

University of Hawaii Maui College

ICS 169 - Introduction to Information Security

1. Course Alpha. Please click on the ? to the right for help.

ICS

2. Course Number. Please click on the ? to the right for help.

169

3. Course Title/Catalog Title. Please click on the ? to the right for help.

Introduction to Information Security

4. Number of Credits. Please click on the ? to the right for help.

3

5. Contact Hours/Type. Please click on the ? to the right for help.

- Hour lecture (3)

6. Course Description. Please click on the ? to the right for help.

Provides the basic foundation to information security, including identifying threats, planning for business continuity, and preparing for various security attacks. Focus will be given to threats to financial security such as attacks on banking and other related financial information. Special emphasis on ethics and legal issues that covers hacking and other cybersecurity techniques and tactics.

7. Pre-Requisites. Please click on the ? to the right for help.

ICS 101 with grade C or better, or consent.

8. Co-requisites.

none.

9. Recommended Preparation.

None.

10. Is this a cross-listed course? Please click on the ? to the right for help.

NO

11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

This is a new course in the UH system. Required course for the STEM ECET Certificate of Competency in Cybersecurity. This course is based on a UHMC topics course ICS 190v that was taught with success on 2 occasions and will be taught one final time in Spring 2015. ICS 190v provided a broad introduction to information security to new students. Course is targeted towards students with little to no background in computer or networking technology.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Fall 2015

13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.

- Standard (Letter,Cr/NCr,Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.

NO

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

Course SLO/Competency	Create a defensive strategy for a business to prevent cyber-attacks and breaches	Construct an offensive plan for a business that will deter future cyber attacks	Determine an optimal small business policy for cyber education, ethics and policies
Explain a defensive measure or policy for a business to prevent cyber-attacks and breaches	<input checked="" type="checkbox"/>		
Create an offensive tactic or tool that will deter future cyber attacks		<input checked="" type="checkbox"/>	
Propose a cost-effective business policy for cyber safety		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/PSLO	Apply project management techniques to electrical/electronic(s) and computer systems	Utilize appropriate mathematics at the level of algebra and trigonometry to solve technical problems.	Demonstrate engineer's way of thinking (or systems-oriented reasoning), analyzing technology as systems.
Explain a defensive measure or policy for a business to prevent cyber-attacks and breaches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Create an offensive tactic or tool that will deter future cyber attacks		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Propose a cost-effective business policy for cyber safety	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.

Competency
Create a defensive strategy for a business to prevent cyber-attacks and breaches
Construct an offensive plan for a business that will deter future cyber attacks
Determine an optimal small business policy for cyber education, ethics and policies

17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

1. Week 1 - Introduction, Ethics and Careers - 10%
2. Week 2-3 - Access Control and Identity Management - 10%
3. Week 4 - Policies, Procedures and Awareness - 10%
4. Week 5-6 - Physical Security - 10%
5. Week 7 - Perimeter Defenses - 10%
6. Week 8-9 - Network Defenses - 10%
7. Week 10 - Host Defenses - 10%
8. Week 11 - Application and Data Defenses - 10%
9. Week 12-13 - Cryptography - 10%
10. Week 14-15 - Ethical Hacking - 10%
11. Week 16 - CyberCyber Competition - Capture the Flag

18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.

Program SLO
Apply project management techniques to electrical/electronic(s) and computer systems
Utilize appropriate mathematics at the level of algebra and trigonometry to solve technical problems.
Demonstrate engineer's way of thinking (or systems-oriented reasoning), analyzing technology as systems.

19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	Creativity - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

	<input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Level 1

GenED SLO

Creativity - Able to express originality through a variety of forms.

Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.

Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.

Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Cable TV (0)
- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)
- Online (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

- Jason Andress. The Basics of Information Security. 2 ed.. Syngress, 2014, 978-0128007440.

23. Maximum enrollment. Please click on the ? to the right for help.

35

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

NO

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

NO

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

No

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

No

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
AS:	ECET - All	PE - Program Elective
AAS:	Bus. Tech - All	PE - Program Elective
BAS:	BAS - All	PE - Specialization/Program Electives
Developmental/ Remedial:		

30. Course designation(s) for other colleges in the UH system.

No. New course.

- 31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.**

UHMC General Catalog 2014-2015. Modifications needed for 5 pages - Offerings on Page 10, CO Section page 28, ECET program page 45, ICS course descriptions page 126 and 127.

- 32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.**

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		2
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		2
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		3
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		3
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		3
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		3
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		3
Outcome 2.6 - Assess the validity of statistical conclusions.		3
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.		

Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		3
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		3
Outcome 3.3 - Recognize, identify, and define an information need.		3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		3
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		3
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		3
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		2
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		2
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		2
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		2
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.		
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		3
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		3
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		3
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		3
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		3
Outcome 5.8 - Communicate clearly and concisely the methods and results of		3

logical reasoning.		
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		3
Standard 6 - Creativity Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		3
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		3
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		2
Outcome 6.4: Apply creative principles to discover and express new ideas.		3
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		2

33. Additional Information

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