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[#use](#)How to Use the Course

To start the course

If you are using the course completely independently and you have to install it for yourself, consult the section "Installation Procedure" in this manual.

Normally, the course will have been installed for you, and all you will have to do is start it up.

First turn on your computer.

Make sure you know which drive the course is installed on. (The course administrator or whoever is in charge of the installation should be able to tell you. It is normally installed on the C: drive or on your LAN.)

Run windows, open the appropriate CBT group and then select the course.

All you have to do now is follow the instructions on screen.

If the Student Registration system is in place

Type your user-number. This will be supplied by whoever is administering the course. You may also be asked to type a password. This will be supplied by your course administrator.

If the Student Registration system is not in place

Type 0 when you are asked for your user-number.
This will take you straight to the main menu screen.

If the Self Registration system is in place

If you have not been allocated a user-number, type self.
You will then be prompted to enter your name and whatever number you choose.
Your user-number will then be created for you, and any time you re-enter the course, you should enter this user-number.

Main menu/course map

When you first enter the course, you will be presented with the course map, which also functions as the course menu, with course units listed.

To see the topics menu for any unit, click that unit. To see the topics menu for another unit, there is no need to close the current topics menu: simply click the relevant unit in the list of course units to replace the current topics list with the required topics list.

Double-click any topic to enter the unit at the start of that topic.

Double-click any screen number to enter the unit at the start of that particular screen.

Option button	Keypress	Action
Bookmark	Alt + b	Takes you back to the start of the screen you were in when you last left the course (only active if you have been into the course before)
Test	Alt + t	Takes you to the test menu
Progress	Alt + p	Shows parts of the course accessed and your test score (if applicable)
Glossary	Alt + g	Takes you to the course glossary
OK	Alt + o	Takes you into the course at the topic or screen selected
Close	Alt + l	Takes you back to the point in the course where you chose the Navigate option (only active if you have entered the course map from the Navigate option in the course)
Exit course	Alt + x	Takes you out of the course

Course screens

Unit aim and objectives screen

Option button	Keypress	Action
Objectives	Alt + o	Displays objectives
Exit course	Alt + x	Takes you out of the course
Help	Alt + h	Takes you to the course help

Navigate	Alt + n	Takes you to the course map, from where you can navigate through the course
Footnote	Alt + f	Not active on this screen
Step back	Alt + s	Not active on this screen
Continue	Alt + c	Takes you to the first screen of the course
Close	Alt + l	Closes the objectives window

Unit Navigation

Right-clicking the mouse anywhere on the screen displays a pop-up menu with a list of all the topics in the current unit. Left-clicking on the topic name displays the screen numbers relevant to that topic. Left-clicking on a screen number brings you to the start of that topic screen.

Unit summary screen

Option button	Keypress	Action
Summary	Alt + s	Displays full summary for the unit
Exit course	Alt + x	Takes you out of the course
Help	Alt + h	Takes you to the course help
Navigate	Alt + n	Takes you to the course map, from where you can navigate through the course
Footnote	Alt + f	Not active on this screen
Step back	Alt + s	Not active on this screen
Continue	Alt + c	Takes you to the course map
Close	Alt + l	Closes the full summary

Unit Navigation

Right-clicking the mouse anywhere on the screen displays a pop-up menu with a list of all the topics in the current unit. Left-clicking on the topic name displays the screen numbers relevant to that topic. Left-clicking on a screen number brings you to the start of that topic screen.

Regular course screen

Option button	Keypress	Action
Exit course	Alt + x	Takes you out of the course
Help	Alt + h	Takes you to the course help
Navigate	Alt + n	Takes you to the course map, from where you can navigate through the course
Step back	Alt + s	Displays the previous block of text along with its graphic. Clicking repeatedly on this button allows you to backtrack to the start of the current screen
Footnote	Alt + f	Displays extra text relevant to the point you are at in the course (active only when a footnote is available)
Continue	Alt + c	Takes you forward through the course, by bringing up the next piece of text, graphic or question

Unit Navigation

Right-clicking the mouse anywhere on the screen displays a pop-up menu with a list of all the topics in the current unit. Left-clicking on the topic name displays the screen numbers relevant to that topic. Left-clicking on a screen number brings you to the start of that topic screen.

Simulation screen

Option button	Keypress	Action
Exit course	Ctrl + shift + x	Takes you out of the course

Help	Ctrl + shift + h	Takes you to the course help
Navigate	Ctrl + shift + n	Takes you to the course map, from where you can navigate through the course
Skip task	Ctrl + shift + s	Allows you to bypass tasks
Continue	Ctrl + shift + c	Takes you forward through the course, by bringing up the next piece of text, graphic, question, or task

Question window

Option button	Keypress	Action
OK	Alt + o or Enter	1. Confirms choice 2. Closes question window after feedback
Cancel	Alt + c	Takes you forward to correct answer
Help	Alt + h	Shows question help
Hint	Alt + i	Provides a hint to help you to answer the question
Redo	Alt + r	Undoes any attempt you have made at the question and allows you to start again (only available before you choose OK to complete the question)

Test question window

Option button	Keypress	Action
OK	Alt + o or Enter	1. Confirms choice 2. Closes question window after feedback

Redo	Alt + r	Undoes any attempt you have made at the question and allows you to start again (only available before you choose OK to complete the question)
Help	Alt + h	Shows question help
Status	Alt + s	Tells you how much of the test you have completed and gives your percentage score so far
Exit Test	Alt + x	Allows you to abandon the test. In this case, your score so far will be discounted

[#question](#) Questions and Tasks

As you work through the course, you will find that presentation of material is constantly tempered by questions.

Some questions are asked in order to check that you have understood a point you learned earlier in the course. But more often, you are asked discovery questions. These are questions that you may not know the answers to. This is part of our teaching technique and is a strategy for drawing you into active participation in your own learning.

Discovery questions are there not to test you but to provide you with the opportunity to enter into dialog with the course. They are asked in a spirit of involvement, nudging you towards conclusions, helping you to make connections. Instead of being a passive recipient of snippets of narrative, you are asked to take an active part, attempting to work out for yourself how you think the narrative will unfold. For this reason, you should not feel intimidated by these questions, or feel that you should be able to answer them all. If you answer a question incorrectly, that is not a mark of failure; look on it simply as an opportunity to learn the right answer.

In addition, the course may include simulations, where you are invited to practice using the application by completing a series of tasks. If you complete a task correctly, you will not normally be given feedback, but your action will simply have the result it would have in a real application environment. If you do not complete the task successfully, you will either be invited to try again, or the task will be completed for you.

Taking the Test

The test is presented in two formats: you can take a course test, where you are tested on the contents of the whole course; or there may also be individual unit tests.

We recommend that you should follow the course and then take the course test. The test results indicate which units if any you need to review. We suggest that you should review the recommended units, and then take the appropriate unit tests (if available). You could also repeat the full course test if you wish.

The course test can also be used as a pre-course test. If you feel you are reasonably proficient in the course material, you could test your skills by taking the course test before you follow the course. The results may indicate that you should take the whole course, or that you should concentrate on particular units. Again, if you decide to concentrate on particular units, you can test your knowledge of these units afterwards by taking the unit test.

In any case, it is not recommended that you follow a unit and then take the unit test immediately. It is better to allow a time lapse, and perhaps to take a group of unit tests together.

To take the test, click the option button Test at the foot of the Course Map screen. You will be presented with a menu, from where you can choose the test you require.

The first option on this menu is Full Course Test. If you choose this option, you will be taken into a test consisting of a large number of randomly generated questions ranging over the content of the whole course. Because the questions are randomly generated, you may take the full course test more than once without being presented with the same selection of questions.

Alternatively, you may choose to be tested on any individual unit, simply by selecting that unit from the test menu. Note that the questions in the unit-based tests are not randomly generated, so if you repeat any unit test, you will be asked the same series of questions.

Although the questions in the test look much like questions in the course, it is important to realize that they serve a different function - that of assessing your assimilation of material covered in the course. For this reason, questions in the test are more strictly judged than questions in the course. You will not have the option to skip questions (ie the Cancel button will not be active) and you will not normally have a second chance to attempt a question after feedback has been given.

At the end of the test you will be given your results, and it will be indicated to you which units of the course you need to review, if any.

It is especially important to type answers carefully in the test. The test is not designed to accept as wide a range of spelling errors as the course.

Your score is electronically recorded via the CMI (computer managed instruction) system. If you take the course test, and subsequently take individual unit tests, your score in the unit test will over-ride your score in the same units in the course test. If you take the course test again, your latest course-test score will over-ride any other tests you may have taken earlier.

Your test score is accessible to the course administrator and you can also check it yourself at any point from the main menu screen. Simply click on the Progress button (or press Alt+ p) at the foot of the main menu screen.

Internetworking Overview

Following course: Cisco Router Configuration Basics

Course duration: 4 hours

Audience: Technical support staff

Pre-requisites: For this foundation-level course students are not required to have taken any other course: however, some technical background is assumed

Course aim: To give technical support staff a brief overview of internetworking principles and technologies, and some common implementations of them

Learning objectives:

After taking this course, the student should be able to

- q understand the general principles of internetworking
- q be aware of the purposes of the layers of the OSI model
- q understand how some common network technologies implement internetworking

Course incorporates

Test

Units and topics in Internetworking Overview

Introducing internetworking

Evolution of internetworks

Global internetworking

Devices for LANs and WANs

The OSI model

The layered OSI model

Physical layer and data-link sublayers

The network layer

OSI upper layers

Common technologies - topologies

Ethernet and Token Ring

FDDI and ATM

Common technologies - protocols

Serial data, X.25, and Frame Relay

TCP/IP protocols

Novell IPX/SPX

AppleTalk, Banyan VINES, DECnet

Routing basics

Routing components

Addressing

Classful and classless addressing

Design goals

Routed v. routing protocols

Routing algorithms

Static and dynamic routing

Integrated routing protocols

To run the course, you need

- * 386SX or faster PC, MS-DOS V3.1 or later, Windows 3.1
- * VGA monitor and card
- * 4MB of RAM
- * at least 21MB of space available on the hard disk

The course will be installed in a directory called CISCO1.

Course Guide

Units in Internetworking Overview

Introducing internetworking

The OSI model

Common technologies - topologies

Common technologies - protocols

Routing basics

Routing algorithms

Introducing internetworking

Topics

Evolution of internetworks

Global internetworking

Devices for LANs and WANs

Unit aim

To introduce internetworking

Unit objectives

After completing this unit you should be able to

- q outline the evolution of internetworks
- q outline the demands of a global internetwork
- q list and briefly describe the devices you would find on a LAN
- q list and briefly describe the devices you would find on a WAN

Unit summary

Internetworks have evolved in response to changing demands and new technologies.

Internetworks tie LANs and WANs, computer systems, software, and related devices together to form the corporate communications infrastructure.

Today's network users demand high bandwidth, low delays, and multimedia capabilities from global internetworks.

The global internetwork must be reliable, easily managed, and be able to connect many disparate networks.

LANs connect computers within a limited geographical area. WANs use the services of telecommunications carriers to operate beyond the LAN's geographic scope.

Devices you would find on both LANs and WANs include

- q routers
- q ATM switches

Devices you would find specifically on a LAN include

- q repeaters
- q bridges
- q hubs
- q Ethernet switches
- q gateways

Devices you would find specifically on a WAN include

- q X.25 or Frame Relay switches
- q modems, CSU/DSU devices, TA/NT1 devices
- q communications servers
- q multiplexors

User's Notes

The OSI model

Topics

The layered OSI model

Physical layer and data-link sublayers

The network layer

OSI upper layers

Unit aim

To describe the OSI reference model

Unit objectives

After completing this unit you should be able to

- q outline the origin of the OSI reference model
- q list the seven layers of the OSI reference model
- q explain the benefits of a layered approach
- q describe peer-to-peer communication
- q describe data encapsulation
- q outline the functions of the physical layer of the OSI model
- q outline the functions of the data-link layer of the OSI model
- q briefly describe the two sublayers of the data-link layer
- q outline the functions of the network layer of the OSI model
- q describe path determination

q outline the functions of the transport, session, presentation, and application layers of the OSI model

Unit summary

The OSI reference model is made up of seven layers:

q the application layer

q the presentation layer

q the session layer

q the transport layer

q the network layer

q the data-link layer

q the physical layer

Layers in one system communicate with their peer layers in other systems.

The information to be sent descends through the layers of the sending system and is encapsulated with headers and trailers from each layer as appropriate. At the physical layer it is transformed into electrical signals and sent over the physical medium. At the other end it ascends through the other system's layers and the headers and trailers are stripped off until the message reaches the second application.

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User's Notes

The physical layer of the OSI model defines the physical and functional specifications for activating, maintaining, and deactivating the physical link between end systems.

The data-link layer of the OSI model is responsible for providing reliable transit of data across a physical link.

The data-link layer is divided into two sublayers:

q the logical link control (LLC) sublayer

q the media access control (MAC) sublayer

Layer three of the OSI model, the network layer, is responsible for providing consistent end-to-end packet delivery services to the transport layer.

Routers determine an optimal path to a destination using routing algorithms and routing tables.

The transport layer of the OSI model provides mechanisms for

q multiplexing upper layer applications

q the establishment, maintenance, and orderly termination of virtual circuits

q information flow control

q transport fault detection and recovery

The main function of the session layer is to control data conversations between devices. These are known as "sessions".

The presentation layer is concerned with

q the format and representation of user data

q the data structure (or syntax) used by programs

q data encryption

q standards for image and sound formats

The application layer

q identifies and establishes the availability of the intended communication partner

q synchronizes the sending and receiving applications

q establishes agreement on procedures for error recovery and control of data integrity

q determines whether sufficient resources for the intended communications exist

User's Notes

Common technologies - topologies

Topics

Ethernet and Token Ring

FDDI and ATM

Unit aim

To describe some common topologies

Unit objectives

After completing this unit you should be able to

q outline the basic characteristics of Ethernet and Token Ring networks

q outline the basic characteristics of FDDI and ATM

Unit summary

Ethernet is a very common LAN technology. It provides data transport across the physical link joining devices on a LAN. The Ethernet specification describes a carrier sense multiple access with collision detection (CSMA/CD) LAN.

After Ethernet, the next most popular LAN specification is Token Ring. Token Ring networks operate by passing a small frame, called a token, around the network. Although logically a ring, the Token Ring network is physically laid out as a star.

Whereas Ethernet broadcast media provides opportunistic access, Token Ring provides fair deterministic access.

FDDI provides a very reliable network environment which operates over dual counter-rotating rings. It was developed for high speed, high bandwidth requirements. FDDI operates at 100 Mbps over optical fiber medium.

ATM is a high speed, high bandwidth cell relay technology It can support demanding applications such as

- q interactive multimedia
- q real-time video services
- q client/server databases
- q interconnection of existing networks

User's Notes

Common technologies - protocols

Topics

Serial data, X.25, and Frame Relay

TCP/IP protocols

Novell IPX/SPX

AppleTalk, Banyan VINES, DECnet

Unit aim

To describe some common LAN and WAN protocols

Unit objectives

After completing this unit you should be able to

- q outline the basic characteristics of Serial data, X.25, and Frame Relay

- q briefly describe the TCP/IP suite of protocols
- q briefly describe the Novell IPX/SPX protocols
- q outline the basic characteristics of AppleTalk, Banyan VINES, and DECnet

Unit summary

The WAN physical layer describes the interface between the data terminal equipment (DTE) and the data circuit-terminating equipment (DCE).

WAN data-link protocols such as Frame Relay and X.25 describe how frames are carried between systems on a single data link.

The common data-link encapsulations associated with synchronous serial lines are

- q Synchronous Data Link Control (SDLC)
- q Point-to-Point (PPP)
- q High-Level Data Link Control (HDLC)
- q Link Access Protocol, Balanced (LAPB)

X.25 provides a synchronous, bit-serial full-duplex point-to-point circuit for data transmission between the DTE and the DCE.

X.25 defines three basic types of packet service:

- q a switched virtual circuit
- q a permanent virtual circuit
- q a connectionless, datagram service

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User's Notes

Frame Relay was developed to meet the needs of bursty data traffic. It is a service designed to exploit the high quality and high bandwidths offered by optical fiber links.

TCP/IP is a suite of protocols incorporating protocols at the network, transport, and application layers of the OSI model. IP and TCP are the most important of these.

IP provides connectionless, best-effort delivery routing of datagrams and TCP guarantees packet delivery and data integrity.

Two main protocols in Novell's NetWare are IPX and SPX.

IPX is a network layer protocol that provides a very fast connectionless service. It provides network layer services such as addressing and routing.

SPX is a transport layer protocol. It is a connection-oriented protocol, providing error checking and windowed flow control. It ensures reliable delivery by retransmitting information that has not been correctly received.

AppleTalk is a suite of networking protocols for the Apple Macintosh. It works with Apple's own lower-layer protocol, LocalTalk, but can also run over the standard lower-layer protocols such as Ethernet and Token Ring.

Banyan Virtual Integrated Network Service (VINES) implements a distributed network operating system.

It provides three transport layer services:

- q unreliable datagram service
- q reliable message service
- q data stream service

DECnet is described by the DNA architecture. DNA is fully OSI-compliant and supports a wide variety of protocols.

User's Notes

Routing basics

Topics

Routing components

Addressing

Classful and classless addressing

Design goals

Routed v. routing protocols

Unit aim

To introduce the basics of routing

Unit objectives

After completing this unit you should be able to

- q explain what a router is
- q describe the two basic activities of routers, path determination and switching
- q briefly describe the different metrics used by routing algorithms
- q outline the addressing schemes used by various protocols
- q briefly describe IP addressing
- q outline the different design goals for routing algorithms
- q explain the difference between routed and routing protocols

Unit summary

A router is a device that routes packets across an internetwork. It makes decisions about the route to a packet's destination and it relays it from one data link to another.

Path determination enables the router to evaluate available paths to a destination and determine which to use. Routers determine the path to a destination using routing algorithms, which initialize and maintain routing tables containing route information.

The switching function of a router allows it to accept packets on one interface and forward them to a second interface.

Routing algorithms use one or more of the following metrics:

- q path length
- q reliability
- q delay
- q bandwidth
- q load
- q communication cost

Node addresses and network addresses should be unique in order to avoid conflicts on an internetwork.

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User's Notes

Many protocols use a two-part addressing scheme. The first part of the address identifies the network and the second part the node. How the address parts are interpreted and what authority allocates them differs from one protocol to another.

Routing algorithms often have one or more of the following goals:

- q optimality
- q simplicity
- q robustness
- q rapid convergence
- q flexibility

In classless addressing the prefix can be of any length. The length of the prefix is indicated either by a network mask or by a number following the address.

In classful addressing only a few specified prefix lengths are allowed, possibly extended by subnet masks. In standard IP classful addressing

- q class A has a prefix length of 8 bits and starts with 0
- q class B has a prefix length of 16 bits and starts with 10
- q class C has a prefix length of 24 bits and starts with 110

The particular design goals of the algorithm affect the operation of the resulting routing protocol.

Routed protocols are protocols that are routed over an internetwork. They carry traffic across the network.

Routing protocols are protocols that implement routing algorithms in order to allow routers to direct routed protocol packets.

User's Notes

Routing algorithms

Topics

Static and dynamic routing

Integrated routing protocols

Unit aim

To describe the different types of routing algorithm

Unit objectives

After completing this unit you should be able to

- q describe static and dynamic routing
- q briefly describe distance vector and link state routing algorithms
- q describe the features of integrated routing protocols

Unit summary

Static routing is administered manually. A network administrator enters the route information into the router and must manually update it whenever there is a change in the topology of the network.

Dynamic routing algorithms automatically adjust in real time. Whenever there is a change in the topology of the network they send out update messages to the other routers. Each router then re-runs its routing algorithm and adjusts its routing table.

Distance vector routing algorithms determine the direction and distance to any link in the internetwork. Each router periodically sends all, or a portion of, its routing table to its nearest neighbors only.

Link state routing algorithms maintain a complex database of topology information. Each router sends only that portion of the routing table that describes the state of its own links.

Balanced hybrid routing algorithms are a combination of the best of both. They use distance vectors to determine the best paths to destination networks, but allow network topology changes to trigger the routing updates. Like link state routing algorithms they converge rapidly. However they have a lower CPU, bandwidth, and memory overhead.

User's Notes

Installation Procedure

To install the course

First run Windows.

Then insert disk 1 in the A or B drive, as appropriate.

From the Program Manager, choose File - Run.

Next either

q type a:setup (or b:setup, as appropriate) and press Enter

or

q use the Browse option and select your floppy disk drive and then
setup.exe

You will then be given the option to change the drive on which the course is to be installed. When you are happy with the options here, click Continue.

Next, you will be asked to specify where you wish to install the Windows resource files which the course needs. You may choose to install these in the course directory or in your Windows SYSTEM directory. If installing on a network, read Considerations for network use on the next page before installing.

You will be prompted to insert further disks as required.

To remove the course

Run Windows.

Insert the course disk 1 in drive A or B, as appropriate.

From the Program Manager, choose File - Run.

Next either

q type a:remove (or b:remove, as appropriate) and press Enter

or

q use the Browse option and select your floppy drive and then remove.exe

You will then be asked to select the drive where Internetworking Overview is installed.

If you choose Continue, and if the course is on the selected drive, the course will be deleted and the subdirectory removed.

Considerations for network use

There are a number of Windows resource files which the course needs in order to run.

During installation, you are given the choice of installing these in either the course directory or the Windows SYSTEM directory.

If you are installing the course on a LAN drive, it is best to put these files in the course directory, so that they will be accessible to other workstations on the network.

Access from other workstations

To access the course from a workstation other than the one used to install the course, follow these steps:

Load Windows.

Either create a program group for CBT Cisco courses, or open this group if it already exists on the workstation.

Choose File - New - Program Item.

Using the Browse option, select the file CISCO1.EXE in the course directory on the network drive where you installed the course.

Click OK when satisfied with the options.

There will now be an icon for the course on your Windows desktop. Double-clicking on this icon will run the course.

Computer Managed Instruction Administration

The course is administered via a CMI (Computer Managed Instruction) system. Normally, only the course administrator has access to the CMI system.

How to install the CMI Administration system

It's best to install the CMI Administration system on the course administrator's PC. But remember, the CMI system must be able to access the course - if the course is not on a LAN, you must install the CMI system and the course on the same PC.

First run Windows (version 3.1 or later required).

Insert the CBT Curriculum - CMI Admin Disk in drive A or B, as appropriate.

From the Program Manager, choose File - Run.

Next either

type a:setup or b:setup (as appropriate), and press Enter

or

use the Browse option to select your floppy disk drive and then type setup.exe

You are now given the option of changing your CMI system installation drive.

When you're ready, click Continue.

The CMI Administration system is now installed on your selected drive, and a program group called "CBT Systems CMI Administration" is created.

This group contains the program icon. If you want, you can move this icon to another group.

How to enter the CMI Administration system

Run Windows and select the CMI Administration icon from the appropriate group.

On entering the program, you will be asked to enter your CMI password.

If this is the first time the program is being run, enter a new password - this will then become the CMI password.

If the program has been run before, you must enter the existing CMI password.

If you want to change the existing password, click the New button. You must then enter the existing password, before entering your choice for the new password.

The CMI password is not case-sensitive.

How to register a course with the CMI Administration system

From the Setup drop-down menu select Register Course(s).

Specify the drive(s) you wish to search for CBT courses.

To specify all drives, click the Select All button.

Click the Search button.

Your specified drive(s) will now be searched for CBT courses, and you are given a list of all that are found.

Highlight the course(s) you wish to register.

Click Select All if you want to highlight all courses found.

Click the Register Course(s) button.

Your selected course(s) are now registered.

NOTE If you have previously registered any other course, all existing students will automatically be registered in the new course or courses.

Course registration - drive selection options

Select All selects all listed drives

Search initiates the search for courses on the selected drive(s)

Cancel closes the drive list and returns to the main menu

Course registration - list of course options

Register Course(s) registers the selected courses

Select All selects all listed courses for registration

Cancel closes the course list and returns to the main menu

How to de-register a course with the CMI Administration system

From the Setup drop-down menu select De-register Course(s). You are given a list of all registered courses.

Specify the course(s) you want to de-register.

If you want to de-register all courses, click the Select All button.

Click the De-register button.

After individual confirmation, each selected course will be de-registered.

NOTE This procedure only removes the course from the CMI Administration system. The course itself - and all student details related to it - is not affected.

Course de-registration - list of course options

De-register de-registers the selected course(s)

Select All selects all listed courses for de-registration

Cancel closes the course list and returns to the main menu

How to register a student to the CMI Administration system

From the Setup drop-down menu select Register Student.

Fill in the two fields, Name and Number, in the Student registration dialog box.

Select Register.

Student registration dialog box options

Register	confirms your entries in the Name and Number fields and registers the student to the system
Cancel	closes the dialog box
Advanced	displays the Site/Dept, Mastery, and Password fields, for more detailed student registration

Student registration dialog box fields

Name	for name of the student to be registered
Number	for number of the student to be registered (the number must be alphanumeric and can consist of up to eight characters)
Site/Dept	to identify the student by department or site (optional field)
Mastery	allows you to set the pass level for course tests (70% is the default)
Password	for a password for the student to be registered

How to change a student's registration details

From the Setup drop-down menu, choose Change Student Details.

Select the student whose details you want to change, and click the Change option button.

When the Change student details dialog box appears, make the required changes in the appropriate fields.

Click the Accept option button.

Student selection dialog box options

Cancel cancels the operation, closes the dialog box and returns you to the main CMI menu screen

Change accepts the selected student and moves you to the next dialog box, where changes are made

Change student details dialog box options

Accept confirms changes made (or current student details) in the dialog box fields

Cancel closes the Change student details dialog box and returns you to the Student selection dialog box

Change student details dialog box fields

These are the same as the Student registration dialog box fields.

Note Before changing student details, ensure that all CBT courses are registered.

How to remove a student from the CMI Administration system

From the Setup menu choose Delete Student(s).

Highlight the appropriate student name(s).

Click Delete.

Delete Student(s) dialog box option buttons

Cancel closes the dialog box

Select All selects all the listed students (for deletion)

Delete deletes the selected student(s) from the CMI system

Note Before removing students, ensure that all CBT courses are registered.

How to generate a report on a student's progress

From the Reports drop-down menu choose Student Progress.

Highlight the student(s) for whom you require a report.

Click Report.

Select Students dialog box option buttons

Cancel closes the dialog box

Select All selects all the listed students (for reports)

Report displays the Student Progress - Report Options dialog box

Student Progress - Report Options dialog box options

Report Type allows you to select either general or detailed student course progress report(s)

Output Destination allows you to select to have your report(s) sent to a text or comma-separated file, displayed on screen, or printed out

Generate generates the report for the selected student(s)

Cancel closes the report options dialog box

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