ENGINEERING GENERAL INTEREST (ENGRG)

ENGRG 1002 - AEW Collaborative Workshop: ENGRD 2020 (1 Credit)
Peer-facilitated group sessions focused on problems at or above the level of course material, designed to enhance understanding of core concepts in ENGRD 2020/MAE 2020.
Corequisites: ENGRD 2020 or MAE 2020.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2025, Fall 2024
Learning Outcomes:

- Deepen understanding of material and process in learning communities where students are a subset of a larger core engineering course.
- Enhance student understanding beyond the level of course instruction, encouraging application of course content to novel and creative problems.
- Improve affective and cognitive learning outcomes for students in core engineering courses.
- Improve students' collaboration skills to accomplish shared learning goals.

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

ENGRG 1009 - AEW Collaborative Workshop: CHEM 2090 (1 Credit)
Academic Excellence Workshop for CHEM 2090. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in CHEM 2090.
Corequisites: CHEM 2090.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1010 - AEW Collaborative Workshop: CS 1110 (1 Credit)
Academic Excellence Workshop for CS 1110. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in CS 1110.
Corequisites: CS 1110.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1011 - AEW Collaborative Workshop: CS 2110 (1 Credit)
Academic Excellence Workshop for CS 2110. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in CS 2110.
Corequisites: CS 2110.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1012 - AEW Collaborative Workshop: CS 1112 (1 Credit)
Academic Excellence Workshop for CS 1112 . Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in CS 1112.
Corequisites: CS 1112.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1022 - Jiang Fellows Entrepreneurship Cohort Seminar (1 Credit)
The purpose of the course is to prepare Jiang Fellows for a summer internship at a startup. Course introduces Jiang Fellows to the startup culture, job skills, and methods to evaluate possible internship opportunities. Students will also be introduced to the entrepreneurship ecosystem at Cornell and the various entrepreneurship resources available. Topics to be discussed include: interview skills and expected questions, conducting research on private companies, employee roles and responsibilities at startups, role of a product manager, creating OKRs (Objectives and Key Results), venture financing, and the Business Model Canvas and critically thinking about startups. Will include guest speakers from current startups.
Prerequisites: or corequisites: AEM 2220 or AEM 3249 or AEM 3380 or AEM 4200 or ENGRG 2270 or ENGRG 4610 or NBA 3000 or NBA 5070.
Enrollment Information: Enrollment limited to: Jiang Fellows Program students.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1028 - AEW Collaborative Workshop: CS 2800 (1 Credit)
Academic Excellence Workshop for CS 2800. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in CS 2800.
Corequisites: CS 2800.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1031 - AEW Collaborative Workshop: CS 3110 (1 Credit)
Academic Excellence Workshop for CS 3110. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in CS 3110.
Corequisites: CS 3110.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1034 - AEW Collaborative Workshop: CS 3410 (1 Credit)
Academic Excellence Workshop for CS 3410. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in CS 3410.
Corequisites: CS 3410.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Learning Outcomes:

- Deepen understanding of material and process in learning communities where students are a subset of a larger core engineering or CS course.
- Enhance student understanding beyond the level of course instruction, encouraging application of course content to novel and creative problems.
- Improve affective and cognitive learning outcomes for students in core engineering and CS courses.
- Improve students' collaboration skills to accomplish shared learning goals.

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

ENGRG 1050 - Engineering Seminar (1 Credit)
First-year engineering students meet in groups weekly with their faculty advisors. Discussions may include the engineering curriculum and student programs, what engineers do, the character of engineering careers, active research areas in the college and in engineering in general, and study and examination skills useful for engineering students. Groups may visit campus academic, engineering, and research facilities.
Enrollment Information: Enrollment limited to: first-years.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1070 - Spatial Visualization and Thinking for Engineers (2 Credits)
Mentally visualizing and manipulating three-dimensional objects are critical skills for engineers and scientists, as is the ability to represent three-dimensional objects with two-dimensional formats. In this active-learning style course, students will strengthen spatial reasoning and visualization skills through deliberate training and practice. Students will also gain exposure to CAD design and work as teams to identify and present on the use of visualization techniques in scientific publications.
Enrollment Information: Enrollment limited to: College of Engineering students participating in the Pre-collegiate Summer Scholars Program (PSSP).
Last Four Terms Offered: Summer 2026, Summer 2025, Summer 2024, Summer 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1091 - AEW Collaborative Workshop: MATH 1910 (1 Credit)
Academic Excellence Workshop for MATH 1910. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in MATH 1910.
Corequisites: MATH 1910.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Fall 2024
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1092 - AEW Collaborative Workshop: MATH 1920 (1 Credit)
Academic Excellence Workshop for MATH 1920. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in MATH 1920.
Corequisites: MATH 1920.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1093 - AEW Collaborative Workshop: MATH 2930 (1 Credit)
Academic Excellence Workshop for MATH 2930. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in MATH 2930.
Corequisites: MATH 2930.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1094 - AEW Collaborative Workshop: MATH 2940 (1 Credit)
Academic Excellence Workshop for MATH 2940. Weekly two-hour collaborative learning sessions. Peer-facilitated group works on problems at or above the level of course material, designed to enhance understanding of core concepts in MATH 2940.
Corequisites: MATH 2940.
Enrollment Information: Enrollment limited to: undergraduates.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 1152 - Coaching and Mentoring for Professional and Student Success (2 Credits)
This class will help you engineer your life to get the most out of your undergraduate experience now while building foundational professional skills for the future. Meetings with an assigned engineering alumni mentor-coach will expand your network and give you a window into the non-technical aspects of the practice of engineering. Class sessions provide tools for strategic decision-making about the many opportunities you have at Cornell to develop teamwork, leadership, and related skills. Through COMPASS, you will gain a clear sense of your values, interests, strengths, and areas for development as well as a plan for the remainder of your Cornell experience.
Prerequisites: ENGRG 1050 or permission of instructor.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Learning Outcomes:

- Identify non-technical skills required of professional engineers and create a 2- to 3-year plan to develop them through curricular and co-curricular activities.
- Apply various decision tools to make intentional choices about which personal and professional activities to commit to.
- Develop professional skills of networking, timeliness, being accountable, and developing positive mentoring relationships.
- Demonstrate effective professional writing and self-presentation skills.

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

ENGRG 1400 - Engineering Project Team Onboarding (1 Credit)
Students who are joining an Engineering Project Team for the first time will be introduced to the program and to information and skills needed for success as a project team member. Topics will include a broad orientation to the Engineering Project Teams, safety, communication, giving and accepting feedback, and expectations for culture and behavior. The course is a prerequisite for ENGRG 3400 and intended for and required of all new project team members.
Exploratory Studies: (CU-UG)

Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Learning Outcomes:

- Students will demonstrate an understanding of the project team program, guidelines and policies, expectations, and requirements.
- Students will be able to complete project team work safely and will be able to identify what creates a safe versus unsafe working environment.
- Students will learn skills to effectively work in teams, and how to identify their own strengths and those of their teammates.

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

ENGRG 2270 - Introduction to Entrepreneurship for Engineers (3 Credits)
Crosslisted with MAE 2270
This course is intended for first-year students. A solid introduction to the entrepreneurial process to students in engineering. The main objective is to identify and to begin to develop skills in the engineering work that occurs in high-growth, high-tech ventures. Basic engineering management issues, including the entrepreneurial perspective, opportunity recognition and evaluation, and gathering and managing resources are covered. The fundamentals of supply and demand and other basic microeconomic terms are covered. Technical topics such as the engineering design process, product realization, and technology forecasting are discussed.
Last Four Terms Offered: Fall 2023, Fall 2022, Fall 2021, Fall 2020
Learning Outcomes:

- Students will be able to explore a multi-disciplinary look at high-technology entrepreneurial businesses.
- Students will define terms and be familiar with the general attributes of various funding sources.
- Students will calculate the rate of growth for a business, profit and loss, earnings per share, cost of goods sold, stock valuation, breakeven, and technology substitution rates.
- Students will demonstrate familiarity with the basics of intellectual property terminology and laws in the USA.
- Students will be familiar with the basics of microeconomics, such as supply and demand, externalities, and competition.

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

ENGRG 2350 - Career Development in Engineering (2 Credits)
Prepare to engage, reflect, and explore! This discussion based course will consist of in-class activities, journaling exercises, and homework assignments for shaping your career goals, choices, and planning. Through this course, you will develop an awareness of and ability to manage the career development process. You will be able to communicate with confidence about your values, skills, and strengths. You will learn to make connections with others who can assist you in your career development and advancement. You will create your own personal mission and vision statements. And, you will apply engineering knowledge to product design. If you are looking for a challenging and thought-provoking experience that encourages asking question, being curious, and taking risks, you've found it!
Last Four Terms Offered: Fall 2022, Spring 2022, Spring 2021, Spring 2020
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 2980 - Inventing an Information Society (3 Credits)
Crosslisted with INFO 2921, HIST 2920, AMST 2980, STS 2921
This course provides an introduction to the role computing and information technologies played in political public life, from tabulating machines used to calculate the census to Big Tech's impact on democratic procedures, the future of labor, and the environment. Though organized around three thematic units (Informing a Nation, Trusting Machines, and Generating Value), the course pays attention to the chronological trajectory of technologies and political practices and students will develop the skills necessary for historical analysis. While focusing on the US experience the course also highlights the international flow of labor, materials, and ideas. By studying the development of computing historically, we will grapple with the effects of computing and data sciences on society today, paying special attention to critiques of economic, racial, and gender injustice. The course will meet twice a week, and each meeting will include a lecture followed by a discussion. (HIST-HNA)
Prerequisites: INFO 1200 or STS 1201.
Distribution Requirements: (HA-AG), (HST-AS)
Last Four Terms Offered: Spring 2026, Spring 2023, Fall 2021, Fall 2019
Learning Outcomes:

- Classify ethical issues regarding political representation, workplace compensation, and access to information technology and synthesize how scholars have argued about the social significance of a variety of new information technologies.
- Identify major themes in the history of information technology and relate these to contemporary tech policy issues.
- Explain the complex, mutual relationship between technological changes introduced by engineers and their embeddedness in larger political movements within US history, using specific examples from the history of information technology
- Differentiate between technologically deterministic and social constructivist accounts of the history of information technology and critically evaluate the ways we tell histories of technological innovation with a focus on how these narratives shape political outcomes.

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

ENGRG 3230 - Engineering Economics and Management (3 Credits)
Crosslisted with CEE 3230
Introduction to engineering and business economics investment alternatives and to project management. Intended to give students a working knowledge of money management and how to make economic comparisons of alternatives involving future benefits and cost. The impact of inflation, taxation, depreciation, financial planning, economic optimization, project scheduling, and legal and regulatory issues are introduced and applied to economic investment and planning and project-management problems.
Prerequisites: or corequisites: CEE 3040 or ENGRD 2700 or ILRST 2100 or STSCI 2200 or AEM 2100 or permission of instructor.
Course Fee: Materials Fee, $130. Fee amount approximate.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Learning Outcomes:

- Gain a working knowledge of money management and how to make economic comparisons of alternative engineering designs or projects.
- Understand the impact of inflation, taxation, depreciation. Financial planning, economic basis for replacement, project scheduling, and legal and regulatory issues are introduced and applied to economic investment and project-management problems.
- Appreciation of ethical and other non-economic issues related to professional and personal financial and economic decisions.

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

ENGRG 3400 - Engineering Student Project Teams (1-3 Credits)
Intended for student members of Engineering Student Project Teams. Project Team students work in an applied setting that fosters knowledge transfer from the classroom to practice and development of professional skills necessary to work in multidisciplinary teams.
Prerequisites: ENGRG 1400.
Enrollment Information: Enrollment limited to: second semester first-years, sophomores, juniors, and seniors; others by permission of instructor.
Exploratory Studies: (CU-UG)

Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 3600 - Ethical Issues in Engineering Practice (3 Credits)
Crosslisted with STS 3601, PHIL 2471
This course surveys a range of ethical issues that arise in professional engineering, and provides discussion-based practice in analyzing and addressing them. Using normative frameworks from professional codes, philosophical ethics, value-sensitive design, feminist theory, and science & technology studies, the course engages with a series of historical, current, and fictional case studies, across a wide variety of engineering disciplines. Specific topics to be discussed may include: privacy, consumer rights, smart cities, geoengineering, artificial intelligence, and cloning. Instruction is through a mix of lectures and discussions.
Enrollment Information: for engineering students: enrollment limited to: sophomores, juniors, and seniors.
Distribution Requirements: (ETM-AS, SSC-AS), (KCM-AG, SBA-AG)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Learning Outcomes:

- Be familiar with and able to identify a range of ethical and social issues in professional and academic engineering practice.
- Understand some of the major normative theories in philosophy, science and technology studies, feminist theory, and other approaches.
- Be able to apply normative theories to specific cases in engineering, from a variety of different stakeholder perspectives, including the perspectives of historically marginalized social groups.
- Be able to analyze, evaluate, and produce normative arguments using evidence and techniques of philosophical argument.
- Have improved their research skills and written communication skills, particularly in argumentative writing.

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

ENGRG 3605 - Ethics of Computing and Artificial Intelligence Technologies (3 Credits)
Crosslisted with PHIL 2473, STS 3605
Computing is ubiquitous in modern life, and essential to professional work in engineering and many other disciplines. However, computing technologies, especially artificial intelligence, raise distinctive normative issues. This course surveys a variety of social, ethical, and political issues that arise in connection with computing technologies, including artificial intelligence, from a philosophical perspective. Specific topics may include: hacking, privacy, intellectual property, forms of deception and manipulation enabled by computing technologies, social injustices that are reinforced by algorithmic systems, machine ethics, and science fiction issues such as robot rights or existential risks posed by superintelligent computer systems. Content delivery will be through a mix of lectures, readings, and in-class discussion.
Enrollment Information: Enrollment limited to: sophomores, juniors, and seniors.
Distribution Requirements: (ETM-AS), (ETM-HA), (KCM-AG)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024
Learning Outcomes:

- Students will be able to identify and describe a variety of social, ethical, and political issues that arise distinctively from the use and development of computing technologies.
- Students will be able to use normative theories from the humanities and social sciences to make sense of ethical issues in computing.
- Students will be able to reason about, critique, defend, and develop specific opinions on social, ethical, and political issues that arise in connection to computing technologies.
- Students will have improved their written and oral communication skills and academic research skills.

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

ENGRG 3700 - Invisible by Design: Seeing the Hidden Systems Behind Engineering Decisions (3 Credits)
Engineering decisions shape nearly every aspect of modern life, from transportation and healthcare to artificial intelligence, infrastructure, manufacturing, and environmental systems. Yet many of the assumptions, tradeoffs, and consequences embedded within engineering systems remain invisible until systems fail or unintentionally exclude the people they are intended to serve. This course introduces students to sociotechnical approaches to engineering through engineering case studies, historical perspectives, systems thinking, and design activities. Students will analyze how engineering decisions affect different communities while developing practical approaches for identifying hidden assumptions, evaluating stakeholder impacts, and designing engineering systems that are technically sound, ethically responsible, and socially responsive. Through a semester-long Community Lens Project, engineering redesign activities, and collaborative discussion, students develop skills for analyzing and improving engineering systems in ways that better serve society.
Enrollment Information: Primarily for: juniors and seniors in Engineering.
Learning Outcomes:

- Analyze engineering systems using sociotechnical systems thinking to identify assumptions, stakeholder perspectives, and unintended consequences.
- Evaluate how historical, organizational, and societal contexts influence engineering design and decision-making.
- Design evidence-based recommendations that improve engineering systems while balancing technical performance, stakeholder needs, ethical responsibilities, and societal impacts.

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

ENGRG 3900 - Foundations of Engineering Leadership (2 Credits)
This is the first of two required classes in the Engineering Leadership Certification Program. The focus is on the self and team competencies covered in the certification program. Students gain knowledge about their own strengths, values, purpose, goals, and derailers. Further topics include project management basics, presentation skills, communication and team dynamics. Working from this foundation, students propose and form teams to enact a Leadership Project that has meaning and impact. Note that this class includes two required weekend retreats in addition to the regularly scheduled class: one during the first week of classes in January and the other in April.
Enrollment Information: Enrollment limited to: Leadership Certification Program students.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 3910 - Applied Engineering Leadership (3 Credits)
Weekly experiential learning about different aspects of leadership and teamwork. Exercises are fun and engaging, sometimes taking students outside of the lab to experiment with different people skills. Topics include communication, decision-making for leaders, managing conflict, ethics, influence and persuasion, organizational culture, and others.
Prerequisites: ENGRG 3900.
Enrollment Information: Enrollment limited to: Leadership Certification Program students.
Exploratory Studies: (CU-CEL)

Last Four Terms Offered: Spring 2026, Spring 2025, Fall 2023, Fall 2022
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 4010 - Engineering Exchange Program (15 Credits)
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 4400 - Engineering Student Project Team Leadership (1 Credit)
This skills-based, experiential learning course will use students' project team experiences as a vehicle to learn about, practice, and refine critical leadership skills. Students will have access to one on one and small group coaching throughout their enrollment in the course.
Prerequisites: ENGRG 1400 and ENGRG 3400.
Enrollment Information: Primarily for: Engineering Student Project team leads, sub-team leads.
Last Four Terms Offered: Fall 2026, Fall 2025, Spring 2025, Fall 2024
Learning Outcomes:

- Collaborate with fellow student project team leads to foster teamwork, cooperation, collaboration, and knowledge sharing, to enhance learning and empower peers and teammates, through participation in meetings, workshops, and activities each semester.
- Apply and integrate programmatic policies, expectations, and resources to team-specific project management, priorities, and initiatives, to create consistency and equity across and between teams, through engagement in core content offered each semester.
- Demonstrate growth and proficiency in one advanced leadership topic per semester.

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

ENGRG 4610 - Entrepreneurship for Engineers (3 Credits)
Crosslisted with MAE 4610, ORIE 4152
Enrollment Information: Enrollment limited to: juniors, seniors, and graduate students.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2023, Spring 2022
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 4800 - Eng Leader Skill Clinic: Listening Skills (0.5 Credits)
Listening is one of the most consequential – and most underestimated – skills a leader can develop. This clinic introduces intentional listening and effective inquiry as active, learnable practices that shape how we understand others, build trust, and make better decisions. Students will develop greater command over their attention, learn to ask questions that open rather than close conversations, and leave with concrete strategies for creating the conditions in which others are genuinely heard.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Fall 2026, Spring 2026, Spring 2025, Fall 2024
Learning Outcomes:

- Understand the importance of effective listening for building empathy, gaining information, understanding different perspectives, resolving conflict, and other leadership skills.
- Gain more control over your attention and how you listen to others
- Learn to ask questions that deepen conversations and connection.
- Develop strategies for engendering more effective listening in others.

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

ENGRG 4805 - Eng Leader Skill Clinic: Positive Team Culture (0.5 Credits)
Team culture is not the exclusive domain of leaders: every member shapes it, whether intentionally or not. This clinic equips students with the frameworks and tools to actively influence the norms, expectations, and behaviors that determine how a team functions, regardless of their role or title. Students will learn to diagnose what is supporting or undermining a team's performance, contribute to aligning members around shared goals, and respond constructively when culture drifts. Between workshops, students apply these skills in a real team context, then return to share lessons learned and build a personal plan for continued practice.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Fall 2026, Fall 2023, Fall 2022
Learning Outcomes:

- Assess the components of team culture that support versus undermine performance.
- Develop and apply a team contract to establish shared norms and expectations.
- Demonstrate the ability to contribute constructively to a positive team culture.

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

ENGRG 4810 - Eng Leader Skill Clinic: Inclusive Teams (0.5 Credits)
Every member of a team shapes its culture through daily choices, whether or not they hold a formal leadership role. This clinic equips students with the knowledge and skills to recognize what makes a team truly inclusive, understand why it matters for performance and collaboration, and take concrete action to strengthen it from whatever position they occupy. Students will examine how different perspectives and experiences shape team dynamics, explore the specific behaviors that make people feel valued or sidelined, and develop a personal approach to fostering belonging in the teams they are part of now and in the future.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Spring 2025, Spring 2023
Learning Outcomes:

- Identify the characteristics of inclusive teams and articulate why inclusion is essential to team effectiveness.
- Apply specific, role-appropriate actions to help build and sustain an inclusive team culture.

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

ENGRG 4815 - Eng Leader Skill Clinic: Performance and Accountability (0.5 Credits)
Clear expectations, honest follow-through, and the ability to address performance gaps directly are among the most practical skills a team member can develop. This clinic gives students tools for establishing shared expectations, honoring their own commitments, and having constructive conversations when things go off track. Students will practice turning accountability from an uncomfortable afterthought into a regular team habit and leave with a concrete approach they can apply in any team context.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Fall 2025
Learning Outcomes:

- Establish clear, shared expectations that support individual and team performance.
- Address unmet commitments directly and constructively, regardless of role or position on the team.

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

ENGRG 4820 - Eng Leader Skill Clinic: Difficult Conversations (0.5 Credits)
Difficult conversations are a normal feature of any team, workplace, or relationship that is functioning well. This clinic gives students the frameworks and language to approach those conversations with clarity and intention rather than avoidance. Students will learn what makes a conversation "difficult," why engaging rather than avoiding tends to produce better outcomes for everyone involved, and how to plan for, initiate, and navigate these exchanges constructively. Equal attention is given to managing one's own emotions in the moment and to using honest conversation as a foundation for stronger working relationships.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Fall 2025, Spring 2024, Spring 2023, Fall 2022
Learning Outcomes:

- Identify what constitutes a difficult conversation and explain why engaging with it matters for individual and team success.
- Plan for, initiate, and conduct a difficult conversation in a way that maximizes the chances of a productive outcome.
- Manage your own emotional responses during challenging exchanges.
- Use difficult conversations as an opportunity to strengthen rather than strain relationships.

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

ENGRG 4825 - Eng Leader Skill Clinic: Managing Conflict (0.5 Credits)
Whenever people work together on something that matters, disagreements and tensions are inevitable, and in high-performing teams, they are often intentional. Productive conflict drives creativity, sharpens decision-making, and surfaces assumptions that might otherwise go unchallenged. The skill lies in knowing how to encourage the right kinds of conflict, navigate them well, and address the kinds that undermine trust and progress before they take hold. This clinic gives students a framework for understanding different conflict styles, including their own, and specific tools for managing disagreements in ways that strengthen rather than strain the teams they are part of.
Enrollment Information: Enrollment preference given to: College of Engineering (COE) and Computer and Information Science (CIS) students.
Last Four Terms Offered: Fall 2026, Fall 2023
Learning Outcomes:

- Assess your own typical responses to conflict, including the situations and patterns that shape them.
- Identify a range of approaches to conflict and evaluate which is most productive in each context.
- Demonstrate the ability to engage with conflict more intentionally, drawing on a broader repertoire than your default style.

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

ENGRG 4830 - Eng Leader Skill Clinic: Giving Feedback (0.5 Credits)
The ability to give clear, useful feedback is one of the most practical skills a person can develop as a teammate and a leader. This clinic gives students a clear, practical framework for delivering feedback that is specific, honest, and useful, whether the message is affirming or corrective. Students will practice giving feedback in real situations and develop the confidence and language to do it well, building a skill that serves them in any collaborative environment.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Fall 2022
Learning Outcomes:

- Describe and apply the situation-behavior-impact model to structure effective feedback.
- Deliver feedback that is clear, specific, and oriented toward growth.

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

ENGRG 4835 - Eng Leader Skill Clinic: Receiving Feedback (0.5 Credits)
The ability to seek out feedback, sit with it, and act on it thoughtfully is one of the most reliable drivers of personal and professional growth. How you receive feedback is the single biggest determinant of its value. This clinic gives students practical strategies for seeking feedback out, managing their emotional responses in the moment, and analyzing what they hear to decide what to do with it. Students will develop a more intentional relationship with feedback as a resource, building a habit that will serve them throughout their academic and professional lives.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Spring 2023
Learning Outcomes:

- Explain why seeking feedback is a proactive strategy for growth and identify how to ask for it effectively.
- Describe what constitutes useful feedback and how to invite it.
- Manage your own emotional responses to receive even difficult feedback with openness and composure.
- Analyze feedback you have received and develop a plan for acting on it.

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

ENGRG 4840 - Eng Leader Skill Clinic: Effective Followership (0.5 Credits)
Leadership is often framed as a matter of title or position, but the people who shape teams most powerfully are not always the ones in charge. This clinic invites students to examine followership as a distinct and learnable set of skills: the ability to contribute with initiative, support a leader's vision without surrendering independent judgment, and influence team outcomes from any position. Students will explore what distinguishes passive compliance from active, engaged followership, and why the capacity to follow well is not a steppingstone to leadership but an enduring part of it.
Enrollment Information: Enrollment limited to: College of Engineering (COE) and Computer and Information Science (CIS) students; others by permission of department.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2023, Fall 2022
Learning Outcomes:

- Identify the mindset and behaviors that characterize effective followership.
- Demonstrate the ability to influence team outcomes and contribute meaningfully without relying on formal authority.
- Explain why the capacity to follow well is integral to effective leadership at any level.

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

ENGRG 4845 - Eng Leader Skill Clinic: Leading from Strength (0.5 Credits)
Every person leads from a particular combination of talents, and self-awareness about what those talents are makes a meaningful difference in how effectively they are used. This clinic helps students identify their core talents, articulate the value they add to a team, and develop a more intentional approach to leading from who they are. Students will also examine how strengths can become liabilities when overused or applied without awareness, building the kind of honest self-knowledge that underlies sustained leadership effectiveness.
Enrollment Information: Enrollment preference given to: College of Engineering (COE) and Computer and Information Science (CIS) students.
Last Four Terms Offered: Fall 2025, Spring 2024, Spring 2023
Learning Outcomes:

- Identify your core strengths and describe what they look like in practice across different contexts.
- Articulate how your strengths add value to a team and recognize the situations where they are most effective.
- Develop a plan for building your natural talents more deliberately.
- Recognize when a strength is being overused or misapplied, and adjust your approach accordingly.

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

ENGRG 4850 - Time Management for Leaders (0.5 Credits)
Time is the one resource that cannot be recovered, and how a person allocates it reflects their actual priorities more accurately than any plan or intention. This clinic helps students develop a clearer, more honest relationship with how they spend their time, and gives them practical frameworks for making better decisions about where their attention goes. Students will examine the habits and mindsets that drive procrastination and overcommitment, practice strategies for setting and holding priorities, and learn to balance competing demands in ways that are sustainable.
Last Four Terms Offered: Spring 2026, Fall 2024
Learning Outcomes:

- Analyze how you currently spend your time and identify patterns that support or undermine your priorities.
- Apply practical frameworks for setting priorities and making decisions about competing demands.
- Develop strategies for managing procrastination and sustaining energy across different kinds of work.

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

ENGRG 4855 - Engineering Leadership Skills Clinic: Objecting Respectfully - Ethical Dissent in Engineering Teams (0.5 Credits)
In this leadership skills clinic, students will learn how to raise ethical concerns and express dissent in a respectful, values-driven manner. Through inter-active exercises and applied frameworks, participants will develop the ability to focus their awareness to recognize internal ethical dilemmas, apply a framework to engage in constructive dialogue, and choose appropriate avenues for action. By the end of the course, students will be equipped to navigate dissent with integrity and confidence, contributing to ethical decision-making in team and organizational contexts.
Last Four Terms Offered: Spring 2026
Learning Outcomes:

- Recognize Ethical Tensions, students will be able to identify and articulate moments of ethical conflict—for example, within their teams or organizations, between their project goals and their stakeholders' concerns, and with-in themselves—using self-awareness and reflection to clarify values and concerns.
- Evaluate and Select Appropriate Avenues for Action, students will explore and assess various channels for raising dissent, considering organizational context, stakeholder dynamics, and personal integrity.
- Apply a Structured Framework for Dissent, students will be able to use a practical framework to articulate concerns respectfully, identify relevant ethical principles, and engage in constructive dialogue.

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

ENGRG 4895 - Eng Leader Skill Clinic: Special Topics (0.5 Credits)
Leadership Skills Clinics are brief, experiential classes designed to build core professional skills for working effectively with and through others. Each clinic focuses on a discrete skill and is structured around active learning—frameworks, applied exercises, and targeted feedback. Students should expect to engage directly with realistic scenarios, experiment with new approaches, and leave with concrete tools they can use immediately in academic, team, and professional settings. In-person attendance for the entirety of all class sessions is required.
Enrollment Information: Enrollment preference given to: College of Engineering (COE) and Computer and Information Science (CIS) students.
Last Four Terms Offered: Fall 2026
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 4900 - Independent Study in Engineering (1-3 Credits)
Individual or group study or project for students under the supervision of faculty in central college of engineering programs. Students are expected to spend 3-4 hours per week per credit hour working on the project and a final deliverable is required. To enroll, students should schedule a meeting with their mentor(s) to discuss the semester goals, requirements, and expectations associated with the research credit(s). Students must submit a Cornell Engineering Research for Credit Form (https://experience.cornell.edu/opportunities/cornell-engineering-research-credit). Upon approval, students are responsible for enrolling themselves with a permission number.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 4901 - Summer Undergraduate Research Experience in Engineering (1-6 Credits)
Last Four Terms Offered: Summer 2026, Summer 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 4910 - Innovation Collaborative (1 Credit)
Introduction to Intellectual Property (IP) including patents, copyright, trademarks, and trade secrets. By analyzing real cases the students will learn how to understand and characterize inventions, develop and implement IP, assess its value, and develop strategies for commercialization including licensing to an existing company or creation of a startup. By focusing on how to manage and leverage IP for competitive advantage the course is of particularly relevance to students interested in the intersection of engineering/science, invention, innovation, business, and entrepreneurship. Specific Topics to be Covered
Last Four Terms Offered: Fall 2026, Fall 2025
Learning Outcomes:

- Be able to determine inventiveness and understand the essential characteristics of invention.
- Describe differences between different IP assets and their respective value in an IP portfolio.
- Analyze Technology Readiness Levels, determine market relevance, and develop value proposition.
- Develop commercialization strategies for IP assets

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

ENGRG 4920 - Innovation Collaborative II: Technology to Commercialization Strategy (2 Credits)
This course provides an in-depth exploration of technology-to-market analysis. Core topics include understanding the market opportunity, evaluating competitive technologies and the intellectual property landscape, distinguishing between technology and product, and formulating effective technology commercialization strategies. Students will also examine market and customer needs, assess revenue potential, and design value-driven business models. As a continuation of ENGRG 4910, this course is particularly relevant for students interested in the intersection of engineering, science, technology, innovation, business, and entrepreneurship.
Last Four Terms Offered: Spring 2026
Learning Outcomes:

- Through the analysis of real-world case studies and use of proven methodologies, students will gain advanced skills in assessing the commercial potential of an emerging technology and crafting strategy for successful commercialization.
- Students will be able to critically evaluate technologies and articulate compelling value propositions.
- Students will be able to distinguish between a technological innovation and a market-ready product.
- Students will be able to develop comprehensive technology-to-market strategies grounded in market research and value creation principles.

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

ENGRG 4980 - Undergraduate Teaching and Learning in Engineering: AEW Facilitation (2 Credits)
This course provides selected undergraduate students with hands-on teaching experience by involving them in planning and leading Academic Excellence Workshop (AEW) courses. AEW facilitators work closely with a co-facilitator and communicate weekly with the associated course team to plan and deliver their sessions. Throughout the semester, facilitators receive thorough training on teaching math, chemistry, computer science, or engineering. They will read and discuss articles and videos, reflect on their own experiences, and engage in activities to improve their teaching and learning skills. The training covers topics such as building community, creating inclusion, how people learn, asking effective questions, structuring collaboration, and various student-centered teaching strategies. Trainings also include a focus on developing facilitators as leaders and professionals.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024
Learning Outcomes:

- Implement strategies that create an inclusive learning environment
- Create and maintain a student-centered, active learning environment
- Implement improvements and reflect on practices throughout the semester in which you are facilitating learning
- Describe the role of facilitator as leaders and mentors amongst peers
- Demonstrate teamwork and leadership skills with co-facilitator

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

ENGRG 4990 - Teaching in Engineering Leadership (1-4 Credits)
Teaching assistant responsibilities include class preparation, grading, and assisting students with class logistics. Regular class duties includes monitoring student class participation and facilitating exercises and discussions. Teaching assistants will help facilitate two outside-of-class retreats in the spring semester.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 4998 - Engineering Practical Training (0.25 Credits)
This independent study course offers engineering students an opportunity to reflect on professional and personal growth, challenges, and opportunities resulting from a recent internship. Typically, these internships take place in the summer and students, in the semester they return to campus, write a short paper describing their work experience and how it connects to the educational objectives of their major. The value of the course is in the reflection on expectations, successes, challenges and skills and knowledge gained during the internship.
Enrollment Information: Primarily for: undergraduates in engineering majors returning from internships. Not open to: CS majors.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Learning Outcomes:

- Examine the ways in which the internship experience met, exceeded, or did not meet the students' expectations at the outset. This includes the experience alignment with the employer's description as well as the students' personal and professional set of values and ethics.
- Identify knowledge, skills, or other experiences (in the conceptual, technical and social realm) that would be beneficial going forward in preparation for successful future in a chosen career based on the internship experience.
- Weigh the benefits and the challenges of working in an environment that is culturally unfamiliar.
- Synthesize the component reflections on strengths, challenges, expectations, and personal values into an exploration of potential career paths going forward.

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

ENGRG 5001 - Engineering Professional Master's Summer Research (0 Credits)
Last Four Terms Offered: Summer 2026, Summer 2025, Summer 2024, Summer 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 5330 - Engineering Professionalism (1 Credit)
Crosslisted with BEE 5330
The primary focus is to prepare students for the Fundamentals of Engineering (FE) exam, which is the first step in obtaining a Professional Engineering (PE) license. Students complete a formal comprehensive review of engineering subjects associated with the FE exam. Engineering professionalism topics will be covered in some of the lectures or asynchronous videos. Once the nationally conducted FE exam is passed, it is valid forever in any state as part of PE registration. Course grading is based upon weekly quizzes, assignments within the asynchronous videos, attendance, and a comprehensive online final that is similar to the FE exam. Alternatively, the quizzes and final portion of the grade can be covered by passing of the FE exam during the semester.
Enrollment Information: Enrollment limited to: engineering students with preference given to seniors and graduate students.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 5350 - Career Search and Exploration for Engineers (1 Credit)
This course delves into the essential elements of career planning and job search strategies. Through interactive discussions and practical exercises, students will identify their strengths, skills, and values, honing their ability to articulate these effectively in professional contexts. They will gain comprehensive insights into the complete job search process, including learning how to craft compelling application materials, cultivate their professional network, communicate with confidence during interviews, and negotiate offers effectively.
Enrollment Information: Enrollment limited to: Master of Engineering (MEng) students.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 5351 - Professional Development for Engineers (1 Credit)
This course is dedicated to fostering overall professional growth and enhancement. Students will explore advanced techniques for leveraging their strengths and experiences to advance their careers. Through engaging discussions and immersive activities, they will refine their communication skills, leadership abilities, and emotional intelligence. Topics include personal branding, navigating team dynamics in the workplace, and career goal setting. Students will also delve into strategies for continuous learning and adaptation in an ever-evolving professional landscape.
Enrollment Information: Enrollment limited to: Master of Engineering (MEng) students.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 5800 - Eng Leader Skill Clinic: Listening Skills (0.5 Credits)
Listening is one of the most consequential – and most underestimated – skills a leader can develop. This clinic introduces intentional listening and effective inquiry as active, learnable practices that shape how we understand others, build trust, and make better decisions. Students will develop greater command over their attention, learn to ask questions that open rather than close conversations, and leave with concrete strategies for creating the conditions in which others are genuinely heard.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Last Four Terms Offered: Fall 2026
Learning Outcomes:

- Understand the importance of effective listening for building empathy, gaining information, understanding different perspectives, resolving conflict, and other leadership skills.
- Gain more control over your attention and how you listen to others.
- Learn to ask questions that deepen conversations and connection.
- Develop strategies for engendering more effective listening in others.

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

ENGRG 5805 - Eng Leader Skill Clinic: Positive Team Culture (0.5 Credits)
Team culture is not the exclusive domain of leaders: every member shapes it, whether intentionally or not. This clinic equips students with the frameworks and tools to actively influence the norms, expectations, and behaviors that determine how a team functions, regardless of their role or title. Students will learn to diagnose what is supporting or undermining a team's performance, contribute to aligning members around shared goals, and respond constructively when culture drifts. Between workshops, students apply these skills in a real team context, then return to share lessons learned and build a personal plan for continued practice.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Last Four Terms Offered: Fall 2026
Learning Outcomes:

- Assess the components of team culture that support versus undermine performance.
- Develop and apply a team contract to establish shared norms and expectations.
- Demonstrate the ability to contribute constructively to a positive team culture.

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

ENGRG 5810 - Eng Leader Skill Clinic: Inclusive Teams (0.5 Credits)
Every member of a team shapes its culture through daily choices, whether or not they hold a formal leadership role. This clinic equips students with the knowledge and skills to recognize what makes a team truly inclusive, understand why it matters for performance and collaboration, and take concrete action to strengthen it from whatever position they occupy. Students will examine how different perspectives and experiences shape team dynamics, explore the specific behaviors that make people feel valued or sidelined, and develop a personal approach to fostering belonging in the teams they are part of now and in the future.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:

- Identify the characteristics of inclusive teams and articulate why inclusion is essential to team effectiveness.
- Apply specific, role-appropriate actions to help build and sustain an inclusive team culture.

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

ENGRG 5815 - Eng Leader Skill Clinic: Performance and Accountability (0.5 Credits)
Clear expectations, honest follow-through, and the ability to address performance gaps directly are among the most practical skills a team member can develop. This clinic gives students tools for establishing shared expectations, honoring their own commitments, and having constructive conversations when things go off track. Students will practice turning accountability from an uncomfortable afterthought into a regular team habit and leave with a concrete approach they can apply in any team context.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:
- Establish clear, shared expectations that support individual and team performance.
- Address unmet commitments directly and constructively, regardless of role or position on the team.

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

ENGRG 5820 - Eng Leader Skill Clinic: Difficult Conversations (0.5 Credits)
Difficult conversations are a normal feature of any team, workplace, or relationship that is functioning well. This clinic gives students the frameworks and language to approach those conversations with clarity and intention rather than avoidance. Students will learn what makes a conversation "difficult," why engaging rather than avoiding tends to produce better outcomes for everyone involved, and how to plan for, initiate, and navigate these exchanges constructively. Equal attention is given to managing one's own emotions in the moment and to using honest conversation as a foundation for stronger working relationships.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:
- Identify what constitutes a difficult conversation and explain why engaging with it matters for individual and team success.
- Plan for, initiate, and conduct a difficult conversation in a way that maximizes the chances of a productive outcome.
- Manage your own emotional responses during challenging exchanges.
- Use difficult conversations as an opportunity to strengthen rather than strain relationships.

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

ENGRG 5825 - Eng Leader Skill Clinic: Managing Conflict (0.5 Credits)
Whenever people work together on something that matters, disagreements and tensions are inevitable, and in high-performing teams, they are often intentional. Productive conflict drives creativity, sharpens decision-making, and surfaces assumptions that might otherwise go unchallenged. The skill lies in knowing how to encourage the right kinds of conflict, navigate them well, and address the kinds that undermine trust and progress before they take hold. This clinic gives students a framework for understanding different conflict styles, including their own, and specific tools for managing disagreements in ways that strengthen rather than strain the teams they are part of.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Last Four Terms Offered: Fall 2026
Learning Outcomes:
- Assess your own typical responses to conflict, including the situations and patterns that shape them.
- Identify a range of approaches to conflict and evaluate which is most productive in each context.
- Demonstrate the ability to engage with conflict more intentionally, drawing on a broader repertoire than your default style.

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

ENGRG 5830 - Eng Leader Skill Clinic: Giving Feedback (0.5 Credits)
The ability to give clear, useful feedback is one of the most practical skills a person can develop as a teammate and a leader. This clinic gives students a clear, practical framework for delivering feedback that is specific, honest, and useful, whether the message is affirming or corrective. Students will practice giving feedback in real situations and develop the confidence and language to do it well, building a skill that serves them in any collaborative environment.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:
- Describe and apply the situation-behavior-impact model to structure effective feedback
- Deliver feedback that is clear, specific, and oriented toward growth

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

ENGRG 5835 - Eng Leader Skill Clinic: Receiving Feedback (0.5 Credits)
The ability to seek out feedback, sit with it, and act on it thoughtfully is one of the most reliable drivers of personal and professional growth. How you receive feedback is the single biggest determinant of its value. This clinic gives students practical strategies for seeking feedback out, managing their emotional responses in the moment, and analyzing what they hear to decide what to do with it. Students will develop a more intentional relationship with feedback as a resource, building a habit that will serve them throughout their academic and professional lives.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Last Four Terms Offered: Fall 2026
Learning Outcomes:

- Explain why seeking feedback is a proactive strategy for growth and identify how to ask for it effectively.
- Describe what constitutes useful feedback and how to invite it.
- Manage your own emotional responses to receive even difficult feedback with openness and composure.
- Analyze feedback you have received and develop a plan for acting on it.

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

ENGRG 5840 - Eng Leader Skill Clinic: Effective Followership (0.5 Credits)
Leadership is often framed as a matter of title or position, but the people who shape teams most powerfully are not always the ones in charge. This clinic invites students to examine followership as a distinct and learnable set of skills: the ability to contribute with initiative, support a leader's vision without surrendering independent judgment, and influence team outcomes from any position. Students will explore what distinguishes passive compliance from active, engaged followership, and why the capacity to follow well is not a steppingstone to leadership but an enduring part of it.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:

- Identify the mindset and behaviors that characterize effective followership.
- Demonstrate the ability to influence team outcomes and contribute meaningfully without relying on formal authority.
- Explain why the capacity to follow well is integral to effective leadership at any level.

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

ENGRG 5845 - Eng Leader Skill Clinic: Leading from Strength (0.5 Credits)
Every person leads from a particular combination of talents, and self-awareness about what those talents are makes a meaningful difference in how effectively they are used. This clinic helps students identify their core talents, articulate the value they add to a team, and develop a more intentional approach to leading from who they are. Students will also examine how strengths can become liabilities when overused or applied without awareness, building the kind of honest self-knowledge that underlies sustained leadership effectiveness.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:

- Identify your core strengths and describe what they look like in practice across different contexts.
- Articulate how your strengths add value to a team and recognize the situations where they are most effective.
- Develop a plan for building your natural talents more deliberately.
- Recognize when a strength is being overused or misapplied, and adjust your approach accordingly.

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

ENGRG 5850 - Time Management for Leaders (0.5 Credits)
Time is the one resource that cannot be recovered, and how a person allocates it reflects their actual priorities more accurately than any plan or intention. This clinic helps students develop a clearer, more honest relationship with how they spend their time, and gives them practical frameworks for making better decisions about where their attention goes. Students will examine the habits and mindsets that drive procrastination and overcommitment, practice strategies for setting and holding priorities, and learn to balance competing demands in ways that are sustainable.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:

- Analyze how you currently spend your time and identify patterns that support or undermine your priorities.
- Apply practical frameworks for setting priorities and making decisions about competing demands.
- Develop strategies for managing procrastination and sustaining energy across different kinds of work.

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

ENGRG 5855 - Engineering Leadership Skills Clinic: Objecting Respectfully - Ethical Dissent in Engineering Teams (0.5 Credits)
In this leadership skills clinic, students will learn how to raise ethical concerns and express dissent in a respectful, values-driven manner. Through inter-active exercises and applied frameworks, participants will develop the ability to focus their awareness to recognize internal ethical dilemmas, apply a framework to engage in constructive dialogue, and choose appropriate avenues for action. By the end of the course, students will be equipped to navigate dissent with integrity and confidence, contributing to ethical decision-making in team and organizational contexts.
Enrollment Information: Priority given to: Master of Engineering (MEng) students.
Learning Outcomes:

- Recognize Ethical Tensions: Students will be able to identify and articulate moments of ethical conflict—for example, within their teams or organizations, between their project goals and their stakeholders' concerns, and within themselves—using self-awareness and reflection to clarify values and concerns.
- Evaluate and Select Appropriate Avenues for Action: Students will explore and assess various channels for raising dissent, considering organizational context, stakeholder dynamics, and personal integrity.
- Apply a Structured Framework for Dissent: Students will be able to use a practical framework to articulate concerns respectfully, identify relevant ethical principles, and engage in constructive dialogue.

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

ENGRG 5895 - Eng Leader Skill Clinic: Special Topics (0.5 Credits)
Leadership Skills Clinics are brief, experiential classes designed to build core professional skills for working effectively with and through others. Each clinic focuses on a discrete skill and is structured around active learning—frameworks, applied exercises, and targeted feedback. Students should expect to engage directly with realistic scenarios, experiment with new approaches, and leave with concrete tools they can use immediately in academic, team, and professional settings. In-person attendance for the entirety of all class sessions is required.
Enrollment Information: Enrollment preference given to: College of Engineering (COE) and Computer and Information Science (CIS) students.
Last Four Terms Offered: Fall 2026
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 5910 - Innovation Collaborative (1 Credit)
Introduction to Intellectual Property (IP) including patents, copyright, trademarks, and trade secrets. By analyzing real cases the students will learn how to understand and characterize inventions, develop and implement IP, assess its value, and develop strategies for commercialization including licensing to an existing company or creation of a startup. By focusing on how to manage and leverage IP for competitive advantage the course is of particularly relevance to students interested in the intersection of engineering/science, invention, innovation, business, and entrepreneurship.
Last Four Terms Offered: Fall 2026, Fall 2025
Learning Outcomes:

- Be able to determine inventiveness and understand the essential characteristics of invention.
- Describe differences between different IP assets and their respective value in an IP portfolio.
- Integrate Patent & Trade Secrets to develop a comprehensive IP strategy.
- Evaluate Technology Readiness Levels, determine market relevance, and develop value proposition.
- Develop commercialization strategies for IP assets and a brief commercialization plan.

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

ENGRG 5920 - Innovation Collaborative II: Technology to Commercialization Strategy (2 Credits)
This course provides an in-depth exploration of technology-to-market analysis. Core topics include understanding the market opportunity, evaluating competitive technologies and the intellectual property landscape, distinguishing between technology and product, and formulating effective technology commercialization strategies. Students will also examine market and customer needs, assess revenue potential, and design value-driven business models. As a continuation of ENGRG 4910, this course is particularly relevant for students interested in the intersection of engineering, science, technology, innovation, business, and entrepreneurship.
Last Four Terms Offered: Spring 2026
Learning Outcomes:

- Through the analysis of real-world case studies and use of proven methodologies, students will gain advanced skills in assessing the commercial potential of an emerging technology and crafting strategy for successful commercialization.
- Students will be able to critically evaluate technologies and articulate compelling value propositions.
- Distinguish between a technological innovation and a market-ready product.
- Develop comprehensive technology-to-market strategies grounded in market research and value creation principles.
- Analyze complex technology commercialization pathways considering intellectual property, regulatory, and competitive market dynamics.
- Synthesize technical, business, and societal perspectives to recommend evidence-based commercialization strategies.

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

ENGRG 6780 - Teaching Seminar (1 Credit)
Independent study promoting reflection on teaching styles and experiences for graduate student teaching assistants in the College of Engineering. Participants may be concurrently fulfilling a TA assignment or must have done so in the past. Requirements include participation and completion of the College of Engineering's TA Development Program. This course is designed to provide Cornell Engineering TAs with the opportunity to process their understanding of teaching and learning through the formulation of questions, concepts, and theories related to their experiences.
Enrollment Information: Enrollment limited to: graduate students.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

ENGRG 7930 - Peer Mentoring and Leadership Essentials (1 Credit)
Crosslisted with CHEME 6930, MSE 7930
This course develops fundamental communication, coaching, mentorship and leadership skills for PhD students. It is designed specifically for PhD mentors in the Ezra's Bridge program; however, the course is appropriate for all PhD students who wish to be more effective lab members and leaders.
Enrollment Information: Enrollment limited to: Ezra's Bridge Program and Science, Technology, Engineering & Math (STEM) field Doctor of Philosophy (PhD) students.
Last Four Terms Offered: Spring 2024, Spring 2023, Spring 2022
Learning Outcomes:

- Demonstrate competence in core skills of peer coaching and mentoring.
- Demonstrate competence in creating an inclusive and psychologically safe academic work environment.
- Demonstrate competence in proactive leadership communication skills.

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