

CISM 315, Risk Mitigation & Security Policy, Syllabus (3 credits)

COURSE DESCRIPTION

This course focuses on “non-technical” aspects of risk mitigation in an organization. Major emphases include “insider threats,” how user behavior influences security, and how to minimize risk through security awareness training and “usable” security. Students create effective security policies based on an organization’s unique requirements, as well as applicable laws and regulations.

Prerequisites: CISM 230 Technical Writing, and CISM 320 Introduction to Network Security.
Special Consideration: CISM 315 is a Writing Emphasis course.

REQUIRED TEXTS & RESOURCES

Writing Information Security Policies. 1st ed. (2001)

Barman, Scott
New Riders Publishing
ISBN-13: 978-1578702640
ISBN-10: 157870264X

Security Risk Management: Building an Information Security Risk Management Program from the Ground Up. 1st ed. (2011)

Evan Wheeler
Syngress
ISBN-10: 1597496154
ISBN-13: 978-1597496155

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1		
	Unit 1: Introduction to the Discipline	
	Learning Activity #1	N/A
	Learning Activity #2	Due Week 1, Day 4
	Unit 2: Foundations	
	Learning Activity #3	X
	Etc.	

Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
IT Policy Topics (3 x 100 pts)	300
Discussion Forums (10 X 40 pts)	400
Quiz (2 X 50 pts)	100
Information Security Policy (1 X 200 pts)	200
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Equip students with essential habits and skills for lifelong learning and success.		Program Objective(s)
	Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.	The General Education Core equips students with a grounding in
	Objective 1.2: Graduates employ effective study habits and time management skills.	

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.		the Liberal Arts as a foundation for life and learning.
	Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.	
	Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.	

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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