If you're considering doctoral study while working, caring for family, or leading an organization, an information session can help you decide whether a program fits your goals and schedule. The most reliable place to start is Fielding free the children founder Graduate University's official website: look for its events listings, program pages, and admissions information, then confirm details before you register.

For people exploring the School of Leadership Studies and Organizational Development and Change (doctoral program category), events can offer a useful first look at the field, the learning experience, and the questions you may want to ask admissions staff. This guide explains how to locate those events, distinguish them from academic-calendar dates, and make the most of a session.

Start with Fielding's official channels

Search Fielding Graduate University's website for an events page or calendar, and check the School of Leadership Studies and the relevant program pages for event announcements. A university-wide listing may include sessions for several programs, while a school or program page may point to events tailored to a particular area of study.

Search engines can help you find a page quickly, but they may surface old announcements or third-party listings. Use search results as a route to the university's official page rather than as confirmation that an event is current. If you find an event through a social post, newsletter, or podcast, follow its registration link back to an official Fielding page.

- Search for "Fielding Graduate University events" or "School of Leadership Studies events."
- Look for event details on official university pages, including the date, time, time zone, format, and registration instructions.
- Check whether an event is open to prospective students or intended for current students, alumni, or another audience.
- Contact the university if the event listing is unclear, outdated, or missing a registration link.

Takeaway for working adults: Save the official listing page, not only a calendar invitation or social post. That gives you one place to return to if the time, format, or registration details change.

How to attend an info session at Fielding

To attend an info session at Fielding, first identify the program or subject area you want to learn about. Then review the listing and register using the instructions provided. Some events may be live online, while others may use a different format; do not assume that every session is virtual or that a recording will be available.

1. **Choose your area of interest.** If your questions concern leadership, organizations, or systems change, begin with the School of Leadership Studies and the Organizational Development and Change doctoral program category.
2. **Review the event description.** Note who is presenting, what topics are covered, and whether the session includes time for questions.
3. **Register early.** Follow the event's official registration instructions and check for a confirmation email. Add the event to your personal calendar only after confirming the time zone.
4. **Prepare a short list of questions.** Ask about curriculum, research interests, student support, program format, and how to evaluate whether the program matches your professional goals.

5. **Check for updates before the event.** Review your confirmation and the official listing on the day of the session in case access instructions or timing have changed.

It can help to approach an info session as a conversation, not a sales presentation. Ask for concrete examples: What might a student study? How do students connect coursework with a workplace or community challenge? What support is available for balancing study with professional responsibilities? The answers will be more useful than broad claims about what a degree can do.

Takeaway for working adults: Write down your top three questions before joining. A focused list helps you use limited time well, especially if you're attending between work commitments.

Use the Fielding events calendar—and verify each listing

The phrase "Fielding events calendar" can refer to different kinds of university listings, so look closely at what the calendar covers. One page may show public talks, information sessions, or community events; another may list dates relevant to current students. A calendar entry is a starting point, not a substitute for reading the event page.

Before you register, confirm the practical details in the listing. Look for the event's intended audience, location or online format, registration deadline, time zone, accessibility information, and any instructions for joining. If a listing gives a date but no details about registration, contact the event organizer or the relevant university office rather than relying on an old link.

What you find What to check Why it matters Information session Program focus, presenters, registration, and question period Helps you decide whether the session addresses your academic questions Public lecture or panel Topic, audience, speaker background, and format May introduce ideas or faculty perspectives connected to your interests Academic-calendar date Whether it applies to prospective students or enrolled students Academic deadlines may not be event dates or admissions deadlines Podcast or recorded program Publication date, episode description, and any related event link Offers background, but may not include current event or program information

Takeaway for working adults: Treat the calendar as a planning tool. Before rearranging work or family plans, confirm the event details on the specific listing or with the organizer.

Don't confuse an events calendar with the Fielding academic calendar

A fielding academic calendar is different from an events calendar. Academic calendars generally communicate dates and deadlines that apply to academic programs or enrolled students. Events calendars may include public-facing sessions, talks, and other activities. The two can overlap, but they serve different purposes.

If you are still exploring a degree, use an academic calendar only for information that clearly applies to prospective students—such as an expressly stated application deadline. Do not assume that a term start date, registration date, or student deadline is also the date of an admissions event. For application timing, confirm requirements with the program or admissions team.

When you find an academic date that affects your planning, check the year and the audience. A page can remain online after a term or deadline has passed. If the date is important to your decision, seek confirmation from an official Fielding source.

Takeaway for working adults: Keep event attendance, application planning, and academic deadlines in separate calendar entries. It reduces the chance of treating one kind of date as another.

Explore purpose-driven leadership and organizational development and change

Info sessions and public events can help you understand how purpose-driven leadership is discussed in an academic setting. The phrase can mean different things in different organizations, so listen for how speakers define purpose and connect it to decisions, responsibilities, and evidence. Useful questions include: Whose needs shape the organization's priorities? How are trade-offs handled? What would count as progress?

Organizational development and change is a doctoral field concerned with how organizations and systems understand challenges and pursue change. The field can draw on questions about leadership, culture, relationships, strategy, and the conditions that help an initiative take hold. A session may introduce these ideas, but a short event cannot stand in for a full curriculum review. Use it to identify topics you want to investigate further.



For example, a prospective student might be interested in helping an organization respond to a persistent community need. During an event, that person could ask how doctoral study approaches problem definition, stakeholder involvement, implementation, and evaluation. Those questions connect professional experience with the kind of inquiry doctoral study requires.

Takeaway for working adults: Bring a challenge from your own work or community. Ask how the field might help you study it systematically, rather than expecting an event to promise a particular solution.

From youth-led activism to programs that can grow

Youth-led activism offers one way to think about the movement from a local effort to a larger program. Young people may identify a concern, organize peers, and draw attention to an issue. Scaling that work into a sustained program involves additional questions: Who will make decisions? What resources are needed? How will community knowledge guide the work? What must remain locally responsive as the initiative expands?

These are organizational questions as much as communications questions. A campaign that earns attention is not automatically a program that can operate across sites or over time. Leaders may need to build partnerships, define roles, protect youth participation in decisions, and establish ways to learn from implementation. An event about leadership or change can help you hear how scholars and practitioners frame these challenges.

When attending a Fielding event, avoid assuming that a speaker or program has worked directly with a particular youth-led initiative unless the event description says so. Instead, ask about relevant research, case examples, or methods for studying participation and organizational change. Specific questions make it easier to distinguish established examples from possibilities for future work.

Takeaway for working adults: If you want to scale an initiative, ask how decision-making and community input will be preserved—not only how the program will reach more people.

Ask about measurable social impact metrics

Measurable social impact metrics can help an organization assess whether its work is making a difference. But a metric is useful only when it reflects a clearly stated purpose and is interpreted in context. Counting event attendance, for example, can show reach; by itself, it does not establish that participants changed a policy, gained access to a service, or experienced a lasting benefit.

At an information session or public talk, you might ask how a research or practice project defines success. What outcomes are being tracked? Who selected them? How is information collected? How often is progress reviewed? How are unintended effects or differences among communities considered? These questions connect purpose-driven leadership with accountability.



A simple planning example might distinguish among three levels of evidence:

- **Activity:** What did the initiative do, such as hold workshops or organize meetings?
- **Reach or output:** Who participated, and how many sessions or materials were delivered?
- **Outcome:** What changed for participants, organizations, or communities, and how was that change assessed?

Let me tell you about a situation I encountered learned this lesson the hard way.. This framework is not a claim about a particular Fielding project; it is a way to prepare thoughtful questions about evaluation. If a speaker describes impact, ask what evidence supports the statement and what the measure can—and cannot—show.

Takeaway for working adults: Pair every proposed metric with a question about meaning. “What changed?” is often more informative than “How many?”

Use podcasts as a supplement, not a substitute

If you cannot attend a live event, look for official recordings, interviews, or podcast episodes that relate to your interests. Fielding content may also be available through distribution channels such as iHeartRadio syndication or Apple Podcasts, depending on the program and episode. Search those platforms by the university name or the specific topic, then check the episode description and publication date.

A podcast can help you get familiar with a speaker’s ideas or a subject before a session. It does not necessarily provide current admissions details, event dates, or program requirements. If an episode mentions an upcoming event, verify that information on the official university listing. If you cannot attend, ask whether a recording or follow-up resource is available rather than assuming one will be posted.

Takeaway for working adults: Use audio for background while commuting or doing routine tasks, but return to official Fielding pages for decisions that depend on current dates or requirements.

Make your next step concrete

Finding the right event is less about attending every listing and more about choosing one that answers a real question. Start with the official Fielding events calendar or relevant School of Leadership Studies page. Confirm the date and audience, register through the official instructions, and prepare questions tied to your work, research interests, or community commitments.

Here's what kills me: after the session, note what you learned and what remains unclear. You might follow up with the admissions team, review the doctoral program information, listen to a related episode on Apple Podcasts or through iHeartRadio syndication, or watch for another event. If you are comparing programs, use the same questions for each one so your decision rests on details rather than impressions.

Takeaway for working adults: One well-chosen session, followed by a concrete next step, can be more useful than a long list of events you never have time to attend.