

# AGENDA

## Curriculum Committee

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*Date | time* 04/22/2025 | 4:00PM | *Meeting called by* Heather Nelson

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### Members

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Chair: Heather Nelson, LGM /Business | Recorder: Shelley Koone, General Education | Gary Donberger, Trades | Julie Auterson, Cosmetology | Mark Maxwell, HSW | Ex Officio: Julie Schmaltz | Ex Officio: Erin Brickley

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- | # | Item   |
|---|--|
| 1 | Call to Order  |
| 2 | Past meeting minutes   |
| 3 | Old Business <ul style="list-style-type: none"><li>A. Approval status of past meeting minutes.</li></ul>   |
| 4 | New Business <ul style="list-style-type: none"><li>A. RN cosmetic change – presented by Lisa Pitman</li><li>B. EMT cosmetic change – presented by Todd Birkhead</li><li>C. CIS Program change – presented by Kale Rudolph<ul style="list-style-type: none"><li>i. Remove a course from catalog</li><li>ii. Change a course from elective to required</li></ul></li><li>D. Committee member positions</li></ul> |
| 5 | Adjournment  |
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**Arkansas Tech University - Ozark  
Curriculum Committee Meeting**

Date: April 22, 2025

Minutes

CALL TO ORDER	<p>The Curriculum Committee (CC) met in the HSW conference room on Tuesday, April 22 at 4:00 p.m. The following members were present:</p> <p>Heather Nelson – Chair  Shelley Koone – Recorder General Education/ Math  Julie Auterson – Cosmo  Gary Donberger – Trades  Mark Maxwell - HSW  Erin Brickley – Ex officio</p> <p>Absent from the meeting was: Julie Schmalz – Ex officio</p> <p>We were joined by:  Lisa Pitman – RN  Todd Birkhead – EMT  Dr. Tina Smith – VCAA</p>
APPROVAL OF MINUTES	<p>Heather Nelson called the meeting to order at 4:02. Minutes from the March meeting were read by Koone. Modified to add that a vote was made by email regarding the changes to the LGM CP's. Motion to accept the minutes with this addition was made by Donberger, and seconded by Auterson. Motion carried.</p>
OLD BUSINESS	<ul style="list-style-type: none"> <li>• Dr Smith approved past meeting minutes.</li> <li>• A recap from the LGM CP discussion about students needing 12 hours of college credits for the merit honor, but it does not need to be a 12-hour CP. It can be a 6-hour CP plus 6 hours of general education.</li> </ul>
NEW BUSINESS	<ul style="list-style-type: none"> <li>• Cosmetic Change EMT 1007 Basic Emergency Medical Services Training presented by Todd Birkhead. <ul style="list-style-type: none"> <li>○ Lengthening the course from 4 clock hours to 5 clock hours.</li> <li>○ This will not change credit hours or interfere with the EMT course schedule.</li> <li>○ It may overlap with other courses that students will need to work around for students taking the class during the day.</li> <li>○ This is being done to meet the state required minimum of 150 to 180 clock hours for the program. They were previously at 128, this will add 32 hours to the program bringing them to 160.</li> <li>○ As this is cosmetic it did not require a vote.</li> </ul> </li> <li>• Cosmetic change to Program Objectives and Course Learning Outcomes for RN 2116 Theories and Concepts of Nursing I presented by Lisa Pitman</li> </ul>

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- Request was to update the program objectives to reflect Blooms taxonomy action verbs to create measurable learning outcomes. The RN program will update all course learning outcomes as well, beginning with RN 2116.
  - This was done in response to their recent accreditation review. The new objectives and outcomes use bloom's taxonomy to level the objectives and align them with course learning outcomes.
  - Pitman was commended for her efforts and informed that this type of change does not need to be brought to the committee if they make similar changes to other courses. It was also recommended that Pitman look into Quality Matters (QM) for further aid in improving Objective and Outcome writing and alignment.
  - Unless it changes the structure and/or purpose of the course, rewording and improving outcomes and objectives in a cosmetic way does not require committee approval or acknowledgement.
  - CIS Program Change presented by Nelson (with the aid of Brickley and Dr. Smith) on behalf of Kale Rudolph
    - Remove the course CIS 2143 Help Desk Support (HDS).
    - Add the course CIS 2793 CISCO I as a require course. The course was previously offered as an elective.
    - Rationale for this change includes: The HDS course is outdated and does not transfer to Russellville. CISCO I is more aligned with industry standards and includes an industry certification. In addition, it will transfer to the Russellville campus as part of the 2+2 stackability of the degree from ATU-Ozark.
    - CIS 2793 does have a pre-requisite and co-requisite course. Prereq: Students will need to take Networking I prior to enrolling in the course. Coreq: Students may take Networking II prior to or at the same time.
    - There is an annual fee associated with the software used to teach the course, which Rudolph says is paid from the CIS budget. There was some discussion of whether this is per student or a one time for access to the CISCO program and whether or not this is already being paid every year or only when the course is offered (if not every year). It was decided that was not in the scope of the committee.
    - The syllabus was reviewed by the committee and there were a few recommendations:
      - The accommodation statement needs to be updated
      - There should be a clear statement about attendance and other classroom behavior expectations.
    - Maxwell made a motion to approve the changes to the program, second by Donberger. Motion carried.
  - **Committee Member Changes for 2025 – 2026**
    - Heather was nominated as Committee Chair for another year, and accepted nomination.
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- Shelly Koone elected to remain on the committee another term. Koone was nominated as Recorder for another year, and accepted nomination.
  - Mark Maxwell nominated Lisa Pitman to take his place as HSW representative. Lisa accepted nomination.

#### **Committee Member Schedule**

<u>Member</u>	<u>Dept</u>	<u>Yr</u>	<u>Month/Yr OFF</u>
Lisa Pitman	HSW	1	June 2026
Gary Donberger	Trades	2	June 2026
Shelley Koone	Gen Ed	2	June 2026
Heather Nelson	Business	3	June 2027
Julie Auterson	Cosmo	3	June 2027
Ex-O: Julie Schmalz	Student Services		Permanent
Ex-O: Erin Brickley	Registrar		Permanent

- Motion was made by Auterson to accept these positions, second by Donberger. Motion carried.
- We once again discussed the possibility of changing the term length of committee members. Dr. Smith mentioned that the faculty handbook may be changing soon. We would like all positions to be on a 3-year term with staggering roll off dates and no more than two members rolling off in the same year.
  - Heather will propose a revision in the CC Bylaws and send to CC and Dr. Smith.

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ANNOUNCEMENTS      Next meeting will be August 26 at 4:00 PM in HSW Conference Room

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ADJOURNMENT      Motion by Maxwell, second by Donberger to adjourn the meeting. Motion carried. The meeting was adjourned at 4:45.

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## Arkansas Tech University- Ozark Campus

REQUEST FOR COSMETIC COURSE CHANGES	
Course Subject: <b>EMT</b>	Course Number: <b>1007</b>
Official Title: <b>Basic Emergency Medical Services Training</b>	
Request: Increasing the clock hours from 4hrs to 5hrs	
Please provide a justification as to why this change is cosmetic: This change would only affect clock hours. For example, the current day class runs from 0830 until 1230 and the night classes from 1700 until 2100. The classes would now run from 0800 until 1300 for day classes and 1630 until 2130 for evening classes.	
Please provide a rationale for the change including the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Per the state rules and regulations, EMT programs are now required to be a minimum of 150 clock hours. Currently the program is only 128 clock hours.	
If this change will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

Approved:

*Lina Smith*  
Signature of Chief Academic Officer

*4/22/25*  
Date of Approval

## Arkansas Tech University – Ozark Campus

REQUEST FOR COSMETIC COURSE CHANGES	
Course Subject: EPSLOs and Theories and Concepts for Nursing I	Course Number: RN 2116
Official Title: Theories & Concepts Nursing I	
Request: After our recent ACEN visit, we need to change our program EPSLOs and also all of our course learning outcomes.	
Please provide a justification as to why this change is cosmetic. Changed the wording and combined some of the objectives	
<p>Please provide a rationale for the change including the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</p> <p>Accreditation visit for ACEN determined our EPSLOs were not leveled appropriately in connection with all of our CLOs. The first step is to change the end of program outcomes and then we have to changed each of the course learning outcomes. For this meeting I am prepared to present the new EPSLO and the fall theories CLOs. I will need direction on when to present the remaining fall courses to the curriculum committee for review. They will all be cosmetic changes.</p>	
If this change will affect other departments, a Departmental Support Form for each affected department must be attached. NA	

Approved:



Signature of Chief Academic Officer



Date of Approval

Bloom's

Level

QSEN

EPSLO

Apply		Previous	EPSLO #1 Demonstrate the ability to deliver competent nursing care in a manner that minimizes risk to patient, self, & others independently
Create	Pt-centered, safety	Updated	EPSLO #1 Formulate & implement individualized, safe, patient-centered care for diverse patient populations across the lifespan.

Apply		Previous	EPSLO #2 Demonstrate effective communication, both oral and written.
Create	Safety	Updated	EPSLO #2 Integrate the nursing process and clinical judgment into safe and effective nursing care.

Apply		Previous	EPSLO #3 Demonstrate the ability to provide theory-based, individualized, culturally sensitive, therapeutic nursing care to patient and families.
Create	Safety, Patient-centered care	Updated	EPSLO # 3 Integrate principles of professionalism, leadership, and nursing ethics to provide competent patient care independently

Apply		Previous	EPSLO #4 Demonstrate the ability to think critically and manage diverse patient populations in a variety of health care settings.
Create	evidence-based practice, informatics, safety	Updated	EPSLO #4 Incorporate research strategies, evidence-base practice, technology & informatics to gather information, continuously monitor, communicate, and improve the quality, and safety of patient care.

		Previous	EPSLO #5 Effectively utilize all stages of the nursing process when caring for a wide variety of patients.
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Create	Patient-centered care	Updated	EPSLO #5 Correspond and utilize therapeutic, empathetic, and supportive communication with patients and families, adapting to different situations and needs
		Previous	EPSLO #6 Adhere to ethical and legal standards
Analyze	Teamwork & collaboration, safety	Updated	EPSLO #6 Collaborate with team members to share knowledge, foster teamwork, and improve communication to provide safe patient-centered care.
		Previous	EPSLO #7 Demonstrates professionalism through participation in activities addressing quality of care and leadership in nursing.
		Updated	NA
		Previous	EPSLO #8 Utilize research strategies & informatics to continuously monitor and improve the quality & safety of clinical practice.



## Theories & Concepts Nursing I, RN 2116, Fall

### Course Outcomes

Upon satisfactory completion of this course, the student should be able to:

1. Utilize the nursing process to determine the care of the expanding family and children from infancy to adolescence in a multicultural society.
2. Analyze methods of assisting the expanding family and children in meeting their biopsychosocial, cultural, spiritual, and environmental needs.
3. Utilize the nursing process to determine the care for surgical patients.
4. Utilize promotive, restorative, and supportive measures to care for mothers, children and their families.
5. Analyze the roles of the professional nurse as care giver, communicator, collaborator and teacher in the delivery of holistic care.
6. Recognize adaptive/maladaptive states in the mother and in the child from infancy through adolescence.
7. Relate the standards of care and the ethical code for nurses to the care of individuals and families.
8. Apply pertinent research to the care of the individual/family in a variety of health care settings.
9. Consider methods to support family integrity through episodes of maladaptation due to illness of a family member.
10. Demonstrate professional responsibility.
11. Recognize the impact of genetic research and cloning.
12. Identify common genetic conditions and the implications for nursing care.

Updated

Theories &amp; Concepts Nursing I, RN 2116, Fall

## Course Outcomes

Upon satisfactory completion of this course, the student should be able to:

Blooms	EPSLO #									
Application	#1, 2	1. Apply the nursing process to determine the care for surgical patients, and of the expanding family and children from infancy to adolescence in a multicultural society.								
Understand	#4, 1	2. Interpret methods of assisting the expanding family and children in meeting their biopsychosocial, cultural, spiritual, and environmental needs.								
Understand	#1, 2, 5	3. Summarize promotive, restorative, and supportive measures to care for mothers, children and their families.								
Understand	# 3, 5, 6	4. Understand the roles of the professional nurse as patient advocate, caregiver, communicator, collaborator and teacher in the delivery of holistic care.								
Application	#1	5. Examine adaptive/maladaptive states in the mother and in the child from infancy through adolescence.								
Application	#3, 2	6. Relate the standards of care and the professional responsibility for nurses to the care of individuals and families.								
Application	#4	7. Apply pertinent research to the care of the individual/family in a variety of health care settings.								
Application	#1, 5	8. Apply the concepts of family-centered care to support family integrity due to the illness of a family member.								
Remember	#3, 4	9. Discover the impact of genetic research and cloning and identify common genetic conditions and implications for nursing care.								

**Arkansas Tech University – Ozark Campus**  
**PROPOSAL FOR CHANGE IN PROGRAM**

TO: Curriculum Committee

FROM: CIS - Computer Information Systems

DATE SUBMITTED: 4-22-25

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head <u>Kale Rudolph</u>	<u>Kale Rudolph</u>	<u>4-21-25</u>
Associate Registrar <u>Quin Bruckley</u>		<u>4/22/25</u>
Chief Academic Officer <u>Jma Smith</u>		<u>4/22/25</u>

Program Title: <u>Computer Information Technology</u>	Effective Date: <u>4-21-25</u>
Outline change in program and attach curriculum matrix: Response: <u>Drop HDS add CISCO-I</u> <u>CIS 2143</u> <u>CIS 2793</u>	
What impact will the change have on staffing, on other programs and space allocation? Response: <u>NA</u>	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Response: <u>Industry Standard</u>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Response: <u>NA</u>	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title) <u>CISCO-I - CIS 2793</u> Response:	

NET-I - NET-II → progress to Cisco I  
will help obtain entry level position  
in Networking  
students can get certificate from Cisco  
for class

**Arkansas Tech University – Ozark Campus**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee

FROM:

DATE SUBMITTED:

REQUEST FOR COURSE DELETION (from Degree Program)

Title	Signature	Date
Department Head <i>Kale Rudolph</i>	<i>Kale Rudolph</i>	4-21-25
Associate Registrar <i>Chin Brockley</i>		4/22/25
Chief Academic Officer <i>Anna Smith</i>		4/22/25

Course Subject: <i>Help Desk Support</i>	Course Number: <i>CIS 2143</i>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? <i>NA</i>	Course Number:
Official Title:	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input checked="" type="checkbox"/> Fall	Year: <i>2025</i>
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Response: <i>Outdated Course - will not transfer</i>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. Response: <i>NA</i>	

**Arkansas Tech University – Ozark Campus**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

FROM:

DATE SUBMITTED:

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Program Chair <i>Kate Rudolph</i>	<i>Kate Rudolph</i>	<i>1/21/25</i>
Associate Registrar		
Chief Academic Officer <i>Jana Smith</i>		<i>4/22/25</i>

Course Subject: <i>CISCO-I</i>		Course Number: <i>CIS 2793</i>	
Cross-listed with Subject: <i>NA</i>		Course Number: <i>NA</i>	
Official Title (Limited to 30 characters including spaces): <i>CISCO-I</i>			
Mode of Instruction: (check appropriate box)			
<input type="checkbox"/> 01 Lecture	<input checked="" type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only	
<input type="checkbox"/> 06 Internship	<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 10 Special Topics	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input checked="" type="checkbox"/> Fall		If course is required by major/minor, how frequently will course be offered?	
Effective Year: <i>2025</i>		<i>ANNUAL</i>	
Is this course repeatable for additional earned hours?		<i>Y</i> <input checked="" type="radio"/> <i>N</i>	How many times?
Does this course require a fee? <i>NO</i>		How much?	Type of fee?

Will this course be used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <u>Networking - I and</u>	Co-requisites: <u>or Networking - II</u>
Grading: <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> <li>a. Course subject, number and title</li> <li>b. Course description as to appear in catalog</li> <li>c. Course goals and/or objectives</li> <li>d. Course outline</li> <li>e. Methods of student performance assessment and evaluation</li> <li>f. Course bibliography, reading list, and /or listing of other instructional media</li> </ul>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. Response: <u>600<sup>00</sup> ANNUAL FEE in effect from CIS budget</u>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. Response: <u>On-Line Resources (Cisco)</u>	
How does this proposal support the University Mission or University Strategic Planning Goals? Response: <u>provide cohesive learning environment, meeting industry standards and certificates to prepare for entry level positions</u>	
Please provide rationale for the need for this new course including evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Response: <u>Meets industry standard &amp; emerging trends</u>	
How will the effect of the change be monitored in ongoing program assessment? Response: <u>will be monitored with data tracked on Waver</u>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. Response: <u>NA</u>	

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**OZARK CAMPUS**

☎ 479-667-2117

🌐 [www.atu.edu/ozark](http://www.atu.edu/ozark)**Special Topics (Cisco-I)****SYLLABUS**

Spring 2024

**Instructor:** Kale Rudolph  
**E-mail:** [brudolph@atu.edu](mailto:brudolph@atu.edu)  
**Office:** TAS 165  
**Phone:** 479-508-3323

**Website:** [Blackboard.atu.edu](http://Blackboard.atu.edu)  
**Course Number:** 2793 001  
**Time:** on-line  
**Office Hours:** MTWR 3:00- 5:00  
Available by appointment

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**Introduction to Networks (ITN) course.** This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement IP addressing schemes.

These course materials will assist you in developing the skills necessary to do the following:

- Explain the advances in modern network technologies.
- Implement initial settings including passwords, IP addressing, and default gateway parameters on a network switch and end devices.
- Explain how network protocols enable devices to access local and remote network resources.
- Explain how physical layer protocols, services, and network media support communications across data networks.
- Calculate numbers between decimal, binary, and hexadecimal systems.
- Explain how media access control in the data link layer supports communications across networks.
- Explain how Ethernet operates in a switched network.
- Explain how routers use network layer protocols and services to enable end-to-end connectivity.
- Explain how ARP and ND enable communication on a local area network.
- Implement initial settings on a router and end devices.

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🌐 [www.atu.edu/ozark](http://www.atu.edu/ozark)

- Calculate an IPv4 subnetting scheme to efficiently segment your network.
- Implement an IPv6 addressing scheme.
- Use various tools to test network connectivity.
- Compare the operation of transport layer protocols in supporting end-to-end communication.
- Explain the operation of the application layer in providing support to end-user applications.
- Configure switches and routers with device hardening features to enhance security.
- Troubleshoot connectivity in a small network.

**Text/Materials:****No book required**

Reading and lecture material can be found online at <https://www.netacad.com/>

Not Required: Recommended for additional reading

Network Fundamentals, CCNA Exploration Companion Guide

Mark Dye, Rick McDonald, Antoon Ruff

Nov 2007

ISBN13: 9781587132087

ISBN10: 1587132087

**Curriculum Description:**

SRWE (Switching, Routing, and Wireless Essentials) teaches networking based on technology, covering networking concepts using a top-down, theoretical, and integrated approach – from network applications to the network protocols and services provided to those applications by the lower layers of the network. CCNA Exploration includes the following features:

- Students learn the basics of routing, switching, and advanced technologies to prepare for Cisco CCNA certification and entry-level networking careers
- The curriculum discusses networking concepts in depth and uses language that allows for integration with engineering concepts, providing a deep, theoretical understanding of networking concepts for experienced learners with advanced problem-solving and analytical skills.
- Courses emphasize critical thinking, problem solving, collaboration, and the practical application of skills
- Rich multimedia content, including Flash-based interactive activities, videos, games, and quizzes, addresses a variety of learning styles and help stimulate learning and increase knowledge retention
- Hands-on labs and Packet Tracer simulation-based learning activities help students develop critical thinking and complex problem solving skills
- Innovative assessments provide immediate feedback to support the evaluation of knowledge and acquired skills
- Provides students with the skills needed to succeed in networking-related degree programs



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🌐 [www.atu.edu/ozark](http://www.atu.edu/ozark)**Curriculum Goals and Objectives:**

This curriculum provides students with the skills needed to succeed in networking-related degree programs and helps them prepare for CCNA certification. It also helps students develop the skills necessary to fulfill the job responsibilities of network technicians, network administrators, and network engineers. It provides a theoretically rich, hands-on introduction to networking and the Internet. Students who complete Network Fundamentals will be able to perform the following tasks:

- Explain the importance of data networks and the Internet in supporting business communications and everyday activities
- Explain how communication works in data networks and the Internet
- Recognize the devices and services that are used to support communications across an Internetwork
- Use network protocol models to explain the layers of communications in data networks
- Explain the role of protocols in data networks
- Describe the importance of addressing and naming schemes at various layers of data networks
- Describe the protocols and services provided by the application layer in the OSI and TCP/IP models and describe how this layer operates in various networks
- Analyze the operations and features of transport layer protocols and services
- Analyze the operations and feature of network layer protocols and services and explain the fundamental concepts of routing
- Design, calculate, and apply subnet masks and addresses to fulfill given requirements
- Describe the operation of protocols at the OSI data link layer and explain how they support communications
- Explain the role of physical layer protocols and services in supporting communications across data networks
- Explain fundamental Ethernet concepts such as media, services, and operation
- Employ basic cabling and network designs to connect devices in accordance with stated objectives
- Build a simple Ethernet network using routers and switches
- Use Cisco command-line interface (CLI) commands to perform basic router and switch configuration and verification
- Analyze the operations and features of common application layer protocols such as HTTP, Domain Name System (DNS), Dynamic Host Configuration Protocol (DHCP), Simple Mail Transfer Protocol (SMTP), Telnet, and FTP
- Utilize common network utilities to verify small network operations and analyze data traffic

**ATU Mission:**

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

**OZARK CAMPUS**

☎ 479-667-2117

🌐 [www.atu.edu/ozark](http://www.atu.edu/ozark)**ATU-Ozark Campus Mission:**

Arkansas Tech University - Ozark Campus, in partnership with the community, will provide a quality educational environment which will enable all students to learn the skills and acquire the knowledge necessary for them to become contributing members in the workforce and in society.

**Disability Statement:**

*update*

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me ~~privately to discuss~~ your needs and concerns. You may also contact (1) the Ozark point of contact, Tammy Verkamp, located in Technology and Academic Support (TAS) Building room 134, via phone at (479) 508-3352, via email at [tverkamp@atu.edu](mailto:tverkamp@atu.edu); (2) the Office of Disability Services, located at the Russellville campus in Doc Bryan Student Center, Suite 141, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at [disabilities@atu.edu](mailto:disabilities@atu.edu); or (3) visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

**Title IX information:**

Gender discrimination, which includes sexual misconduct, is prohibited in educational programs, activities, and classes. Federal Title IX law and ATU policy prohibit sexual misconduct, specifically sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. Behaviors, like those described, can undermine the ability of a student to achieve academic success. If you or someone you know has experienced gender discrimination, we encourage you to seek assistance and to report the incident through resources available at <https://www.atu.edu/titleix/>. Mitzi Reano is the Deputy Title IX Coordinator for the Ozark Campus and can be reached at 479-508-3307 or via email at [mreano@atu.edu](mailto:mreano@atu.edu). Please know that faculty are considered Responsible Employees and are not confidential under Title IX. Confidential assistance is available in Counseling Services located in the Health and Wellness Center, Doc Bryan Student Services Center Suite 119, 479-968-0329, <https://www.atu.edu/cscenter/>.

**Teaching Methods:**

**Lectures/Demonstrations:** Important material from the text and outside sources will be covered. Researching websites and other forms of documentation is recommended, as not all material can be found in the texts or readings.

- **Assignments:** Tests, projects and readings will be periodically assigned to help support and supplement material found in the lessons. These assignments may require the application of various software applications.
- **Quizzes:** Occasional scheduled or unscheduled quizzes may be given to help ensure you stay up with assigned material.

*Reference to  
Student Handbook  
Attendance*

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**OZARK CAMPUS**

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🌐 [www.atu.edu/ozark](http://www.atu.edu/ozark)

- **Exams:** Approximately four exams will be given. Exams will be closed book and will test assigned reading and material covered as outlined in this course. The final exam will be comprehensive in nature.
- **Final:** A comprehensive project/test will be assigned.

**Grading:****A** 90 – 100**B** 80 – 89**C** 70 – 79**D** 60 – 69**F** 59 – Below**Tests:** 50%**Homework/Quizzes:** 35%**Final Project:** 15%**Introduction to networks**

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. It uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. Labs use a “model Internet” to allow students to analyze real data without affecting production networks.

Packet Tracer (PT) activities help students analyze protocol and network operation and build small networks in a simulated environment. At the end of the course, students build simple LAN topologies by applying basic principles of cabling, performing basic configurations of network devices such as routers and switches, and implementing IP addressing schemes.

**Estimated Course Outline:****Chapter 1**

Explore the Network

**Chapter 2**

Configure a Network Operating System

**Chapter 3**

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## OZARK CAMPUS

### Network Protocols and Communication

#### **Chapter 4** Network Access

#### **Chapter 5** Ethernet

#### **Chapter 6** Network Layer

#### **Chapter 7** IP Addressing

#### **Chapter 8** Subnetting IP Networks

#### **Chapter 9** Transport Layer

#### **Chapter 10** Application Layer

#### **Chapter 11** Build a Small Network

**This syllabus is a guideline and may be changed by the instructor with prior notice to the students.**