

## About CLE

*Climate Literacy in Education (CLE)* is an open-access, double-blind, peer reviewed journal sponsored by the [Center for Climate Literacy at the University of Minnesota](#) and published through University of Minnesota Libraries. *CLE* publishes practical, teacher-oriented content on all aspects of climate literacy education at all grade levels and across all subject areas (primarily K-16, but including teacher education and professional development). We are a pocket journal focused on classroom practice which is why the articles we publish are short: 2000 words or less. Our content is written in jargon-free prose accessible to the general audience. All submissions are peer-reviewed by two anonymous readers. Authors can expect to hear results within two weeks after submission. We publish on a rolling basis.

We welcome submissions in the following categories: Curriculum, Reflections, Critical Essays, and Creative & Multimedia. For detailed submission criteria pertaining to each category, [please visit our journal website](#).

We look forward to working with you!

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