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Office of University
Communications

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Brian Sherman Finds Doctor of Education Classes Challenging and Relevant

An educator for 21 years, Brian Sherman of Campobello, S.C., has experienced all levels of the profession, from teacher and coach to administrator.

Now serving as assistant to the superintendent and district ombudsman for Greenville County (S.C.) Schools, he is responsible for helping parents resolve issues involving their child's education. But he also has a passion to help young educators grow in their careers and is working to complete his doctor of education degree at Gardner-Webb University.

In his search for a doctoral program, he looked into Gardner-Webb on the recommendation of a friend. "I decided to attend when I learned that the professors all had principal and district office experience," Sherman reflected. "I did not want to learn at a place where people sat in an ivory tower and had no grasp of what went on in a real public school setting."

Sherman has completed the education specialist program, which is a combination of online classes and face-to-face meetings. The professors didn't disappoint, and his classes were immediately beneficial.

"I value the relationships I developed with the faculty and other students," Sherman shared. "It was the best learning experience of my life. I cannot say enough good things about Dr. Stephen Laws (assistant professor of education). He is first class and a great representative for the school and his faith. My classes were challenging, relevant, and mirrored the experiences I have daily in my job. I also received good ideas on research and current trends to assist my growth."

In addition to Laws, Sherman was also impressed by Dr. Doug Eury and Dr. Cheryl Lutz. "I think the professors were concerned about the whole student, and the emphasis was on being a better person with the knowledge you receive," he observed. "I could not have had a better experience with the professors. They were knowledgeable, caring, and fun to listen to. Because of their backgrounds, they have all dealt with the same issues teachers and principals have to deal with. This made the learning meaningful and relative."