



BM ET 1303

Networking

Fundamentals 1



About Us

The College of Biomedical Equipment Technology (CBET) is a majority Veteran owned and operated private college offering Biomedical Equipment Technician (BMET), Healthcare Technology Management (HTM) and Healthcare Information Systems Management training at the certificate and associates degree levels. Our leadership team is comprised of individuals with decades of experience in the healthcare industry and education. Similarly, our instructional staff is comprised of industry experts and award-winning educators dedicated to providing quality education, training, and career services to our students.

Locations

Main Campus

105 Windy Meadows, Suites 201
Schertz, Texas 78154
www.cbet.edu

Mission

“The College of Biomedical Equipment Technology delivers premier education and training in Healthcare Technology Management and Information Technology to equip students to meet the evolving needs of the industries we serve.”

ABOUT THE COURSE

Networking Fundamentals I The Professional Career Development course will develop a foundation and understanding of network fundamentals. BMET Networking Fundamentals will focus on subjects including IP addressing, network models, cabling and topology, Ethernet, TCP/IP, routing, network naming, and securing TCP/IP.

- IP Addressing
- Networking Models
- Networking Connectivity
- Manage, Configure, and Troubleshooting Networks

COURSE DESCRIPTION

This 6-week course is designed to strengthen the students understanding of basic networking concepts and terminology. They will develop an understanding of local area networks (LAN), wide area networks (WAN), the internet, security, cabling, network naming, and applications as it relates to networks. The students will learn the components and topography of local area networks and networking standards; how to configure routers, switches, and wireless devices; features and benefits of wireless devices and virtual LANs. Students will also develop a solid foundation in the field of networking, master the competencies, terminologies, and practical applications of networking via the Cisco Packet tracer simulation environment.

LEARNING OBJECTIVES

- LO1. Illustrate knowledge of the 7-layer OSI model. Articulate the network topology types and the cabling and connectors required to create a network.
- LO2. Define and describe Ethernet implementations, standards, and utilization. Students will develop a working knowledge of Ethernet cabling and Gigabit Ethernet protocols.
- LO3. Develop an understanding of basic network components and structure. Knowledge of TCP/IP protocol suite implementation and application.
- LO4. Explain network routing, router configuration, and installing a router in a network. Define common ports, and their functions in relationship to a TCP/IP network.
- LO5. Describe the functions and capabilities of a Domain name server (DNS). Understand TCP/IP utilities and tools for securing a TCP/IP network.
- LO6. Demonstrate the ability to manage, configure, and troubleshoot network infrastructure as a whole.

TIME-ON-TASK

Time on task is the total learning time spent by a student in this course, including instructional time and time spent studying and completing course assignments and other activities (e.g., reading, research, writing, individual and group projects.) These activities are:

- Attending the weekly webinars
- Reading course presentations/ "lectures"
- Reviewing course notes
- Reading assignment references, books, or other course materials
- Participation in online discussions
- Conducting research
- Writing papers or other assignments
- Completing other assignments (e.g., projects)

The entire course Time-on-Task is 110 hours.

Instructional Team

The Networking Fundamentals I course is led by a talented and seasoned instructor via webinar and interactive distance learning formats. In addition to the weekly live sessions, instructors are accessible via the Learning Management System (LMS) daily, and by appointment via Zoom between the hours of Monday through Friday from 0800-1700 (CST).



Dylan Marrone is an active-duty Navy Sailor, serving as a Hospital Corpsman with deployments to Iraq, Afghanistan, and Australia throughout his 16-year career. He has worked as a Biomedical Equipment Technician in various settings, with experience in hospitals, clinics, and austere environments. He holds a bachelor's degree in healthcare administration along with various industry certifications to include: Project Management Professional (PMP), CompTIA A+, Network+, Security+, Server+, Data+, and Certified Technical Trainer (CTT+). He has also earned his Master Training Specialist (MTS) qualification and Certified Postsecondary Instructor (CPI) at his current command where he teaches Medical Device Information Technology in the DoD Biomedical Equipment Technician Program. He is married to his wife, Amethyst, and they have two daughters, Kaiya and Athena, and a lab/pointer mix named Cali. Throughout the course, Dylan can be contacted directly through CANVAS messaging or via email at dmarrone@cbet.edu, during office hours, Monday through Friday, 0800-1700 CST.

Instructional Methods and Activities

The student online learning environment is structured to mirror the course syllabus and includes all the information students require to successfully navigate the course. The online learning environment, referred to as CANVAS, provides a means for students to engage, communicate, and learn. CBET instructors will actively engage students in CANVAS via discussion board forums and other activities designed to cultivate student engagement and participation.

Online Classes (Daily): Students are expected to engage in CANVAS. Courses include weekly assignments, quizzes, tests, and other requirements prescribed by the instructor. Students are responsible for completing weekly assignments in a timely manner as prescribed by the instructor(s). It is important to remember that in addition to the resulting grades, completion of weekly assignments is also used to measure student engagement, attendance, and participation.

Weekly Live Webinars Mandatory: Instructor-led webinars will be conducted at least once per week (60 Minutes). Additionally, students may request one-on-one counseling or tutoring sessions based on the instructor's availability. Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review.

Online Discussion Forum (Daily/Weekly): CANVAS includes a discussion board with weekly prompts and instructions for completing daily/weekly assignments. Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement (200 words). Additionally, students are required to engage with peers by responding to no fewer than two student responses per week. Student participation and attendance in CANVAS is reported to the Director of Education on a weekly basis and the information is used, in part, to measure attendance and participation in the course.

Packet Tracer is a free network simulator tool for certification exam preparation, particularly for CCNA students. It's available directly through the Cisco Networking Academy. Packet Tracer is a product of Cisco, Inc. All Rights Reserved.

Late/Make-up work: All assignments must be completed on time and as instructed to receive full credit. Make-up work shall:

1. Be supervised by an instructor approved for the subject being made up.
2. Require the student to demonstrate the same knowledge or competence expected of a student who attended the scheduled class session.
3. No more than 5% of the missed work can be made up. All work must be completed and submitted within seven (7) calendar days of its original due date. All coursework must be submitted no later than six (6) calendar days after the course ends.

WEEK 1/MODULE 1 (The OSI Model and Packet Tracer Familiarization)

Learning Objective 1: Develop a foundation and understanding of network fundamentals. BMET Networking Fundamentals I will focus on subjects including IP addressing, the OSI model, cabling and topology, Ethernet, TCP/IP, routing, network naming, and securing TCP/IP.

TLO 1	Illustrate knowledge of the 7-layer OSI model. Articulate the network topology types and the cabling and connectors required to create a network.
TLO 2	Define and describe Ethernet implementations, standards, and utilization. They will develop a working knowledge of Ethernet cabling and Gigabit Ethernet protocols.
TLO 3	Develop an understanding of basic network components and structure. Knowledge of TCP/IP protocol suite implementation and application.
TLO 4	Explain network routing, router configuration, and installing a router in a network. Define common ports, and their functions in relationship to a TCP/IP network.
TLO 5	Describe the functions and capabilities of a Domain name server (DNS). Understand TCP/IP utilities and tools for securing a TCP/IP network.
TLO 6	Demonstrate familiarization with Cisco Packet Tracer by creating a simple network.

Module 1 Overview:

During the first week of class, students will compare and contrast the Open Systems Interconnection (OSI) model layers and encapsulation concepts. Explain the characteristics of network topologies and network types. Compare and contrast various devices, their features, and their appropriate placement on the network. Describe how the OSI seven-layer model helps technicians understand and troubleshoot networks. Explain the major functions of networks with the OSI seven-layer model. Students are Introduced and become familiar with Cisco Packet Tracer, a free online network simulation tool. Students will be required to participate in a webinar to discuss network models, cabling, topology, and Cisco Packet tracer simulation environment and download the latest version. There are instruction files as well as .pka activity files which gives step-by-step instructions for completing the activity.

Week 1 Discussion Questions

Discussion Question (DQ) 1: The OSI Model is a useful tool to understand and communicate about connectivity and sharing of information (the internet). Have you ever used this model before? How do you think it could be applied in the HTM (Healthcare Technology Management) industry? [Minimum 200 words post, and 2 peer responses for full credit]

Webinar Session (60 Minutes): The Week 1 webinar will include a course overview and instructions to improve the student's ability to access materials and resources. Students will be asked to introduce themselves and will be expected to actively participate throughout the session. The webinar session will discuss network models, cabling, topology, and Cisco Packet tracer simulation environment and download the latest version. Students are encouraged to engage with the instructor during this dedicated time to go over Getting started Module in the Packet tracer simulator.

Week 1 Assignments

Assignment 1: Read the assigned article and answer the applicable questions.

Assignment 2: Complete a weekly quiz.

Assignment 3: Write a 200-word summary about the webinar for this week.

Assignment 4: Complete all modules within the Getting Started with Cisco Packet Tracer.

Time-on-Task

The Time-on-Task for this module is 18 hours.

WEEK 2/MODULE 2 (Ethernet Basics / Modern Ethernet)

Learning Objective 2: Define and describe the operations and applications of Ethernet. Discuss cabling and the Gigabit Ethernet standards.

TLO 1	Define and describe Ethernet and its implementations.
TLO 2	Describe ways to extend and enhance Ethernet Networks.
TLO 3	Describe the varieties of 100-megabit Ethernet.
TLO 4	Compare and contrast various devices, their features, and their appropriate placement on the network.
TLO 5	Describe Ethernet varieties beyond Gigabit.

Module 2 Overview:

During week 2 students will summarize, define, and describe Ethernet and its implementations. Students will gain an understanding of the history behind the Ethernet standard and describe ways to extend and enhance Ethernet Networks. Students will discuss the evolution of Ethernet and its effect on data sharing. Students will be required to complete multiple modules in the Networking Basics within Cisco Packet tracer simulation environment. There are instruction files as well as .pka activity files which gives step-by-step instructions for completing the activity.

Week 2 Discussion Questions

Discussion Question (DQ) 1: Write a 200-word minimum discussing the evolution of Ethernet and its effect on data sharing. [Minimum 200 words post, and 2 peer responses for full credit]

Webinar Session (60 Minutes): The week 2 webinar will be going over Ethernet basics and Standards. Students will learn about Ethernet implementations, ways to enhance and extend Ethernet networks. Students are encouraged to engage with the instructor during this dedicated time to go over the modules in the Packet tracer simulator.

Week 2 Assignments

Assignment 1: Read the assigned article and answer the applicable questions.

Assignment 2: Complete a weekly quiz.

Assignment 3: Write a 200-word summary about the webinar for week two webinar.

Assignment 4: Complete Modules 1- 4 (Communication in a Connected World - Build a Home Network) in the Networking Basics within Cisco Packet tracer simulation environment.

Assignment 5: Complete Networking Basics Module 1 - 4 Checkpoint Exam

Time-on-Task

The Time-on-Task for this module is 18 hours.

WEEK 3/MODULE 3 (Installing a Physical Network / TCP / IP Basics)

Learning Objective 3: Student will develop an understanding and working knowledge of cabling and installing a simple structured network. Develop an understanding of the TCP/IP protocol suite to include addressing, CIDR, subnetting, and the use of static and dynamic addressing.

TLO 1	Describe the functions of basic components in a structured cabling system.
TLO 2	Explain the process of installing structured cabling and network interface cards.
TLO 3	Apply Basic troubleshooting on a structured cable network.
TLO 4	Explain CIDR and Subnetting.
TLO 5	Identify the importance and functions of a static and dynamic addressing scheme.

Module 3 Overview:

During week 3 students will understand networking components, types and connections involved in basic networking. Explain the characteristics of network topologies and network types. Summarize the types of cables and connectors and explain which is the appropriate type for a solution. Explain the purpose of organizational documents and policies. Explain high availability and disaster recovery concepts and summarize which is the best solution. Demonstrate the ability to understand networking components. Students will discuss the location of a Telecommunications room and what issues should be kept in mind when planning a location. Students will be required to complete multiple modules in the Networking Basics within Cisco Packet tracer simulation environment. There are instruction files as well as .pka activity files which gives step-by-step instructions for completing the activity.

Week 3 Discussion Questions

Discussion Question (DQ) 1: Students will discuss the location of a Telecommunications room and what issues should be kept in mind when planning a location [Minimum 200 words post, and 2 peer responses for full credit]

Webinar Session (60 Minutes): The week 3 webinar will be going over Physical networks and TCP IP basics. Students will recognize and describe the functions of basic components in a structured cabling system. Explain the process of installing structured cable and perform basic troubleshooting on a structured cable network. Describe how the TCP/IP protocol suite works. Explain CIDR and subnetting. Describe the functions of static and dynamic IP addresses. Students are encouraged to engage with the instructor during this dedicated time to go over the modules in the Packet tracer simulator.

Week 3 Assignments

Assignment 1: Read the assigned article and answer the applicable questions.

Assignment 2: Complete a weekly quiz.

Assignment 3: Write a 200-word summary about the webinar for week three webinar.

Assignment 4: Complete Module 5 – 7 (Communication Principles - The Access Layer) in the Networking Basics within Cisco Packet tracer simulation environment.

Assignment 5: Networking Basics Module 5 – 7 Checkpoint Exam.

Time-on-Task

The Time-on-Task for this module is 19 hours.

WEEK 4/MODULE 4 (Routing / TCP / IP Applications)

Learning Objective 4: Students will be knowledgeable in network routing, routing technologies as well as installation and configuration of a router.

TLO 1	Explain how routers work and how to effectively set a router up.
TLO 2	Understand Dynamic routing technologies.
TLO 3	Install and configure a router successfully.
TLO 4	Identify Common transport and network layer protocols.
TLO 5	Identify Common port numbers and common TCP/IP applications.

Module 4 Overview:

During week 4 students will explain how routers work. Understand dynamic routing technologies. Install and configure a router successfully. Describe common Transport and Network layer Protocols. Explain the power of port numbers. Define common TCP/IP applications such as Telnet, SSH, e-mail (SMTP, POP3, and IMAP4), databases, FTP, HTTP, and HTTPS. Students will discuss the importance and what are some of the main features of router. Students will be required to complete multiple modules in the Networking Basics within Cisco Packet tracer simulation environment. There are instruction files as well as .pka activity files which gives step-by-step instructions for completing the activity.

Week 4 Discussion Questions

Discussion Question (DQ) 1: Discuss the importance and what are some of the main features of router.
[Minimum 200 words response for full credit, and 2 peer responses]

Webinar Session (60 Minutes): The week 4 webinar will include introduction to IP Routing, the basics of routing concepts and protocols, basics of TCP/IP Applications, the uses and purposes of ports and protocols, and the functions of network services. Additionally, students will engage in topics associated with common Transport and Network layer protocols and the power of port numbers. Students are encouraged to engage with the instructor during this dedicated time to go over the modules in the Packet tracer simulator.

Week 4 Assignments

Assignment 1: Read the assigned article and answer the applicable questions.

Assignment 2: Complete a weekly quiz.

Assignment 3: Write a 200-word minimum summary of the week four webinar.

Assignment 4: Complete Module 8 – 11 (The Internet Protocol - Dynamic Addressing with DHCP) in the Networking Basics within Cisco Packet tracer simulation environment.

Assignment 5: Networking Basics Module 8 - 11 Checkpoint Exam.

Time-on-Task

The Time-on-Task for this module is 18 hours.

WEEK 5/MODULE 5 (Network Naming / Securing TCP / IP)

Learning Objective 5: Students will define the functions and capabilities of a Domain Name Server (DNS). They will understand the methods and procedures for securing a TCP/IP network.

TLO 1	Configure early name resolution solutions
TLO 2	Functions and capabilities of a Domain Name Server (DNS)
TLO 3	Common TCP/IP utilities to diagnose problems with DNS
TLO 4	Standard methods for securing TCP/IP networks
TLO 5	TCP/IP security standards
TLO 6	Secure TCP/IP applications

Module 5 Overview:

During week 5 students will explain the basics of Network Naming, the purposes of ports and protocols, the functions of network services, functions and capabilities of a Domain Name Server (DNS), common TCP/IP utilities that are used to diagnose problems with DNS. Additionally, students will engage in topics associated with securing TCP/IP, the purposes and uses of ports and protocols, the purposes and use cases for advanced networking devices and remote access methods. Students will discuss some techniques for securing a TCP/IP network and how are these security measures implemented. Students will be required to complete multiple modules in the Networking Basics within Cisco Packet tracer simulation environment. There are instruction files as well as .pka activity files which gives step-by-step instructions for completing the activity.

Week 5 Discussion Questions

Discussion Question (DQ) 1: What are some techniques for securing a TCP/IP network? How are these security measures implemented? [Minimum 200 words response for full credit, and 2 peer responses]

Webinar Session (60 Minutes): The week 5 webinar will include basics of Network Naming, the purposes of ports and protocols, the functions of network services, functions and capabilities of a Domain Name Server (DNS), common TCP/IP utilities that are used to diagnose problems with DNS. Students will engage in topics associated with securing TCP/IP, the purposes and uses of ports and protocols, the purposes and use cases for advanced networking devices and remote access methods. Students are encouraged to engage with the instructor during this dedicated time to go over the modules in the Packet tracer simulator.

Week 5 Assignments

Assignment 1: Read the assigned article and answer the applicable questions.

Assignment 2: Complete a weekly quiz.

Assignment 3: Write a 200-word summary about the webinar for this week.

Assignment 4: Complete Module 12 – 14 (Gateways to Other Networks - Routing Between Networks) in the Networking Basics within Cisco Packet tracer simulation environment.

Assignment 5: Networking Basics Module 12 - 14 Checkpoint Exam.

Time-on-Task

The Time-on-Task for this module is 19 hours.

WEEK 6/MODULE 6 (The OSI Model and Packet Tracer Familiarization)

Learning Objective 6: Demonstrate proficiencies and knowledge retention over previous five weeks of instruction.

TLO 1	Explain each layer of TCP/IP and OSI models and its importance.
TLO 2	Compare and contrast the TCP/IP model and the OSI model.
TLO 3	Categorize the various network topologies that may be used in today's environment.
TLO 4	Restate the history of Ethernet and its capabilities.
TLO 5	Summarize previous weeks knowledge.
TLO 6	Apply previous weeks knowledge into final practical.

Module 6 Overview:

During week 6 students will recall and summarize the previous five-week information. They will have to explain each layer of TCP/IP and OSI models and its importance, compare and contrast the TCP/IP model and the OSI model, categorize the various network topologies that may be used in today's environment, restate the history of Ethernet and its capabilities. Students will discuss what they found interesting during the last 5 weeks. Students will be required to complete multiple modules in the Networking Basics within Cisco Packet tracer simulation environment. There are instruction files as well as .pka activity files which gives step-by-step instructions for completing the activity.

Week 6 Discussion Questions

Discussion Question (DQ) 1: What is something that you learned or found interesting during the last 5 weeks? Is there something you wish we would have covered more of? [Minimum 200 words response for full credit]

Webinar Session (60 Minutes): The week 6 webinar will recall and summarize the previous five-week information. They will have to explain each layer of TCP/IP and OSI models and its importance, compare and contrast the TCP/IP model and the OSI model, categorize the various network topologies that may be used in today's environment, restate the history of Ethernet and its capabilities. Students are encouraged to engage with the instructor during this dedicated time to go over the modules in the Packet tracer simulator.

Week 6 Assignments

Assignment 1: Complete Final Exam.

Assignment 2: Write a 200-word minimum summary of the week six webinar.

Assignment 3: Complete Module 15 – 17 (Transport Layer - Network Testing Utilities) in the Networking Basics within Cisco Packet tracer simulation environment.

Assignment 4: Networking Basics Module 15 – 17 Checkpoint Exam.

Assignment 5: Networking Basics Course Final Exam.

Time-on-Task

The Time-on-Task for this module is 19 hours.

Note: Please remember to complete the end of course survey prior to the last day of class.

Texts, Readings, Instructional Resources (Required):

CompTIA Network + Certification All-in-One Exam Guide, Eighth Edition
(Exam N10-008) (CompTIA Network + All-In-One Exam Guide)
ISBN-13: 978-1264269051
ISBN-10: 1264269056

Cisco Packet Tracer:

<https://skillsforall.com/>

Support for Cisco Skillsforall Website:

https://www6.nohold.net/SkillsforAll/ukp.aspx?pid=2&login=1&utm_source=postlogin&doneIr=1

Zoom Webinar Lecture Application:

<https://zoom.us/support/download>

Supplemental Material: The instructor will provide supplemental materials.

Course Grade Distribution

Discussion Board Requirements	25%
Weekly Webinars and Assignments	30%
Weekly Quizzes	30%
Final Exam	15%

Discussion Board Grading Criteria (25% of overall grade)

Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students must engage with peers by responding to no fewer than two peer-to-peer responses per week. The following rubric is used as a guide by instructors to evaluate and grade student responses to discussion questions and peer-to-peer engagement:

	Beginning	Developing	Accomplished	Exemplary
	0-25 Points	25-50 Points	50-75 Points	75-100 Points
Weekly Discussion Question Responses (Minimum of two 200-word responses per week).	Contributes fewer than the required 2 Discussion Question (DQ) responses.	Contributes 2 Discussion Question (DQ) responses but one or both fail to meet minimum word-count requirements for the DQ.	Contributes by providing 2 Discussion Question (DQ) responses and meets the minimum word count requirements for the DQ.	Exceeds required DQ word count requirements and/or provides an exemplary response to a DQ.
Weekly Engagement with peers (Minimum of two 200-word responses to peers each week).	Contributes fewer than the required peer-to-peer responses in the discussion forum.	Contributes 2 peer-to-peer responses in the discussion forum but fails to meet minimum word-count requirements and lacks substance.	Contributes by providing 2 peer-to-peer responses and meets the minimum word count requirement for the peer-to-peer response.	Exceeds required peer-to-peer response requirements by meeting the minimum word count requirement and providing substantive responses to peers.
Quality and Content of DQ responses and peer-to-peer responses in the Discussion Forum.	Postings in the discussion forum are not relevant to the assigned topic, are inaccurate, or misrepresented.	Postings in the discussion forum address peripheral topics, are generally accurate, but may contain factual omissions and/or errors.	Postings are generally substantive; however, responses rely too heavily on opinion than fact. Postings meet word count requirements but lack scholarly tone or appropriate references.	Discussion Question and Peer-to-Peer postings consistently contribute to the discussion, contain substantive comments backed by relevant references and encourage open dialogue and additional discussion in the class.

Weekly Live Webinars (30% of overall grade)

Mandatory instructor-led webinars will be conducted at least once per week (60 Minutes). Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review. Instructors will assign weekly assignments associated with the live webinars.

Weekly Quizzes (30%)

Students will be assigned homework on a weekly basis. Homework may consist of a wide variety of deliverables. Quizzes are assigned in weeks one, two, and five. Worksheets are assigned in weeks two and four. Homework may include a wide array of requirements, ranging from written assignments, research projects, PowerPoint presentations, and a host of other activities. In all cases, instructors will endeavor to ensure that students possess a clear understanding of the requirements and expectations.

Exams (15%)

The course includes a midterm exam in week three and a final exam in week six. The exam format includes multiple choice, true or false questions, diagrams, and matching. An exam review will be conducted during the live webinar on weeks three and six.

Grading System for the College of Biomedical Equipment Technology

A	90-100	4.0	F	59 & Below	0.0
B	80-89	3.0	W	Withdrawal	N/A
C	70-79	2.0	I	Incomplete	N/A
D	60-69	1.0	T	Transfer	N/A

To receive an incomplete “I”, the student must petition the instructor for an extension to complete the required coursework. The student must be able to pass the course with the completed work and garner a grade of 70 or better. Incomplete grades that are not completed within 7 business days after the beginning of the next session will be converted to the existing grade earned in the course and will affect the student’s GPA accordingly. CBET reserves the right to extend the time needed to fulfill the incomplete.

An “I” does not count towards the Grade Point Average (GPA) until a grade is assigned. A “W” is given when a student is dropped from the roster during the course and does not replace the previous grade(s). Grades of “W” and “F” are recorded in the academic transcript and reflected in the GPA. When a course is repeated after failure or withdrawal, the later grade will replace the first grade in calculating the CGPA. The clock hours of the course repetition are counted toward the maximum timeframe. CBET shall record a grade of “incomplete” for a student who withdraws but is not entitled to a refund if the student requests the grade at the time the student withdraws, and the student withdraws for an appropriate reason unrelated to the student’s academic status.

A student must repeat a course in which a grade of “F” was received. A student can repeat each course once, however, once they reach 1.5 times the length of time required for graduation, they will be dropped from the program. If a student fails any course a second time, he/she will be dropped from the program. A failed course will be rescheduled for the earliest possible module at the discretion of the Director of Education. Students will be charged to retake the course.

Additional Resources and Points of Contact

Students requiring additional administrative support are encouraged to contact the Colleges Student Advocate, Mrs. Terri Gomez, at 210.233.1102 or via e-mail at tgomez@cbet.edu

For a complete list of administrative policies and regulations refer to the CBET Catalog at <https://cbet.edu/course-catalog>

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS and COURSE OUTLINE

