

What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just. —Mission Statement



## Degree Programs

### Counseling, Developmental, and Educational Psychology

#### Master's Programs

- > M.A., Mental Health Counseling
- > M.A., School Counseling

#### Doctoral Programs

- > Ph.D., Applied Developmental & Educational Psychology
- > Ph.D., Counseling Psychology

#### Dual Degree Program

- > M.A., Counseling Psychology/M.A. in Theology & Ministry

### Educational Leadership and Higher Education

#### Master's Programs

- > M.Ed., Educational Leadership & Policy
- > M.A., International Higher Education
- > M.A., Higher Education

#### Doctoral Programs

- > Ph.D., Higher Education
- > Ed.D., Educational Leadership
- > Executive Ed.D., Higher Education

#### Dual Degree Programs

- > J.D./M.A. or M.Ed., Law & Education (with BC Law School)
- > M.B.A./M.A., Business Administration & Higher Education

### Interdisciplinary Program

#### Master's Program

- > M.A., Learning Engineering

### Measurement, Evaluation, Statistics, and Assessment

#### Master's Programs

- > M.S., Applied Statistics & Psychometrics
- > M.A., Research & Evaluation Methods

#### Doctoral Program

- > Ph.D., Measurement, Evaluation, Statistics, & Assessment

### Teaching, Curriculum, and Society

#### Master's Programs

- > M.Ed., Curriculum & Instruction
- > M.Ed., Early Childhood Education
- > M.Ed., Elementary Education
- > M.Ed., Global Perspectives: Teaching, Curriculum, & Learning Environments
- > M.Ed., Jesuit Education in a Global World
- > M.Ed., Moderate & Extensive Support Needs
- > M.Ed., Secondary Education
- > M.Ed., Special Education for Extensive Support Needs
- > M.Ed., Special Education for Moderate Support Needs

#### Doctoral Program

- > Ph.D., Curriculum & Instruction

#### Dual Licensure Programs

- > M.Ed., Early Childhood & Extensive Support Needs
- > M.Ed., Early Childhood & Moderate Support Needs
- > M.Ed., Elementary Education & Extensive Support Needs
- > M.Ed., Elementary Education & Moderate Support Needs
- > M.Ed., Secondary Education & Extensive Support Needs
- > M.Ed., Secondary Education & Moderate Support Needs

#### Dual Degree Program

- > J.D./M.A. or M.Ed., Law & Education (with BC Law School)

#### Special Programs

- > Donovan Urban Teaching Scholars (M.Ed., Education)
- > Urban Catholic Teacher Corps (M.Ed., Curriculum & Instruction)

### Find Your Program

To start your Boston College journey, scan the QR code to find the Lynch School program that's right for you.



**BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

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Chestnut Hill, MA 02467  
617-552-4214 | [gsoe@bc.edu](mailto:gsoe@bc.edu)

[bc.edu/lynchschooegrad](http://bc.edu/lynchschooegrad)



**BOSTON COLLEGE**  
Carolyn A. and Peter S. Lynch  
School of Education  
and Human Development

PASS IT ON

Community, Rigor,  
and Service

#21

Graduate Schools  
of Education, *U.S. News*  
& *World Report*

Community, Rigor, and Service: that's what the Lynch School is all about. Open up to read about three graduates' experiences in their own words.

At the Carolyn A. and Peter S. Lynch School of Education and Human Development, we share Boston College's foundational belief that education can improve human lives across all their dimensions—intellectual, social, emotional, and spiritual. As one of the nation's top-ranked graduate schools of education, the Lynch School offers 31 graduate programs in a wide range of fields within education and applied psychology.

Taught by exceptional faculty members who are internationally recognized for their expertise and research, our programs will give you the skills and knowledge you need to excel in your career and make a meaningful impact on the world around you. Whether you plan to use your Boston College degree to enter education, counseling, statistics, or any number of related fields, you'll grow in mind, body, and spirit as you prepare to spend your career helping others do the same.

## Meet Our Community

At the Lynch School, you'll join a supportive cohort of scholars who prize rigorous academic preparation, experiential learning, and research that drives real-world change. You'll form connections with faculty that will enrich your learning and enhance your career opportunities. A graduate degree from Boston College will open new worlds for you as an individual, a student, and a working professional.

## Faculty-Student Connections

# A Culture of Mentorship and Exchange



**“There were so many different perspectives, and that was a big advantage that the professors cultivated.”**

Lynch School faculty prepare graduate students to excel in the classroom and the workplace by guiding and challenging them to reach their highest potential. They also create space for students to learn from one another, according to **Motun Bolumole, M.A. '20**, who works as a program manager for The Marcy Lab School in Brooklyn, New York.

“In a lot of formal education spaces, it can feel like the professor is the expert, the student is the receptacle for knowledge, and it’s the student’s job to continuously absorb information from the person who holds all the power,” Bolumole says. “But that wasn’t the case at the Lynch School. The professors recognized that as students, we also had knowledge that we could share with each other and with them. We weren’t just sponges meant to soak things up, but also contributors and creators of knowledge.”

Bolumole appreciated the diverse backgrounds that fellow students brought to Lynch School classrooms. “Some folks had worked in higher education for a couple of years, some were coming in as teachers,

some had taught in other countries, and some had come in right after undergrad,” she says. “There were so many different perspectives, and that was a big advantage that the professors cultivated.”

When it came time for Bolumole to do her second-year field experience, faculty at BC’s Center for International Higher Education helped her identify a project that would provide her with valuable real-world research skills. With their guidance, she embarked on a research project at Hong Kong Polytechnic University that promoted connections among students from different backgrounds.

“I was interested in diversity and inclusion, and the focus of this project was to get groups of students that did not want to interact for historical and political reasons to integrate. It was such a great cross-cultural learning experience that I wouldn’t have had without the faculty’s guidance.”

## The BC Tradition

# Education in the Service of Others



**“There is so much inequity in the world, and as educators, we can play a role in increasing equity.”**

As the national leader in formative education, Boston College draws on the Jesuit tradition of educating the whole person to help graduate students use their gifts to serve others. For **Peter Hill, M.Ed. '19**, this focus on formation and social justice has proved essential in his work as a social studies teacher, sports coach, and international student coordinator at Catholic Memorial School in West Roxbury, Massachusetts.

“I believe it’s important to include character building, morality, ethics, and social justice in teaching and curriculum,” Hill says. “As I considered graduate schools, I knew that the Lynch School would include all of those things in its master’s programs because of its Jesuit, Catholic foundation.”

While at the Lynch School, Hill learned that the phrase “social justice” has more meanings than he had originally realized: “There is so much inequity in the world, and as educators, we can play a role in increasing equity. We can support students who are at a disadvantage, who are underserved, or who come from a background of hardship. Other graduate programs

talk about social justice and formative education, but the Lynch School puts a real focus on it.”

BC also expanded his definition of service. “There is traditional service, where you go clean up trash or volunteer at a homeless shelter, but there’s also the version of service that says, ‘I’m going to find ways to serve individuals in my vocation and my occupation,’” he explains. “That was a really important takeaway that I implement in my own practice as an educator every day.”

Hill believes that the Lynch School made him a better person as well as a more skilled teacher. “The program fit my view of education—as a teacher, I’m not just here to help students get better at writing papers. That’s necessary, of course, but ultimately, what I want most is to help develop people. That value was really important to me, and I felt that it was really important to my professors at the Lynch School, also.”

## Academic Rigor

# Excellence in Research and Practice

The Lynch School’s commitment to excellence in teaching and research ensures that our students receive a world-class education. For **Sam Yang, M.A. '19**, that rigor led him to raise his own expectations for himself and for his coworkers.

Yang credits Lynch School faculty with teaching him how to be a superlative researcher. “We really focused on how to properly conduct qualitative research, and how factual information supersedes opinions and ideas,” says Yang. “I remember handing in my first research paper, and my professor told me it wasn’t satisfactory. ‘This might be good enough for other graduate programs, but it’s not good enough for our program,’ the professor said. And then he offered guidance on how I could make it better and how I could be more robust in presenting my arguments. That experience taught me so much.”

Yang also learned that doing excellent research means more than just collecting facts. “You have to hit the spot where research inspires people and really makes a difference. Otherwise, it’s just a waste of time,” he says. “I now use that mentality in my professional work—if I’m going to do something, I make sure to do it for the cause of change, for the cause of good. I think that’s something I got from BC’s mission, ‘Ever to Excel.’ There is always more to define, explore, and explain in all of the work I do.”

Now, as an area coordinator for the University of Vermont’s Office of Residential Life, Yang implements these Lynch School values in his work.

“I supervise a team of 29 people, and I always talk with them about how, if they have frustrations, they must name them and present valid solutions. They must push themselves to define, explore, and explain. I’ve incorporated the approach I learned at the Lynch School into our work here. It’s a commitment to professionalism, rigor, and restorative practice.”

**“If I’m going to do something, I make sure to do it for the cause of change, for the cause of good.”**



**11:1**  
student-to-faculty  
ratio

## Financing Your Education

A Lynch School graduate degree is an investment in your future. Our Office of Graduate Admissions and Financial Aid is committed to helping make your investment affordable.

- > The Lynch School has a graduate aid budget of more than \$8.4 million, including scholarships, graduate assistantships, fellowships, and other assistance.
- > 100% of full-time Ph.D. students receive full tuition remission.
- > 73% of master’s degree students receive some funding from BC through scholarships or graduate assistantships.

Learn more [bc.edu/lynchschoolfunding](https://bc.edu/lynchschoolfunding)

## Application Details

Please note the following application deadlines for Lynch School programs:

- December 1**
  - > All doctoral programs
  - > M.A. in Higher Education
  - > M.A. in International Higher Education

- January 6**
  - > All other master’s programs

**In 2021–22, GRE scores will be optional for all master’s programs.**

**#1**

Catholic school of education  
in the U.S.

**31**

master’s and doctoral  
programs

**100+**

practicum and internship  
partnerships

**805**

total graduate  
students

**12,000+**

graduate  
alumni