (2012). *Help for Billy*. Boulder, CO: Beyond Consequences Institute.

Gault, B., Reichlin, L., Reynolds, E., & Froehner, M. (2014, November). *4.8 million college students are raising children* (Institute for Women's Policy Research Fact Sheet). Retrieved from <https://bit.ly/2SJ8bo0>

Kaufman, T. (July 2019). Research says: *Partnering with families leads to success*. Retrieved from <https://u.org/32kP5X0>

Koralek, D., Nemeth, K., & Ramsey, K. (2019). *Families & educators together, building great relationships that support young children*. Washington, DC: National Association for the Education of Young Children.

Lahey, Jessica (2016). *The gift of failure*. New York, NY: HarperCollins.

Lubker, J. R. (2006). Athletes' feelings of isolation and separateness as determined by campus design: A theoretical perspective. *Academic Athletic Journal, 9*(1), 56–68.

Madaus, G., Russell, M., & Higgins, J. (2009). *The paradoxes of high stakes testing—how they affect students, their parents, teachers, principals, schools and society*. NC: Information Age Publishing.

McNeal, R. B., Jr. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Education Research, 2*, 564–576. doi: 10.13189/ujer.2014.020805

National Council on *Family Relations*. (n.d.). *Family life education. Teaching families. Changing lives* [Pamphlet]. Minneapolis, MN: Author.

Raphael, L. M., & Burke, M. (2012). Academic, social and emotional needs in middle grades reform initiative. *Research in Middle Level Education, 35*(6). doi.org/10.1080/19404476.2012.11462089

Roberson, P. N. E., Norona, J. C., Fish, J. N., Olmstead, S. B., & Fincham, F. (2017). Do differences matter? A typology of emerging adult romantic relationship. *Journal of Social and Personal Relationships, 34*, 334–355. doi:10.1177/0265407516661589

Sanabria-Hernandez, L. (2019, July). *Engaging families in early childhood education*. RTI Action Network. Retrieved from <http://www.rtinetwork.org>

Organizations, Programs, and Websites

Alteristic. Social Accelerators. Sponsors the Green Dot program. <https://alteristic.org/services/green-dot/>

Department of Defense Education Activity. School Liaison Officers. <https://www.dodea.edu/partnership/schoolliaisonofficers.cfm>

Dibble Institute. Resources for Teaching Relationship Skills to Teens and Young Adults. <https://www.dibbleinstitute.org/whats-changed-in-love-notes/>

Explore. App & Website. This is a great tool for classrooms or for parents to share with their children at home. www.explore.org

Mental Health America. <https://www.mentalhealthamerica.net/>

Mental Health First Aid. <https://www.mentalhealthfirstaid.org/>

Minnesota Department of Education—Early Childhood Family Education. <https://education.mn.gov/MDE/fam/elsprog/ECFE/>

Minnesota Early Childhood Education. https://www.mnafee.org/uploads/1/3/7/0/13709464/17615_mnafee_parenting_20th_brochure_002_2-2019.pdf

Minneapolis Public Schools. Home Visits: https://ece.mpls.k12.mn.us/home_visits
Early Childhood Education: <https://ece.mpls.k12.mn.us/ecfe>

A collection of resources including organizations, websites, journal articles, books, tip sheets, and more suggested by the authors of articles in this issue of *Network*. See author references for additional relevant information.

National Alliance on Mental Illness. <https://www.nami.org/#>

National Coalition for Campus Children's Centers Advocacy Resources. <https://www.campuschildren.org/advocacy>

National Council for Behavioral Health. <https://www.thenationalcouncil.org/>

National Institute of Mental Health. <https://www.nimh.nih.gov/index.shtml>

Navy School Liaison Officers Responsibilities. https://www.cnic.navy.mil/ffr/fleet_readiness/child_and_youth_programs/navy_school_liaison_officer.html

PBS Kids. Offers free engaging, interactive, and fun engineering games for kids. <https://pbskids.org/games/engineering/>

Relationship Education for Young Adults. <https://www.dibbleinstitute.org/whats-changed-in-love-notes/>

Scholastics' Let's Find Out. My Weekly Reader is an incredible resource that educators can purchase for a small fee. Parents receive access to online home resources, and teachers have an extensive online account with videos, games, and supplemental activities. <https://letsfindout.scholastic.com/home-page-logged-out.html>

School and Campus Health, Substance Abuse and Mental Health Services Administration. <https://www.samhsa.gov/school-campus-health>

Suicide Prevention Resource Center. <http://www.sprc.org/>

Teacher and Parent Relationships—A Crucial Ingredient: Cecile Carroll TedTalk. TEDxWellsStreetED. 2013. Retrieved from <https://www.youtube.com/watch?v=FXJIsZsYKQQ>

Tutor.com. <https://military.tutor.com/home>

U.S. Department of Education Child Care Access Means Parents in School Program (CAMPIS). <https://www2.ed.gov/programs/campisp/index.html>