

potential

Unlocking Human Possibilities

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 included data on the mechanics of running, a more direct determinant of sprint running performance.

The group concluded that Pistorius is largely similar to intact-limb runners physiologically, but different mechanically. At top speed, Pistorius is able to reposition 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*.



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 to create a new undergraduate major in applied physiology and sports management. The program could be a springboard to careers in medicine and health or those dealing with the management of peak physical performance careers, such as dance and sports.

For students to gain a new major with contributions from faculty engaged in the latest research is an opportunity to prepare more fully for a fast-paced world.



SMU ANNETTE CALDWELL SIMMONS SCHOOL OF EDUCATION & HUMAN DEVELOPMENT



David J. Chard
Leon Simmons
Endowed Dean

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 preparation 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 in Plano and its satellite in Oak Lawn. Another critical experience is for our future teachers to practice their teaching in public, public charter and private schools throughout Dallas. And our 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's.

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're encouraged 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.





By Switching to Teaching, Students Plan to Make a Difference

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, just like I 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 owe this country for all the opportunities it has given to me."

Banos, a native of Spain who lived in Mexico City before moving to Texas, spoke no English when he arrived 10 years ago. "But that wasn't a problem. I took a three-month crash course of *Step-by-Step*, *Full House* and *Saved by the Bell*," referring to then popular TV sitcoms.

But like many, it was one teacher who made a major impact on his life. His swim coach was also a mentor, motivator and role model. Now Banos is preparing to teach high school Spanish.

Another graduate student, Imran Khan, left the pharmaceutical industry. He wants to teach science at the high school level.

"I want to have a stake in shaping the way society is going, in the way society is going to move and in the way people learn," Khan says.

His involvement with the Muslim American Society, which focuses on youth development, sparked his interest in community work. He



Imran Khan left the pharmaceutical industry to enter this year's Master of Education with Certification program and become a teacher.

became passionate about education reform and especially at the public school level after teaching at a downtown Dallas charter school. "It gave me insight into the challenges that people in an urban environment face every day," Khan says.

Deborah Diffily, associate professor of teaching and learning, says this year's cohort is different because so many come from careers in other fields.

"This class, as a group, quickly formed a unique personality. They're very outspoken and very willing to share opinions," Diffily says. "To a person, there's a strong desire to give back to the world, to do something meaningful with their days."

For more information on the Master of Education with Certification program, visit smu.edu/MasterEdCert.

Faculty

Three new faculty members have joined the Annette Caldwell Simmons School of Education and Human Development.



Leanne Ketterlin-Geller

Associate Professor Leanne Ketterlin-Geller brings her expertise in assessment design and development to the Department of Education Policy and Leadership. Her interests include data-based decision making in educational systems. She comes to SMU from the University of Oregon, where she taught and directed several federal and state supported research projects.



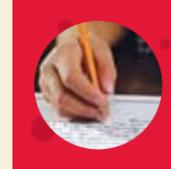
Gary Robinson

Gary Robinson, the former deputy general counsel of Tenet Healthcare Corporation, is the new director of the Dispute Resolution program at SMU-in-Plano. Prior to joining Tenet, he was a partner and chair of the labor and employment department at Mullen & Henzell, LLP in Santa Barbara, California.



Michael Lysko

Michael Lysko will teach sports management in the Department of Applied Physiology and Wellness. Lysko formerly served as a Commissioner of the Canadian Football League and also directed the Athletics and Recreation Services at the University of Western Ontario.



Beating the Odds

Chances of a writer getting a book professionally published? Somewhere between 1 in 100,000 and 1 in a million. But the SMU Continuing and Professional Education Creative Writing Program's New York Seminar has helped writers beat those odds. Repeatedly.

In 1995 the fledging writing program took a group of students to New York City to get feedback from editors and agents who had read a selection of their work. Suzanne Frank, a student who had a completed manuscript, made the contacts that led her to Warner Books, where she signed a three-book contract. She is now the director of the program, housed in the Annette Caldwell Simmons School of Education and Human Development.

Since then, the program has grown and become a fast track for ambitious writers who want not just to write, but to be published.

In 2007, for example, three students entertained four offers of representation. One of them, Shilpi Somaya Gowda, signed a book contract with Harper Collins in February. Exciting news, because publishing, like the economy, has experienced a downturn. But trying times can mean great opportunities. The Creative Writing Program's classes are filled, and the curriculum is on-track for the biennial trip to New York in November.



Shilpi Somaya Gowda (center) received a publishing offer from Harper Collins while participating in the Creative Writing Program. She is pictured with student Melissa Maher (left) and Amy Heitzman, executive director of SMU Continuing and Professional Education.

Each student has been through the classes, learned how to build a story, develop characters and plot, work with motivation and tension and drama. Each has completed a manuscript and will meet with six publishing professionals who have read the opening 15 pages and synopsis of their work. Students will receive their recommendations in person.

Nothing can guarantee publication, but Frank says the program has successes because of strong instructors who are working, published professionals, and because of a curriculum that's responsive to what students need. "Impassioned, committed students who do the work certainly improve the odds," she adds.

To learn more about the Creative Writing Program, visit smu.edu/CreativeWriting.



Program director Suzanne Frank and students Jeff Morton and Ken Goodnight discussed manuscripts during last year's New York trip to meet editors.



Diagnostic Center for Dyslexia Helps Clients Achieve Success

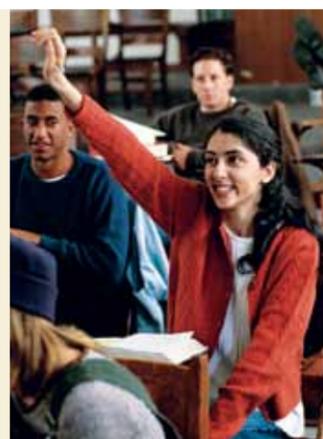
Ever since his dyslexia diagnosis in third grade, 18-year-old Kyle Patterson worked hard to be defined by his abilities rather than his difficulties decoding words. He was thrilled to be recruited by the Mississippi College soccer team during high school, but his mother worried.

"I had qualms," admits Susan Patterson of Coppell, Texas.

Those concerns increased when the Clinton, Mississippi, college required new diagnostic tests before her son could use on-campus services, and the family scrambled to find a center that would screen adults. Their search led them to the Diagnostic Center for Dyslexia and Related Disorders, part of the Learning Therapy Center at SMU-in-Plano, a nationally recognized training center that provides diagnosis and therapy for people of all ages.

The Learning Therapy Center's staff has many leaders in the field, including Michelle Bufkin, the current president of the national Academic Language Therapy Association (ALTA). During the recent Texas legislative session, Bufkin and ALTA's licensure committee chair, Judy Echols '06, successfully led the effort to create the nation's first licensure law, resulting in the Licensed Dyslexia Therapist and Licensed Dyslexia Practitioner designations. The law will make it easier for parents to determine the level of training of those who evaluate their children.

Kyle Patterson's testing at SMU uncovered a problem that could not have been found when he was tested as a child. "If you mix numbers and letters in math he gets confused, but if he is looking at numbers alone he is fine," his mother says.



"The diagnostician explained the results to help us understand things. She gave us a very good accommodation report that we took to Mississippi College, and they said they would implement it with all his professors," she adds. Kyle Patterson successfully started college this fall.

To learn more about the Diagnostic Center for Dyslexia and Related Disorders, visit smu.edu/Reading.

Get Ready!

Middle school students in the Talented and Gifted (TAG) summer program advance their interests during three weeks of college courses on campus. To experience college life, they also stay in residence halls and have extracurricular activities. The program is part of the Gifted Students Institute in the Annette Caldwell Simmons School of Education and Human Development.

For more information, visit smu.edu/Gifted.

April Kramer Andreas '02, '03 got her start at SMU by participating in the TAG camp. Now a faculty member of McLennan Community College in Waco, Texas, she's the first to return to TAG and teach. She hands out earth samples in her class, "Mars or Bust: Building a Permanent Martian Settlement."



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.



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.

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 elementary school in the Richardson Independent School District until her retirement in 1987.

The daughter of an itinerant Methodist minister, Stultz has been active with the Highland 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 unstoppable teaching engine, 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.

Upcoming Events

Homecoming
TAILGATE
Party

Saturday, November 7, 2009
11:00 a.m.

SMU campus (in front of Dallas Hall)
Food and beverages provided

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

News, research and people from SMU's Annette Caldwell Simmons School of Education and Human Development

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Potential is published by the Annette Caldwell Simmons School of Education and Human Development for alumni, friends, students, faculty, and staff of the school. Letters and comments are welcomed. Send to: