



## Course Number, Title and Credits

**CSCU 270** - Information System Security - 3 credits

## Bulletin Course Description

Prerequisite: CSCU 251. Students learn systematically the concepts, issues, challenges, and technological solutions of computer networks security and develop procedural and technological solutions with hands-on practice. Online only. 3 credits.

## Mission of the School of Business and Professional Studies

The mission of the School of Business and Professional Studies is to provide adult learners with a relevant, flexible and quality education that inspires innovation and global leadership.

## Program Mission

The program mission is housed at the school level and information is entered at the school level template.

## Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

[Click here](#) for information on the Program Learning Outcomes (PLOs), the Institutional Learning Outcomes (ILOs), and the Curriculum Map related to this course.

## Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in Brandman University's online portal, Blackboard. For more information about personal computer requirements click [here](#).

## Course Learning Outcomes

PLO #5 IT emphasis - Analyze, Design and Implement IT-based solutions to meet the needs of Business, or

PLO #5 SA emphasis - Install, test and administrate networking systems with information security features, or

PLO #5 PM emphasis - Plan, structure and manage systems project for results with total quality.

By the end of the course the student should be able to:

1. Describe the key information security concepts and terms.
2. Analyze a variety of systems threats, vulnerabilities and countermeasures in a given network environment.
3. Evaluate the IT security landscape of a given network system.
4. Implement IT access and security controls for a given scenario.
5. Analyze various security authentication models, attributes and protocols.
6. Assess IT security vulnerabilities by means of an information security audit.
7. Evaluate organizational procedures and policies pertaining to disaster recovery (DR) and business continuity.
8. Develop organizational security policies and training.
9. Identify career opportunities in information security.

## Required Textbooks



**TestOut Security Pro**  
978-1935080442  
Testout  
2019-10-19

All student textbooks are available at the Brandman University Bookstore:

<https://www.bkstr.com/brandmanstore/home>

## Major Study Units

- Understand and describe the terminology of Computer and Network security.
- Recognize the career opportunities in information Systems Security industry.
- Understand and describe systems threats and risks.
- Read, understand and describe concepts of “ network Vulnerabilities and attacks” and “Network defenses”
- Discuss, analyze and understand the principles of protecting Computer Security
- Analyze the issues of Identification and Authentication
- Evaluate and design Authentication in Distributed System
- Analyze the details of Access Control: logical and physical accesses
- Understand and apply best practices of Security Models
- Perform Security Evaluations in accordance with standards
- Evaluate, design and establish a Disaster Recovery Plan
- Setup Info security policies and procedures for an organization
- Establish/propose organizational training for Info security.

monitor Network operations and respond properly to security incidents

## Instructional Strategies

The fully ***online*** version of this course requires that each student take personal responsibility for completing all required readings and assignments independently, as well as actively participating in online discussions and collaborative team activities each week as assigned throughout the 8-week term. Online instructional strategies through Blackboard may include threaded discussions, journals, wikis, blogs, readings, videos,

links to web research and resources, and the use of audio/video synchronous and asynchronous multimedia tools.

The ***blended*** class meets on campus each week and that learning environment is extended through weekly online collaborative and independent learning activities. Classroom instructional strategies may include experiential activities, large and small group activities, presentations, and discussions. The online component of the blended course, delivered through Blackboard, may include threaded discussions, journals, wikis, blogs, readings, videos, links to web research and resources, and the use of audio/video synchronous and asynchronous multimedia tools.

## Methods of Evaluation for Determining Grades

### Assignment Detail for Fully Online Course:

<b>Assignments for Fully Online Course - Refer to Rubric(s) in Course Information in Blackboard</b>	<b>Possible Points</b>
Discussion Board (15 points x 7 discussions)	105
Quizzes (40 points x 7 quizzes)	280
Labs (40 points x 7 labs)	280
Security Policy Paper	165
Final Exam	170
	Total: 1000

### Week by Week Outline for Fully Online Course:

Week	Topics	Assignments
Week 1	LabSim Chapter 1.0 Introduction LabSim Chapter 2.0 Security Basics	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• LabSim Chapter 1</li> <li>• LabSim Chapter 2</li> <li>• Quiz 1</li> </ul>
Week 2	LabSim Chapter 3.0 Policies, Procedures and Awareness	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• LabSim Chapter 3</li> <li>• Quiz 2</li> </ul>
Week 3	LabSim Chapter 4.0 Physical	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• LabSim Chapter 4</li> <li>• Quiz 3</li> </ul>
Week 4	LabSim Chapter 5.0 Perimeter	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• LabSim Chapter 5</li> <li>• Quiz 4</li> </ul>
Week 5	LabSim Chapter 6.0 Network	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• LabSim Chapter 6</li> <li>• Quiz 5</li> </ul>
Week 6	LabSim Chapter 7.0 Host	<ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>



### Class by Class Outline for Blended Course:

Week	Topics	Assignments
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		

## Student Performance Requirements

Grades are determined on a straight-scale basis using the following scales.

The following grading scale applies to all undergraduate coursework:					
A	94.0% and above	A-	90.0% - 93.9%	B+	88.0% - 89.9%
B	83.0% - 87.9%	B-	80.0% - 82.9%	C+	78.0% - 79.9%
C	73.0% - 77.9%	C-	70.0% - 72.9%	D+	68.0% - 69.9%
D	63.0% - 67.9%	D-	60.0% - 62.9%	F	59.9% and below

The following grading scale applies to all graduate coursework:					
A	94.0% and above	A-	90.0% - 93.9%	B+	88.0% - 89.9%
B	83.0% - 87.9%	B-	80.0% - 82.9%	C+	78.0% - 79.9%
C	73.0% - 77.9%	F	72.9% or below		

## Attendance and Other Class Policies

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.

- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.
- Successfully completing the course requires good time management. All assignments should be completed and turned in on time. Unless prior arrangements are made with the instructor, late work will be discounted 10% for each day late; work submitted five (5) or more days late will not be accepted for credit. Points for discussion question threads are earned only in the assigned week; posting after the week ends in a discussion forum is not eligible for credit.

## Brandman University Academic Writing Standards

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, Brandman University has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. Brandman University is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing—in all its educational configurations—is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of Brandman University.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

## Documentation

Any material not original to the student must be cited according to the American Psychological Association (APA) documentation format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

## Academic Integrity

As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the Brandman University Catalog.

Online Brandman University library resources:

<https://www.chapman.edu/library/resources>

## Americans with Disabilities Act Statement

According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Campus Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when, the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

## Brandman University's Behavioral Intervention Team

Brandman University's Behavioral Intervention Team (BIT) addresses situations in which students, faculty, staff, vendors, contractors, or general visitors are displaying behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to function successfully or safely. The mission of the Brandman University Behavioral Intervention Team is to provide a proactive and supportive multidisciplinary team approach to prevention, assessment, and early

intervention of situations or individuals that may pose a threat to the safety and wellbeing of themselves or the University community as a whole.

It is the responsibility of faculty, staff, and students to immediately report any situation that could possibly result in harm to anyone at the University to the BIT by calling 949-383-3119, emailing [safe@brandman.edu](mailto:safe@brandman.edu), or by filling out the BIT referral form [here](#). For more additional information on the Brandman University Behavioral Intervention Team, please visit their website [here](#). A “crisis” is defined as a situation in which a person may pose an active or immediate risk of violence to self or others. In these cases, the local police should be contacted by calling 911.

## Brandman University’s Title IX Statement

Brandman University strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form are antithetical to the university’s mission and core values, violate university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy related complications, parental status, and marital status. Students expecting or experiencing pregnancy related complications, that may require educational accommodations, should contact the University’s Title IX Coordinator and/or the [Office of Accessible Education and Counseling Services](#).

The University and Title IX’s prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit [Brandman University's Title IX Resource Page](#) to access additional resources and information.

Brandman University staff and faculty are tasked with reporting any possible sex or gender based discrimination or Title IX violations to the University’s Title IX Coordinator at [civilrightscomplaints@brandman.edu](mailto:civilrightscomplaints@brandman.edu).

[Click on this Link to Brandman University Title IX Policy](#)