

Certified Family Life Educator (CFLE) Network
Publication Guidelines

Purpose of the *CFLE Network*

CFLE Network is a quarterly newsletter published by the National Council on Family Relations (NCFR) for **Certified Family Life Educators**. *Network* provides information, resources, and materials regarding the practice of Family Life Education (FLE) and an opportunity for CFLEs to share their knowledge and expertise with other active CFLEs. In addition, *Network* provides CFLEs with information regarding NCFR’s CFLE program. The content of *Network* articles represents the views of the author(s) which may not represent the views of the entire organization.

Submission and acceptance

Each issue of *CFLE Network* is centered around a specific theme. If you have a recommendation for a theme, please contact the *Network* Editor at networkeditor@ncfr.org. Once themes are determined, a call for articles is shared with CFLEs and posted [online](#).

Preference in article selection is given to those authored by CFLEs. However, we accept articles by individuals who are not CFLE who have expertise related to the issue theme when the article is relevant to CFLE practitioners. Consideration of how the articles form a complementary collection, as well as space limitations, also impact selection decisions.

Network is published in both hardcopy and online versions. All articles 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. All authors are informed by email of the publication status of their article within approximately two weeks of the submission deadline. Authors whose work is accepted for publication are sent a copy of their manuscript containing edits and a list of any requested clarifications or revisions. Articles accepted for publication will be edited using standard editorial practice (see below for more information).

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 an article	Manuscript Deadline Date the <i>Network</i> editor must receive completed article. Deadlines are approximately 8 weeks before publication
Spring	March 1	March 15
Summer	June 1	June 15
Fall	September 1	September 15
Winter	December 1	December 15

Prospective authors are asked to submit their articles through the ***CFLE Network* Article Submission Form** online at www.ncfr.org/form/cfle-network-article-submission-form

Prior to submitting your article for possible publication, confirm that your article’s content and format meet *CFLE Network* publication guidelines.

Content

- Promotes the mission of *CFLE Network* by providing news, information, resources, or materials relevant to the practice of FLE
- Reflects the theme of the newsletter
- Addresses one or more topics related to the [10 Family Life Education content](#) areas:
 - 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 Practice
 - FLE Methodology

Article types

Family Life Education in Practice: This column provides an opportunity for practicing Family Life Educators to share information about their current work related to the theme of the issue. Examples include: 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); Family Life Educators’ role in the development, implementation, or evaluation of a curriculum or FLE program.

Voices from the Field: These are short, more informal articles based on personal experience working as a CFLE in the field. CFLEs are invited to submit a 500–750-word essay relevant to the theme of the issue. We invite you to address the following: Brief description of your FLE organization, program or service including the mission or goal, target audience and funding source; greatest challenge and/or greatest success; best advice to someone working in this area.

Research Update for Practitioners (RUP) – Applied Research Article: These articles provide 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.

CFLE in Context: FLE takes place under many different names and in many different settings. In the *CFLE in Context* column authors share information about their education and career path and provide a snapshot of what FLE looks like in their work setting. The purpose of these articles is to demonstrate the many paths CFLEs take and places CFLEs practice.

Perspectives: Provides two or more contrasting or complementary viewpoints about a research-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: A Family Life Educator and a participant in a FLE experience share their individual perspectives on the same FLE experience; a Family Science professor and a student share their viewpoints about the same FLE course; an experienced Family Life Educator and a novice Family Life Educator share their reflections about their practice at different stages of a career.

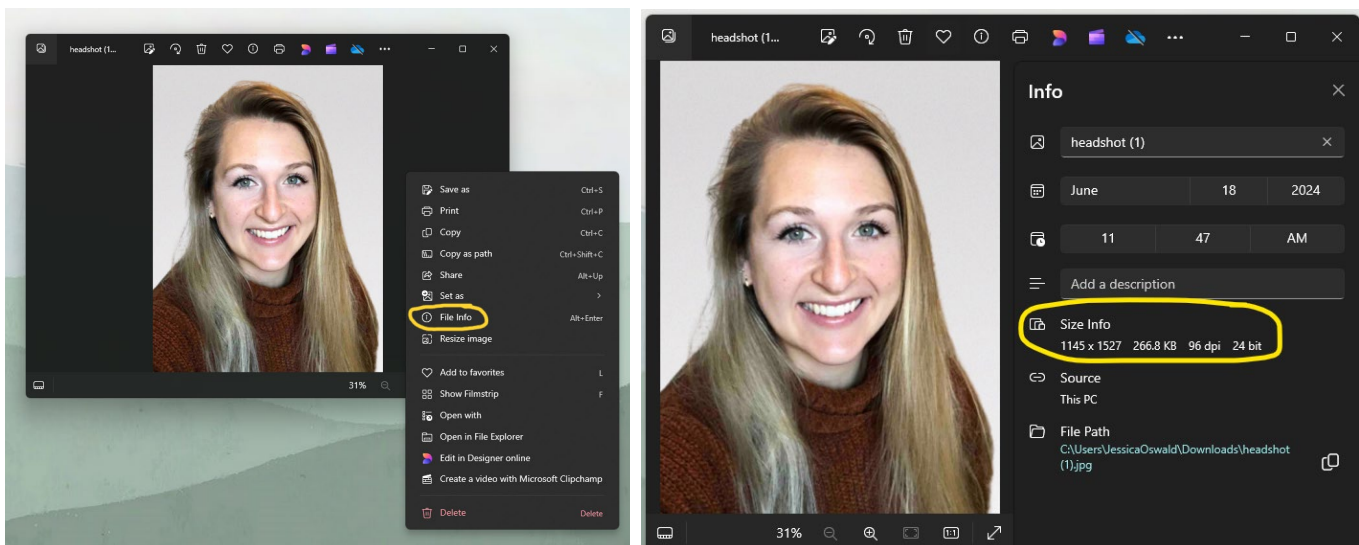
Ethics Case Study: This column demonstrates the application of the Minnesota Council on Family Relations Ethics Committee’s case study guidelines to a theme-related professional dilemma.

Book Review: If you are interested in reviewing a book for *CFLE Network*, please see our guidelines for book reviews on the NCFR website ([Review a Book for CFLE Network](#)).

Submissions must include (See past issues of *Network* for examples)

1. **Author Bio(s):** Provide complete information for EACH author including Name (as you would like it to appear in the publication), credentials (e.g., M.S., CFLE), position, employer, and affiliation (if at a university, include department and university). Provide the email for first author only.

2. **Headshot(s):** Send a high-resolution jpeg or PNG photo of yourself using the following guidelines:
 - 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(s) 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. *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.*



3. **Resources for Family Life Educators:** Each issue of the *Network* includes a Resources for Family Life Educators page that provides resources recommended by the authors that are relevant to the issue's theme. Please provide 2 to 3 resources that you have found to be helpful that are not directly referenced in your article. Resources that represent the *application* of FLE are encouraged. Examples include books, newspaper articles, websites, organizations, curricula, videos, programs. Follow APA 7 format for resource citations; include DOI for journal articles.

Format

- Keep the article under 1500 words, unless otherwise specified
- Use a writing style that is informal (i.e., natural, and conversational), is like that of well-written magazine rather than a professional journal, and results in easy-reading, informative, and enjoyable content
- References should be within the past 10 years unless seminal
- Avoid vague pronouns, clarify who is being referred to whenever possible
- Double-space and left-justify, do not indent the first line of each paragraph
- Use Times New Roman font, point size 11
- Include an APA 7 citation for quotes and direct references to material created by others
- Broad statements should be referenced
- Follow these *Network* editorial conventions
 - Insert only one space after periods
 - Use letters rather numbers in a list when the order of listed items is irrelevant
 - Include at least 5 completed thoughts in a list
 - Avoid 1- or 2-word items in a list, e.g., excited participants
 - 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 America and American.
 - Capitalize Family Science, Family Life Education, and Family Life Educator(s).
 - 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
 - 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
- No marketing of author's products is allowed
- Avoid graphs or charts unless prior approval was given by the editor

Copyright agreement with NCFR if article is accepted for publication

Agree to and submit a signed copyright agreement that does the following:

- Transfers full and complete ownership of any copyright for the article to NCFR.
- Allows author(s) to republish or reprint the writings for the author's use with no fee assessed by NCFR.
- Requires author(s) to refer all requests to republish or reprint the whole or any part of the work to NCFR by submitting the [Copyright Use Permission Request](#). For classroom use requests, a sharable PDF of the article will be created. 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.
- Authorizes NCFR editorial staff to do the following:
 - 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 \$5.00 each. To purchase, contact the NCFR office at info@ncfr.org.

Questions? Contact Networkeditor@ncfr.org