

**Special Issue on Disability Education:
Creating an Anti-Ableist Psychology Curriculum and Teaching Environment
Deadline: March 15, 2024**

People with disability represent roughly 1 in 6 of the population and comprise a large, yet understudied and underrepresented, minority group in psychology. There is an urgent need for pedagogical methods and techniques which challenge ableist systems and biases. Likewise, approaches to enhance the educational experience for both students and faculty with disabilities is an important topic for consideration. *Teaching of Psychology* (ToP) invites submissions for a special issue on **Creating an Anti-Ableist Psychology Curriculum and Teaching Environment**.

Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Guest Editors:

- Nicole M. Rosa, Worcester State University, nrosa@worchester.edu
- Kathleen Bogart, Oregon State University, kathleen.bogart@oregonstate.edu
- Nazanin M. Heydarian, University of Texas Rio Grande Valley, nazanin.heydarian@utrgv.edu
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Submissions that engage with disability content and process including, but not limited to, learning objectives, teaching tools and techniques, assessments, managing challenging classroom dynamics, and/or curriculum considerations, as they relate to the following themes, are especially welcome:

1. Going beyond “reasonable accommodation” towards inclusion for a richer educational environment at all training levels from high school to graduate level training.
2. Teaching while disabled—experiences and strategies
3. Strategies on increasing disability representation
4. Creating accessible, effective systems and spaces for students and faculty with disabilities
5. Social justice models and evidence-based practices for incorporating disability as diversity and intersectional topics across the psychology curriculum
6. Inclusive pedagogy that is sensitive to systematically marginalized students including innovative approaches to assessment of learning
7. Teaching methods that illuminate the psychological underpinnings of ableism and other prejudices
8. Provide innovative and thought-provoking paradigm shifts in improving disability equity in psychology education

9. Promotion of disabled and intersectional inclusivity in the educational processes related to teaching, learning and training of psychologists and related career paths (e.g., teaching assistants, mentored teaching)

Note: For all these topics, we are inviting papers that explicitly discuss these ideas relative to teaching psychology.

Manuscript submissions are due March 15, 2024. All manuscripts should be submitted electronically through the ToP submission portal (<https://mc.manuscriptcentral.com/top>). As part of the submission process, please indicate the corner to which you are submitting the manuscript (Proof of Concept, Replication, Science of Teaching and Learning, Scholarly Teacher). Additional details about manuscript corners are available at <https://journals.sagepub.com/author-instructions/TOP#1>). Each manuscript will undergo the double-masked peer review process. Please email any of the guest editors if you have any questions or require additional information. You may also contact ToP editor, Aaron S. Richmond at top@teachpsych.org. Finally, please share this call-for-manuscripts widely.

About Teaching of Psychology

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