Honoring Those Who Inspire

The first faculty office to be named in the new Annette Caldwell Simmons Hall will honor Alice Fleming Stultz ’44, a dedicated teacher and lifelong learner. Her children, Dan Stultz, CEO of Texas Hospital Association, and Sara Stultz, a Richardson, Texas, teacher, surprised her with the gift at a family reunion this summer.

Alice Stultz grew up in Garland, Texas, and followed her brothers to SMU, graduating with a Bachelor’s degree in Christian education and sociology. She began her teaching career in a pre-K church day school and went on to teach sociology. She began her teaching career in a pre-K church day school and went on to teach sociology. She began her teaching career in a pre-K church day school and went on to teach sociology.

The daughter of an Itinerant Methodist minister, Stultz has been active with the Village Park United Methodist Church neighboring the SMU campus. She has taught Sunday school and adult studies. At age 76, she served as the church’s president of United Methodist Women.

“We celebrate her passion to always contribute, her inquiring mind in her unbreakable teaching ethic, her lifelong devotion to teaching children and her inspiration for others to become lifelong learners,” her children said.

To make a gift to the Annette Caldwell Simmons School of Education and Human Development, please call Patricia Addington, Director of Development, at 214-768-4844 or email simmonsgiving@smu.edu.

Favor of a reply is requested by Friday, October 30 at simmonstailgate@smu.edu.

Our Community Strengthens Us

In the Annette Caldwell Simmons School of Education and Human Development, we know that many of our students’ best opportunities to learn happen outside the university classroom. While our nationally and internationally recognized faculty members provide excellent content and technical knowledge on campus, it’s essential that our students practice their professions in local classrooms, laboratories and clinics.

Giving our students relevant applications works two ways. The students enhance their comprehension and at the same time fulfill community needs. A good example can be seen with our future counselors, who gain valuable training in our school’s Center for Family Counseling, working with clients to help them gain needed skills to become future mediators assist clients in settling their disputes in our mediation clinic in Plano.

To deepen our efforts, we’re focusing on the communities of West Dallas as part of the University’s larger commitment to that sector of the city. Fewer than half of the residents have a high school diploma, and the poverty and unemployment rates are more than double those of the city.

We’re working with the West Dallas Education Taskforce, a volunteer group aiming to improve the quality of education there. In facing this challenge, we’ve recognized that the schools are working hard to improve student achievement while meeting the needs of their diverse populations.

By having our faculty and students work in West Dallas, we receive assistance to strengthen our knowledge and skills from an urban community that also has a lot to teach us. We look forward to making a difference.

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Revolution on a university campus is not just a thing of the past. Ask a cohort of students working on their graduate degrees at the Annette Caldwell Simmons School of Education and Human Development.

Speaking with passion and purpose, students in this year’s Master of Education with Certification program know from personal experience the impact a teacher can have on a person’s life. That’s why many of them have left successful careers in other fields.

“I know I can’t change the education system by myself, I just can’t save the planet on my own,” says Antonio Banos, who previously worked in the marketing and advertising industry. “But I truly believe that with the right tools and with the help and guidance from the right people, I can make a difference—-a difference I see this country for all the opportunities it has given to me.”

For more information on the Master of Education with Certification program, visit smu.edu/MasterEdCert.
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The Stultz family will dedicate a room in the new Annette Caldwell Simmons Hall in honor of Alice Fleming Stultz ’44 (center) and her commitment to education.

SMU’s Peter Weyand tests the energy expenditure of South African athlete Oscar Pistorius, a double amputee sprinter who won an international appeal to run in able-bodied competitions.

Pistorius, who narrowly missed qualifying for the 2008 Olympics, is training for the 2012 Games. Aside from conducting cutting-edge research on human performance, Weyand and Associate Professors Peter Gifford and Lynn Jacobs are working with intact limbs. The analysis and results were presented, indicating that Pistorius’ energy cost and energy savings and a competitive advantage over runners with intact limbs.

Need to take on a controversy of Olympic proportions?

It’s all in a day’s work for Associate Professor Peter Weyand, who leads the SMU Locomotor Performance Laboratory in the Annette Caldwell Simmons School of Education and Human Development.

Weyand joined the Department of Applied Physiology and Wellness last year after directing research in animal terrestrial motion at Harvard University’s Concord Field Station and, most recently, human locomotion at Rice University’s Locomotion Laboratory.

While at Rice, he served as host and one of the lead investigators of a team of scientists that conducted research on South African double amputee sprinter Oscar Pistorius, known as the “Blade Runner,” to successfully appeal the International Association of Athletics Federations (IAAF) ban on his participation in able-bodied competitions. The IAAF banned Pistorius, citing scientific evidence that his two prosthetic blades gave him superior energy savings and a competitive advantage over runners with intact limbs.

When this claim was considered at a Court of Arbitration for Sport (CAS) appeal hearing, findings from Weyand’s research team were presented, indicating that Pistorius’ energy cost and aerobic fitness are largely similar to intact-limb runners. This led the CAS to overturn the ban.

While the CAS hearing focused heavily on questions of metabolic energy expenditure, Weyand and his colleagues did a fuller study for publication that reported in the September 2009 issue of the Journal of Applied Physiology. The group concluded that Pistorius is largely similar to intact-limb runners psychologically, but different mechanically. At top speed, Pistorius is able to dispose his lightweight prosthetic limbs significantly more rapidly than runners with intact limbs. The analysis and results were reported in the September 2009 issue of the Journal of Applied Physiology.

Fleming Stultz ’44 (center) and her commitment to education.

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