

# LEADERSHIP (LEAD)

## LEAD 1960 - Leadership Training Practicum (1 Credit)

In LEAD 1960 (Cornell Outdoor Education) students will enhance their COE experience through a deeper exploration of the areas of leadership, teamwork, and personal growth. They will have opportunities for practical leadership experience within a reflective learning framework. Students in this course will go through the training to become a CEP PE Instructor, Outdoor Odyssey Guide or Cornell Team and Leadership Center Facilitator before leading their own Class, Trip or Program.

**Exploratory Studies:** (CU-CEL)

**Last Four Terms Offered:** Spring 2025, Fall 2024, Spring 2024, Fall 2023

### Learning Outcomes:

- Become self-aware through analyzing personal style, and assessing personal strengths, weaknesses, and motivations.
- Be able to practice critical reflection and apply it to learning from experience.
- Demonstrate basic study skills for setting priorities, time management, and stress relief.
- Initiate their leadership ePortfolio, which will be used throughout the minor.
- Apply basic leadership skills of conflict resolution, ethics, appreciating diversity, working effectively in teams.

Schedule of Classes (<https://classes.cornell.edu/>)

## LEAD 3100 - Foundations in Leadership: Skills for Personal and Professional Effectiveness (3 Credits)

Crosslisted with GDEV 3100

This course frames leadership as a particular way of approaching life, one that is essential to both personal fulfillment and career effectiveness. The course begins with the inner work of a leader's personal development and then explores how leaders work through others to enhance their influence.

**Enrollment Information:** Enrollment preference given to: Leadership minor students.

**Course Fee:** Course Fee, \$75. Materials fee.

**Distribution Requirements:** (KCM-AG, SBA-AG)

**Last Four Terms Offered:** Spring 2025, Fall 2024, Spring 2024, Fall 2023

### Learning Outcomes:

- Develop a critical understanding of contemporary leadership theories, styles, approaches and roles.
- Examine and clarify personal inspirations, values, and purposes in careers and life.
- Learn to align those inner motivations with personal actions, decisions, and communications in order to become more authentic, effective, and influential.
- Build skills for communicating effectively, especially in difficult conversations such as delivering feedback, resolving conflict, and influencing others.
- Practice skills for building effective teams and leading group planning, decision making and problem solving processes.
- Create a personal learning plan and leadership portfolio for supporting personal development.
- Establish a habit of reflection to promote continuous learning and effective leadership.

Schedule of Classes (<https://classes.cornell.edu/>)

**LEAD 4223 - Community Learning Ecosystems: Place, SDGs & Hope (4 Credits)**

Crosslisted with GDEV 4223, EDUC 4223

Running shoes are not required, yet we are in training for a marathon. In this course we're enhancing our knowledgebase, toolbox, and collective leadership as we take up a contest unprecedented in human history - inclusive and just sustainability. Part race against the clock, part design challenge and part performance test, Team Humanity needs all of us to be informed, prepared, and in the game. Having teammates to train with nudges us to keep going as we learn with and from partners, communities and action leaders in this grand challenge. We examine five major concepts and explore their mutual generativity as we look for leverage points of system change: just sustainability; lifelong learning; place; learning ecosystems and social competencies for collective leadership and learning.

**Distribution Requirements:** (KCM-AG, SCH-AG)

**Exploratory Studies:** (CU-CEL, CU-SBY)

**Last Four Terms Offered:** Spring 2025

**Learning Outcomes:**

- By the end of this course, students will be able to: Demonstrate the capacity to analyze, evaluate, and posit relationships among key concepts central to the course: 1) Lifelong Learning; 2) Place & Placemaking; 3) Sustainability & Climate Action; 4) Community as Ecosystem of Learning; Learning Cities/Learning Localities; and 5) Collaborative, Social Learning for Sustainability.
- Explicate properties of Learning Places, Learning Communities, and Learning Societies, and to differentiate among them.
- Apply knowledge of effective methods of designing and facilitating nonformal educational programming.
- Ascertain and analyze a variety of policy actors, practitioners, educators, networks, and action arenas relevant to lifelong learning and sustainability.
- Investigate and critically assess initiatives that integrate lifelong learning, placemaking, sustainability and climate action.
- Distinguish different claims and conceptualizations of hope-including actionable, radical, critical, and pragmatic hope-and climate optimism, distinguishing between wishful thinking and cautious climate optimism.

Schedule of Classes (<https://classes.cornell.edu/>)

**LEAD 4925 - Leadership Minor ePortfolio (1 Credit)**

The purpose of this course is to demonstrate that Leadership Minor students will have met all learning outcomes in the program prior to graduation by documenting relevant in-class and co-curricular activities in their individual ePortfolio. The ePortfolio will be evaluated based on the following elements: a personal profile, leadership philosophy statement, leadership experiences, personal development, examples of how the learning outcomes for the minor have been met through the capstone experience, and reflective writing on the capstone experience. The evaluation and assignment of a grade will be made by the student's advisor using a common rubric. Ideally, students will enroll in this course in their second-to-last semester so any deficiencies can be addressed prior to graduation.

**Enrollment Information:** Enrollment limited to: LEAD minors.

**Last Four Terms Offered:** Spring 2025, Fall 2024, Spring 2024, Fall 2023

**Learning Outcomes:**

- Communicate one's philosophy of leadership.
- Describe one's personal development as a leader.
- Demonstrate competency and mastery of the Leadership Minor's learning outcomes by documenting one's scholarship, training, and experience in leadership through an ePortfolio.
- Build a stronger relationship with one's faculty advisor.

Schedule of Classes (<https://classes.cornell.edu/>)

**LEAD 4970 - Undergraduate Experience in Leadership (1-3 Credits)**

The capstone leadership experience for the Leadership Minor should be designed with a member of the faculty or staff who will directly supervise the experience, include learning outcomes, and be pre-approved by the director of the minor. The leadership experience can be directed through Cornell athletics, organized campus clubs, the Greek system, Cornell Outdoor Education, the Cornell Public Service Center, the residential system or other similar organization. Every 45 hours outside of the classroom is equivalent to one credit hour.

**Prerequisites:** GDEV 3100.

**Forbidden Overlaps:** AEM 4700, LEAD 4970

**Exploratory Studies:** (CU-CEL)

**Last Four Terms Offered:** Spring 2025, Fall 2024, Spring 2024, Fall 2023

**Learning Outcomes:**

- Demonstrate independence and leadership in a community or student organization by applying skills learned in previous leadership courses.
- Demonstrate a commitment to service and sense of responsibility for the greater good.

Schedule of Classes (<https://classes.cornell.edu/>)

**LEAD 5223 - Community Learning Ecosystems: Place, SDGs & Hope (4 Credits)**

Crosslisted with GDEV 5223, EDUC 5223

Running shoes are not required, yet we are in training for a marathon. In this course we're enhancing our knowledgebase, toolbox, and collective leadership as we take up a contest unprecedented in human history-inclusive and just sustainability. Part race against the clock, part design challenge and part performance test, Team Humanity needs all of us to be informed, prepared, and in the game. Having teammates to train with nudges us to keep going as we learn with and from partners, communities and action leaders in this grand challenge. We examine five major concepts and explore their mutual generativity as we look for leverage points of system change: just sustainability; lifelong learning; place; learning ecosystems and social competencies for collective leadership and learning.

**Prerequisites:** experience in design and facilitation in one of these areas-nonformal education, asset-based development, community-based arts, participatory action research or public sociology/anthropology.

**Exploratory Studies:** (CU-CEL, CU-SBY)

**Last Four Terms Offered:** Spring 2025, Spring 2022

**Learning Outcomes:**

- Investigate and apply theories and practices of five core concepts central to the course: Lifelong learning, place and placemaking, inclusive Just Sustainability, community as ecosystem of learning; learning cities/learning localities, collective intelligence, and collaborative social action for sustainability.
- Work in real-world sustainability endeavors at multiple scales (local, national, & international) through collaborative undertakings (both as a class and independently).
- Develop further as a learning-centered leader by serving in a mutual, co-learning partnership as the educational mentor with an adult learner.
- Recognize, and engaged with, a variety of policy actors, practice networks and action arenas germane to lifelong learning and sustainability.
- Deepen own experiential knowledge of component elements of learning cities through engagement in local and wider settings at three levels: self, self with another, and self with multiple others.
- Increase own sustainability literacy.

Schedule of Classes (<https://classes.cornell.edu/>)