

### **General Course Information**

CNS 477: Governance Policies	Winter 2018
<b>Instructor:</b> Thomas Andrew (Andy) Reeder	Email: treeder2@cdm.depaul.edu
Meeting location/times: Section 801-20580– LOOP, Tuesday, 5:45PM - 9:00PM, CS&TC 00220 Section 810 - 25519 - DISTANCE	Office hours: Mondays, 5:00p – 6:30p, CDM 635
<b>Course homepage:</b> <a href="https://d2l.depaul.edu">https://d2l.depaul.edu</a> Used for presentation materials, supplemental materials, and submission drop boxes	<b>(Recommended) - <u>Legal Issues in Information Security</u></b> , 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: <a href="http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&amp;bookid=69821">http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&amp;bookid=69821</a>  <b>(Optional)</b> – None; other reading materials are provided through URL links or posting to D2L

**Course Description:** This course focuses on the assessment of 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, privacy, and IT control frameworks are considered. Topics include information security threats, cybercrime, risk assessment and risk mitigation, privacy concepts and breach notification laws, and legal concepts around contracts and intellectual property.

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

- Risks to the confidentiality, integrity, and availability of information assets
- Components of information security governance, including policy and procedure development
- IT control frameworks used to assure the integrity of information systems
- Approaches to security risk assessment and identification of safeguards to mitigate risk
- Federal and state information protection and breach notification regulatory compliance requirements
- 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***
- ***“Assignments 1-7” should be single-spaced; 11 or 12-point; Calibri or Times Roman font***

Week	Topics Covered/Lecture	Assignment Schedule
1	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Information Security Overview and Governance</li> </ul>	Introductions Article Journal D2L Discussion Post (Online Class Only)
2	<ul style="list-style-type: none"> <li>• Corporate Information Security and Privacy Regulations</li> <li>• Internal Control Frameworks</li> <li>• Risk Analysis and Risk Assessment Frameworks</li> </ul>	Article Journal D2L Discussion Post (Online Class Only) Assignment #1
3	<ul style="list-style-type: none"> <li>• The American Legal System</li> <li>• Criminal Law Issues in Cyberspace</li> <li>• The Role of Contracts</li> </ul>	Article Journal D2L Discussion Post (Online Class Only) Assignment #2
4	<ul style="list-style-type: none"> <li>• Intellectual Property Law</li> <li>• The Role of Contracts</li> </ul>	Article Journal D2L Discussion Post (Online Class Only) Assignment #3
5	<ul style="list-style-type: none"> <li>• Privacy Overview</li> <li>• Tort Law Issues in Cyberspace</li> <li>• State Laws Protecting Citizen Information and Breach Notification Laws</li> <li>• European Union General Data Protection Regulation (GDPR)</li> </ul>	Article Journal D2L Discussion Post (Online Class Only) Assignment #4
6	<ul style="list-style-type: none"> <li>• Security and Privacy of Consumer Financial Information</li> <li>• Security and Privacy of Information Belonging to Children and in Educational Records</li> </ul>	Article Journal D2L Discussion Post (Online Class Only) Assignment #5

Week	Topics Covered/Lecture	Assignment Schedule
7	<ul style="list-style-type: none"><li>• Security and Privacy of Health Information</li><li>• Federal Government Information Security and Privacy Regulation</li></ul>	Article Journal D2L Discussion Post (Online Class Only) Assignment #6
8	<ul style="list-style-type: none"><li>• Incident Response, and Contingency Planning</li><li>• Computer Forensics, Investigations and e-Discovery</li></ul>	Article Journal D2L Discussion Post (Online Class Only)
9	<ul style="list-style-type: none"><li>• Careers in Information Security and Privacy</li></ul>	Article Journal D2L Discussion Post (Online Class Only)
10	<ul style="list-style-type: none"><li>• Guest Speaker/Special Topics</li></ul>	Article Journal D2L Discussion Post (Online Class Only)
11	<ul style="list-style-type: none"><li>• Final Exam/Final Project</li></ul>	Assignment #7 (Final Project)

### Assignments/Grading

Assignment	Description	Grade Points (Total = 100)
<b>Class Participation</b>	<p><b><u>In Class Students:</u></b> 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.</p> <p><b><u>Online Students:</u></b> Login to the D2L class lecture each week; Post to D2L by selecting and responding to at least 2 "Questions" or "Exercises" (see slide titles) from the week's lecture (both responses should be included in a single "Thread"; Questions or Exercises selected must be included in the post) <b><u>and</u></b> respond in D2L to at least 2 other students' postings by providing your thoughts/reactions and constructive feedback.</p>	5
<b>Article Journal</b>	Choose an article from a popular or scholarly publication <b><u>related to one of the current week's</u></b> lecture topics. In D2L, post a reference summary of the article (see style guide) that includes author; date of publication; title of article; title of periodical/article; volume (if applicable); URL retrieved from. Include a <b><u>short</u></b> (2-3 sentence) abstract of what the article addresses.	5
<b>Article Presentations</b>	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. Students must sign up in advance using a link provided by the instructor. Article presentations must be related to the Article Journal for the week selected.	5
<b>Assignment #1</b>	<p><b><i>Select a corporate, non-profit, or government entity that will become the basis for analysis in subsequent papers on information security and privacy risk analysis and regulatory compliance during the Quarter.</i></b></p> <p>Describe in a 1-2-page paper why the entity was selected; the industry/government type; facts about the entity (e.g., location(s), number of employees; product or services provided; current events; history); also, any recent news involving information security or privacy. Cite any references used in foot or end notes.</p>	10

Assignment	Description	Grade Points (Total = 100)
Assignment #2	<p><b><i>Describe the major types of information assets for the entity described in Assignment #1 that require protection</i></b></p> <p>Identify and list in a 1-2-page paper the types of <u>information</u> 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. A table is preferred to list the assets along with a description of each.</p>	10
Assignment #3	<p><b><i>Describe threats to the information assets described in Assignment #2</i></b></p> <p>Identify and list in a 1-2-page paper the types of threats that could affect the information assets; describe what the threats are; identify the category and type of threat (e.g., technical, human, nature, physical); and identify the likelihood of impact (H, M, L) and severity of impact (H, M, L). A table is preferred to list the threats along with a description of each. Cite any references used in foot or end notes.</p>	10
Assignment #4	<p><b><i>Identify federal and state information privacy and security regulations or non-governmental requirements that apply to the entity described in Assignment #1</i></b></p> <p>Identify and list in a 1-2-page paper the types of information security or privacy requirements with which the entity will need to comply. Describe briefly each regulation; when enacted; and compliance requirements. A table is preferred to list and describe the regulations along with a description of each. Cite any references used in foot or end notes.</p>	10
Assignment #5	<p><b><i>Identify generally (not related to your entity) how policies and procedures are integrated into and contribute to an overall framework of information protection governance</i></b></p> <p>Describe in a 1-2-page paper. Cite any references used in foot or end notes. A narrative is preferred for this description.</p>	10
Assignment #6	<p><b><i>Provide an <u>outline</u> of a sample – generic - policy or procedure. This is an outline only – not an actual policy.</i></b></p> <p>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. A table or outline is preferred to describe each policy element.</p>	10

Assignment	Description	Grade Points (Total = 100)
<b>Assignment #7 (Final Project)</b>	<p><b><i>Create an <u>actual</u> policy to govern information protection for your selected entity.</i></b></p> <p>Create a policy for the entity selected building on the previous assignments during the Quarter. Also, provide in a narrative a description of why this policy or procedure was created and how it mitigates risk and achieves compliance. Estimate 5-6 pages. Cite any references used in foot or end notes.</p> <p>Ideas: Privacy Policy, Breach Notification Policy, Incident Response Policy, Disaster Recovery Policy, Information Security Policy</p> <p>Alternative Ideas: Risk Assessment Project Plan, Terms of Use Agreement, Website Privacy Policy</p>	25
<b>Extra Credit</b>	<p><b><i>Attend at least one conference; seminar; or professional association chapter meeting focusing on information security, privacy, legal affairs, or a similar topic.</i></b></p> <p>Students should <b>not</b> attend something that costs a fee just for the extra credit. To receive credit – turn in a 1-page summary of the event by posting to D2L and provide a presentation summary to the class.</p>	3
<b>Extra Credit</b>	<p><b><i>Arrange a consultation with the Writing Center to review one or more assignments during the Quarter.</i></b></p> <p>Turn in the comments received from the Writing Center during the same week that the Assignment is due. Assignments reviewed by the Writing Center should be turned in only after Writing Center comments are incorporated. Writing Center contact information can be found at: <a href="https://condor.depaul.edu/writing/">https://condor.depaul.edu/writing/</a></p>	.5 (points per assignment)

**Late Submissions:** Late submissions will be permitted past a due date but with a 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"	<ul style="list-style-type: none"><li>• Clarity (Related to the assigned topic)</li><li>• Organization (Clearly sequences elements/ideas)</li><li>• Mechanics (Correctness of grammar and spelling)</li><li>• Timing (Assignment is submitted by required date)</li></ul>
"Participation"	<ul style="list-style-type: none"><li>• Participation</li><li>• Quality of Discussion</li><li>• Timing</li></ul>
"Article Journal"	<ul style="list-style-type: none"><li>• Number of Articles</li><li>• Citations</li><li>• Timing</li></ul>

**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](http://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 login to the lecture or 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 Student Affairs.

**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](mailto: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](mailto: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.