American Public University System

The Ultimate Advantage is an Educated Mind

School of Science and Technology
Department of Information Technology
ISSC481: Security Planning and Policy
3 Credit Hours
8 Week Session
Prerequisite(s): None

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Instructor Information

Instructor:
Private Message:
Email:

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Course Description (Catalog)

This course examines the principles of security planning and policy. It focuses on a variety of security guidelines, policies and plans (security requirements, internal users, external users, operational costs, geography, capacity plan, growth plan, business organization, business scenarios, business factors, business processes, business functions, business products, product lifecycle, technical factors, roles and responsibilities, and organizational authority). This course addresses physical security, authentication, network security, encryption, software development, email, Internet, acceptable use, acceptable speech, and viruses/worms. It also covers the need for actionable and maintainable policies and the need for periodic audits of policies and configurations.

Course Scope

Writing successful information security policies requires proper planning. This course teaches students how to identify the security assets in organizations that need to be protected and how to write appropriate policies to protect them. The types of policies covered include policies to provide for physical security, authentication and network security, internet security, email security, protection from viruses, worms,

Trojan horses, encryption, software development, and acceptable use. This course also covers compliance of policies, enforcement of policies, and the policy review process.

Course Objectives

The successful student will fulfill the following learning objectives:

1. Determine the types of security assets that need to be protected in a typical organization.
2. Establish the need for security policies, and examine the challenges in implementing these policies.
3. Analyze the process for developing security policies.
4. Examine the roles of management and of the information security department in developing and enforcing security policies.
5. Assess the key components of a Physical Security Policy.
6. Compare the key components of an Authentication Security Policy and a Network Security Policy.
7. Evaluate the key components of an Internet Security Policy and an E-Mail Security Policy.
8. Determine the key components of a security policy for protection from viruses, worms, and Trojan horses.
9. Analyze the key components of an Encryption Security Policy.
10. Explain the key components of a Software Development Security Policy.
11. Identify the key components of an Acceptable Use Policy.
12. Examine the key considerations in the compliance and enforcement of security policies.
13. Draw conclusions about the steps in the policy review process.

Course Delivery Method

This is an 8 week course that will be delivered primarily online in the APUS Sakai system.

Resources

Johnson, Robert (2010). Security Policies and Implementation Issues, Jones & Bartlett. ISBN: 0763791326

Software Requirements
MS Word

Evaluation Procedures

Course Requirements: Your final grade will be based on the following course requirements and percentages:

Course Requirement	Percent
Forum	**32**
Weekly Assignments	**32**
Quiz #1	**5**
Quiz #2	**5**
Term Paper Outline	**4**
Term Paper	**22**
Total	**100**

Assignment Requirements

This course has a strong writing component. The goal is to organize, synthesize, and demonstrate your comprehension of core concepts investigated during this course by applying a combination of the terms, concepts, and details you have learned in a systematic way. As important as "the details" that you analyze and arrange in your writing, however, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details.

Written Assignments

- Download the **asnWeekxx.doc,** where xx is the week number, from the **Resources** section of the e-classroom. For example, asnWeek01.doc is the filename for week one assignments.
- After downloading the document, open it and enter your answers directly in the document.
- After answering the questions, save and upload the document in **Assignments** section of the e-class room.
- You may work ahead on assignments if you wish.

Assignments are due by Friday 11:59 p.m. ET of the week in which they are assigned. If you need an extension, please contact me via email to discuss your circumstances

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. Assignments submitted late without a prearranged extension will be subject to a 10% per day late penalty. **No late assignments will be accepted after the last day of the course.**

Forum Postings:

Each week a Forum thread will be started for discussion of the week's readings. A specific assignment for posting on the Forum will be announced each week. The assignments may involve discussion or debate. The number of postings required each week will vary and will be announced in the assignment for the week. In most cases you will be required to post at least one original post and one or more follow-ups to your classmates' posts.

Your first post each week must be posted by Wednesday at midnight EST. Please try not to be late with this post because your classmates will be relying on you to post on time to give them a post to respond to later in the week. All follow-up posts must be posted by Sunday at midnight EST.

Term Paper:

You will be required to write one term paper this semester. The specifications are as follows:

1. You must write a 4-6 page term paper on a topic of your choice related to computer security or security policies and procedures.
2. Your term paper outline is due at the end of week 2.
3. Your term paper is due at the end of week 7.
4. In addition to the 4-6 pages of the paper itself, you must include a title page and a references page.
5. Your title page must include the title of your paper, the date, the name of this course, your name, and your instructor's name.
6. Your references page must be written in APA citation style Arial 11 or 12-point font or Times New Roman styles.
7. You must provide a minimum of five (5) sources throughout the paper.
8. Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations

9. Your paper must be in your own words, representing original work. Paraphrases of others' work must include attributions to the authors. **Limit quotations to an average of no more than 3-5 lines, and use quotations sparingly!** It is always better to paraphrase than to directly quote.
10. Papers must be submitted to www.turnitin.com for review. PAPERS WITH AN ORIGINALITY REPORT FROM TURNITIN OVER 15% OR OVER 2% FROM A SINGLE SOURCE WILL RESULT IN A SIGNIFICANT POINT REDUCTION.
11. PER THE STUDENT HANDBOOK, YOU CANNOT SUBMIT A PAPER THAT HAS BEEN SUBMITTED IN ANOTHER COURSE.

Quizzes (non-proctored, open-notes)
You may use open notes on the quizzes. Questions may include multiple-choice or true/false. If it occurs in required reading, up to and including the week of the quiz, it is a candidate for inclusion on the exam. You will be given 45 minutes to complete each quiz.

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Grading Scale

Please see the student handbook to reference the University's grading scale.

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Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)	Wt%
1	Information Security Policies	CO-1	Ch. 1, & 2	Assignment 1 Forum Posting	4 4
2	Compliance Laws & Challenges	CO-2 & 3	Ch. 3 & 4	Assignment 2 Forum Posting Term Paper Outline	4 4 4
3	Implementation Issues & Frameworks	CO-3 & 4	Ch. 5 & 6	Forum Posting Assignment 3	4 4
4	How to Design & Maintain Security Policies & Approaches	CO-4, 5, & 6	Ch. 7 & 8	Forum Posting Assignment 4 **Quiz #1**	4 4 **5**
5	User Domain & IT Infrastructure Policies	CO-5, 6, & 7	Ch. 9 & 10	Assignment 5 Forum Posting	4 4
6	Risk Management & IRT Policies	CO-7, 8, & 9	Ch. 11 & 12	Assignment 6 Forum Posting	4 4
7	Policy Implementation & Enforcement	CO-9, 10, & 11	Ch. 13 & 14	Assignment 7 Forum Posting Term Paper	4 4 22
8	Compliance Systems & Emerging Technologies	CO-11, 12, & 13	Ch. 15	Assignment 8 Forum Posting **Quiz #2**	4 4 **5**

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Policies

Please see the **student handbook** to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.) (2010). Washington, D.C.: American Psychological Association.

LATE ASSIGNMENTS

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Turnitin.com:* Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet

materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Appendix B – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Undergraduate Level 300-400	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNNIG LEVEL 1	TOTAL POINTS
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the Resource. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	

CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	

WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	
TOTAL POINTS					