

# Implementing Cisco Networking in the Four-Year College

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The Cisco Networking Academy Program is designed to be a comprehensive “8-semester/560-hour course” that trains students and in-transition workers to design, build, and maintain computer networks. Students are also prepared for industry standard certifications including the Cisco Certified Network Associate (CCNA) and the Cisco Certified Network Professional (CCNP). The training provides students valuable Internet technology skills, including networking, Unix, Web design and other IT essentials. The Academy Curriculum covers a broad range of topics from basics on how to build a network to how to build a website and more complex IT concepts such as applying advanced troubleshooting tools. Cisco is also now partnering with Sun and Adobe to offer additional courses in Unix Fundamentals and Web Design.

The program is an e-learning model that delivers Web-based educational content, online testing, student performance tracking, hands-on labs, and instructor training and support. With a curriculum developed by education and networking experts, the program is offered at high schools, technical schools, colleges and universities, community-based organizations, and other educational programs. E-learning is comprised of content delivery in multiple formats, management of the learning experience, and a networked community of learners, content developers, and experts. It delivers faster learning at reduced costs, increases access to learning, and provides greater opportunities and accountability for all participants in the learning process. The role of the college instructor changes significantly in presenting courses under the e-learning model.

In this seminar the process to become a Regional or Local Academy is described. This has special meaning when applied to a four-year college. Questions dealing with how to equate and infuse Cisco’s curriculum and ‘semesters’ into a typical MIS or Computer Science program are addressed. A sample curriculum is outlined. Requirements for laboratory and kinesthetic activities are outlined. Steps for preparing and training instructors as well as anticipated expenses are also presented. Finally, the pros and cons based over a year of running the program in a college setting are discussed.

The demonstration part will consist of a typical classroom environment, the activities, delivery and construction of a course are depicted. The associated laboratory activities are outlined and portrayed using the e-simulator. The testing environment and other associated preparation materials and guidelines are discussed and illustrated.