Syllabus: CNS 477-Governance Policies in Information Assurance

General Course Information

CNS 477: Governance Policies in Information Assurance	Fall 2017
Instructor: Thomas Andrew (Andy) Reeder	Email: treeder2@depaul.edu
Meeting location/times: Section 701-12230 – LOOP, Thursdays, 17:45, LEWIS 01208 Section 710 - 12231 - DISTANCE	Office hours: Wednesdays, 5:00p – 6:30p, CDM 635
Course homepage: https://d2l.depaul.edu Used for presentation materials, supplemental materials, and submission drop boxes	**Text:** **(Required) - Legal Issues in Information Security**, 2nd Edition by Joanna Lyn Grama, 2015, Paperback: 550 pages; Publisher: Jones & Bartlett Learning; ISBN-13: 978-1-284-05474-3 Please note the textbook is also available as an eBook at no cost through the DePaul library at the following link: http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&bookid=69821 **(Optional)** - None Other reading materials are provided through URL links or posting to D2L

Course Description: This course focuses on the assessment of business risks arising from information security and privacy issues, as well as the creation and implementation of policies that ensure compliance with laws and industry standards. It is a complement to IS 482, which focuses on the legal standards to which people and organizations are held under laws and regulations that concern computing and information technology. Legal issues arising under information security and control frameworks, such as COBIT and ISO17799, are considered. Topics include privacy laws, payment card industry standards, information security measures mandated by select federal statutes (e.g., HIPAA, Gramm-Leach-Bliley, and Sarbanes-Oxley), data breach notification, governance and policy development, e-discovery, contracts, intellectual property, and security risk assessments.

The type of instruction for this course will be lecture and discussion.

Prerequisite(s): CNS 440

Learning Objectives: Students will be able to identify and understand

- How policies and procedures are used as part of information security governance
- Frameworks that can be used to build a program of controls to protect information assets
- Threats to information assets, including cyber crime
- Conduct of risk assessments and identification of safeguards to mitigate risk

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- Regulation or compliance requirements by industry and their impacts on information protection efforts
- Legal concepts that contribute to privacy and information security controls and regulations

Class Schedule/Assignment Schedule

- ***All assignments are due by Saturday at 5p of the week assigned***

Week	Topics Covered/Lecture	Assignment Schedule
1	- Course Introduction - Information Security Overview (Ch. 1) - Information Security Governance (Ch. 13)	Introductions Article Journal D2L Discussion Post (Online Class Only)
2	- Corporate Information Security and Privacy Regulations (Ch. 7) and Internal Control Frameworks - Risk Analysis and Risk Assessment Frameworks (Ch. 14)	Article Journal D2L Discussion Post (Online Class Only) Assignment #1
3	- The American Legal System (Ch. 3) - The Role of Contracts (Ch. 11)	Article Journal D2L Discussion Post (Online Class Only) Assignment #2
4	- Intellectual Property Law (Ch. 10) - Criminal Law and Tort Law Issues in Cyberspace (Ch. 12)	Article Journal D2L Discussion Post (Online Class Only) Assignment #3
5	- Privacy Overview (Ch. 2) - State Laws Protecting Citizen Information and Breach Notification Laws (Ch. 9)	Article Journal D2L Discussion Post (Online Class Only) Assignment #4
6	- Security and Privacy of Consumer Financial Information (Ch. 4) - Security and Privacy of Information Belonging to Children and in Educational Records (Ch. 5)	Article Journal D2L Discussion Post (Online Class Only) Assignment #5

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Week	Topics Covered/Lecture	Assignment Schedule
7	• Security and Privacy of Health Information (Ch. 6) • Federal Government Information Security and Privacy Regulation (Ch. 8)	Article Journal D2L Discussion Post (Online Class Only) Assignment #6
8	• Incident Response, and Contingency Planning (Ch. 14) • Computer Forensics, Investigations and e-Discovery (Ch. 15)	Article Journal D2L Discussion Post (Online Class Only)
9	• International Cybercrime and Information Security • Careers in Information Security and Privacy	Article Journal D2L Discussion Post (Online Class Only)
10	• Special Topics	Article Journal D2L Discussion Post (Online Class Only
11	• Final Exam/Final Project	Assignment #7 (Final Project)

Assignments/Grading

Assignment	Description	Grade Points (Total = 100)
Class Participation	*In Class Students*: Participation in class discussions will be measured by students actively asking questions and offering comments relevant to the day's topic or by the instructor asking students to offer comments related to the reading assignments. *Online Students:* Post to D2L by selecting and responding to at least 2 "Questions" from the week's lecture (both questions should be included in a single "Thread") **and** respond in D2L to at least 2 other students' postings by providing your thoughts/reactions and constructive feedback.	5
Article Journal	Choose an article related to any one of the previous weeks' topics selected from a popular or scholarly publication. Keep a journal for each week citing: Week of reading; author; date of publication; title of article; title of periodical/article; volume (if applicable); URL retrieved from.	5

Assignment	Description	Grade Points (Total = 100)
Article Presentations	All students must present one of their articles as a class discussion. This is discussion only – no other presentation materials are required. Online students must post a sound or video recording to D2L (if this is not possible by the student a phone call can be arranged by the instructor). Students must sign up in advance using a link provided by the instructor.	5
Assignment #1	Select and describe a corporate, non-profit, or government entity that will become the basis for future information security and privacy analysis during the Quarter.	10
	Identify in a 1-2-page paper why the entity was selected; the industry/government type; facts about the entity (e.g., #employees; product or services provided; current events; relevant history; recent news involving information security or privacy). Cite any references used in foot or end notes.	
Assignment #2	Describe the information assets for the entity described in Assignment #1 that require protection	10
	Identity and list in a 1-2-page paper the types of information assets that are important to the entity; describe what the assets are; and why they would be important. Cite any references used in foot or end notes.	
Assignment #3	Describe threats to the information assets described in Assignment #2	10
	Identity and list in a 1-2-page paper the types of information threats that could affect the information assets; describe what the threats are; identify the category and type of threat, and identify the likelihood of impact and severity of impact. This can be done in a table format. Cite any references used in foot or end notes.	
Assignment #4	Identify information privacy and security regulations that apply to the entity described in Assignment #1	10
	Identity and list in a 1-2-page paper the types of information security or privacy regulations (federal, state, non-governmental) with which the entity will need to comply. Describe briefly each regulation; when enacted; and compliance requirements. Cite any references used in foot or end notes.	

Assignment	Description	Grade Points (Total = 100)
Assignment #5	Identify how policies and procedures contribute to an overall framework of information protection governance This is a general description and not necessarily tied to the entity selected. Describe in a 1-2-page paper. Cite any references used in foot or end notes.	10
Assignment #6	Provide an outline of a sample policy or procedure. This is a general description and not necessarily tied to the entity selected. Describe in a 1-2-page paper – just an outline of what a policy template should include and describe how each section applies. Cite any references used in foot or end notes.	10
Assignment #7 (Final Project)	Create an actual policy or procedure to govern information protection for their selected entity Create a policy or procedure for the entity selected building on the previous assignments during the Quarter. Provide a description of why this policy or procedure was created and how it mitigates risk and achieves compliance. Cite any references used in foot or end notes. See instructor notes for types of policies recommended for consideration.	25
Extra Credit	Attend at least one conference; seminar; or professional association chapter meeting focusing on information security, privacy, legal affairs, or a similar topic. Students should **not** attend something that costs a fee; only select an event that is free of charge. To receive credit – turn in a 1-page summary of the event by posting to D2L and present in class.	3
Extra Credit	Arrange a meeting with the Writing Center to review one or more assignments during the Quarter. Turn in the comments received from the writing center.	.5 (points per assignment)

Late Submissions. Late submissions will be permitted past a due date but with a 10%-point reduction for each missed day. Discuss any circumstances with the instructor if a late submission becomes necessary.

Style Guide: For report and document preparation and citations, use APA (American Psychological Association), Purdue's OWL (Online Writing Lab): https://owl.english.purdue.edu/owl/resource/560/10/

Grading Scale: (based on 100 points = 100%)

93	A	87	B+	77	C+	60	D
90	A-	83	B	73	C	<60	F
		80	B-	70	C-		

Rubrics will be used in grading based on the following criteria:

"Assignments"	• Clarity (Related to the assigned topic) • Organization (Clearly sequences elements/ideas) • Mechanics (Correctness of grammar and spelling) • Timing (Assignment is submitted by required date)
"Participation"	• Participation • Quality of Discussion • Timing
"Article Journal"	• Number of Articles • Citations • Timing

Writing Center: I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

Changes to Syllabus. This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class and posted at the standard class link on the DePaul website

Course Expectations and Guidelines

Civil Discourse. DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Internet-Enabled Devices: For Learning Only: While in the classroom, Internet-enabled devices such as laptops, tablets, smartphones, and smart watches can ONLY be used for learning purposes as required by the instructor. Violation will result in losing the class performance grade.

Attendance:

- **In Class:** Students are expected to attend each class and to remain for the duration of the class. Late arrivals or departures should be discussed in advance with the Instructor.

- **Online**: Students are expected to view each week's lecture online and turn in assignments as indicated. Failure to turn in assignments will count as a class absence.

- **Three absences** for any reason, whether excused or not, may constitute failure for the course. The exceptions are a family or medical emergency or extenuating circumstances that are supported by documentation or evidence and coordinated through the University.

- **Excused Absence**. To petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at http://studentaffairs.depaul.edu/dos/forms.html. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

- It is not possible for students to informally change enrollment type after the course has started (i.e., online students must attend online and in class students must attend in class). Any request to change enrollment type must be coordinated through the University Registrar's Office.

Withdrawal. Students who withdraw from the course do so by using the Campus Connection system (http://campusconnect.depaul.edu). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal. This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career, students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are the last day of the last final exam for the subsequent Quarter.

Incomplete. An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for an incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.

- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.

- By default, an incomplete grade will automatically change to a grade of F after two-quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.

An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Additional Policies

Academic Integrity. DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (http://academicintegrity.depaul.edu) for further details.

Students with Disabilities. Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations: Loop Campus – Lewis Center #1420 – (312) 362-8002; Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

Dean of Students Office: The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally, we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us at http://studentaffairs.depaul.edu/dos

Online Course Evaluations. Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable. As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the University and teaching evaluation results is one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Sexual and Relationship Violence: As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or

relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or titleixcoordinator@depaul.edu). Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at http://studentaffairs.depaul.edu/hpw/shvp.html . Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may need support.