

MIS 5214 – Security Architecture Spring 2025

Instructor

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Class Format: In-Person

Class Meetings: Wednesdays, 9:00am – 11:30am

Where: 1810 Liacouras Walk, Room 420

Website: <https://community.mis.temple.edu/mis5214sec001spring2025/welcome-to-security-architecture/>

Canvas: <https://templeu.instructure.com/courses/152520>

Course Description

In this course you will study and learn about how: organizations plan, design and develop enterprise security architecture, IT security capabilities are aligned with business goals and strategy, and IT system security architectures and capabilities are assessed.

Course Objectives

1. Learn key Enterprise Security Architecture concepts
2. Develop an understanding of contextual, conceptual, logical, physical and component levels or security architectures and how they relate to one another
3. Learn how security architectures are planned, designed and documented
4. Gain an overview of how security architectures are evaluated and assessed
5. Gain experience working as part of team, developing and delivering a professional presentation

Credit Hours: 3

Textbook and Readings

- [Corporate Computer Security, 5th Edition](#), 2021, Boyle, Randall J. and Panko, Raymond R., Pearson, ISBN-13: 9780135823248
- Weekly readings described under READING below Class Schedule can also be found under the SCHEDULE menu on the class website, including:
 - National Institute of Standards and Technology (NIST) Special Publication 800 Series documents describing federal government security policies, procedures and guidelines
 - Federal Information Processing Standards (FIPS)
 - Federal Risk and Authorization Management Program (FedRAMP) documents and templates
 - Articles from OWASP, Microsoft, U.S. Department of Homeland Security, and other sources
- Case studies and a reading are available as a course pack for purchase from Harvard Business Publishing available at: <https://hbsp.harvard.edu/import/1248822>

Class (Unit) Schedule

Unit #	Topics	Date
1	Introduction	1/15
	The Threat Environment	
2	System Security Plan	1/22
3	Planning and Policy	1/29
	Case Study 1 “A High-Performance Computing Cluster Under Attack: The Titan Incident”	
4	Cryptography	2/5
5	Secure Networks	2/12
6	Firewalls, Intrusion Detection and Protection Systems	2/19
7	Mid-Term Exam	2/26
	Spring Break	3/5
8	Case Study 2 “Data Breach at Equifax”	3/12
	Access Control	
9	Host Hardening	3/19
10	Application Security	3/26
11	Data Protection	4/2
	No Class – Team Work on Project	4/9
12	Incident and Disaster Response	4/16
13	Team Project Presentations	4/23
	Course Review	
	Final Exam	4/30

Readings

Unit #	Readings
1	- Boyle and Panko: Chapter 1 The Threat Environment - Ross, J.W., Weill P., and Robertson D.C. (2008), "Implement the Operating Model Via Enterprise Architecture" (in the Harvard Business Publishing course pack)
2	NIST SP 800-100 "Information Security Handbook: A Guide for Managers", Chapter 10 Risk Management, pp.84-95 NIST SP 800-18r1 "Guide for Developing Security Plans for Federal Information Systems", pp. 1-30 "FedRAMP-High-Moderate-Low-LI SaaS-Baseline-System Security Plan (SSP) Template"
3	- Boyle and Panko, Chapter 2 Planning and Policy NIST SP 800-100 "Information Security Handbook: A Guide for Managers", Chapter 8 – Security Planning, pp.67-77 NIST SP800-60V1R1 "Guide for Mapping Types of Information and Information Systems to Security Categories", pp.1-34 FIPS 200 "Minimum Security Requirements for Federal Information and Information Systems", pp.1-9 - Case Study 1 "A High-Performance Computing Cluster Under Attack: The Titan Incident" (in the Harvard Business Publishing course pack)
4	Boyle and Panko, Chapter 3 Cryptography
5	- Boyle and Panko, Module A "Networking Concepts" and Chapter 4 "Secure Networks" NIST SP 800-145 "The NIST Definition of Cloud Computing" An Introduction to DDoS – Distributed Denial of Service Attack Public Key Infrastructure and X.509 Public Key Certificates
6	- Boyle and Panko: Chapter 6 Firewalls Basile, C., Matteo, M.C., Mutti, S. and Paraboschi, S. "Detection of Conflicts in Security Policies", in Vacca, J.R. (2017) Computer and Information Security Handbook, Third Edition, Chapter 55. pp. 781-799.
8	- Boyle and Panko, Chapter 5 Access Control NIST SP 800 63-3 "Digital Identity Guidelines" NIST SP 800 63A "Digital Identity Guidelines: Enrollment and Identity Proofing" NIST SP 800 63B "Digital Identity Guidelines: Authentication and Lifecycle Management" - Case Study 2 "<i>Data Breach at Equifax</i>" (in the Harvard Business Publishing course pack)
9	- Boyle and Panko, Chapter 7 Host Hardening NIST SP 800-123 Guide to General Server Security NIST SP 800-40r4 Enterprise Patch Management Planning
10	- Boyle and Panko, Chapter 8 Application Security OWASP Application Security Verification Standard OWASP Attack Surface Cheat Sheet NIST SP 800-190 Application Container Security

11	- Boyle and Panko, Chapter 9 Data Protection Tullis, J.A., et al, "Geoprocessing, Workflows, and Provenance", in Remote Sensing Handbook, Second Edition, edited by P. Thenkabail, Vol. 2, pp. 303-337, CRC Press.
12	- Boyle and Panko, Chapter 10 Incident & Disaster Response NIST SP 800 34r1 "Contingency Planning Guide for Federal Information Systems" NIST SP 800-92 "Guide to Computer Security Log Management" NIST SP 800-86 "Guide to Integrating Forensic Techniques into Incident Response"

Assignments

Course assignments, readings and case studies have been carefully chosen to bring the real world into class discussion while also illustrating fundamental concepts. You are responsible for completing the weekly readings prior to class and posting your assignments to the class website.

You will find the readings for each week posted to the class website under the SCHEDULE menu item. Be sure to check for updates to the list of readings for the week one week prior to each class. In addition to readings, you will also find resource materials and details of problem-solving assignments for the coming week's class under the SCHEDULE menu:

SCHEDULE -> First Half of Semester/Second Half of Semester -> Week#-Topic.

In addition to completing the reading assignments, you are also responsible for submitting the following deliverables on-time, according to the schedule provided:

- 1. One Key Point Taken from Each Assigned Reading:** To facilitate preparation and active participation in class you are required to summarize and discuss one key point you took from each assigned reading.

Each **Thursday** you will find a series of posts on the class web site referencing the readings and assignments for the coming week. There will be one post corresponding to each reading assigned that week. Post a few sentences of thoughtful analysis about one key point you took from each assigned reading by **midnight Sunday** the week they are due.

- 2. One Question You Would Ask Your Fellow Classmates to Facilitate Discussion.** Among the posts provided for the coming week you will find one specifically designated for posting a question to ask your fellow classmates to facilitate discussion of the coming week's topic. Post your question by **midnight Sunday** the week it is due.

Case Studies. You will prepare and participate in two case study analyses during the semester. I will provide several questions to help you prepare to discuss each case study. Answer the questions in a way that demonstrates the depth of your understanding of the security and audit concerns represented by the case.

Case study analysis is a 3-phase process:

- i. Individual preparation of each case study analysis is done as a homework assignment that has you answering questions intended to prepare you for contributing in a group discussion meeting.

Your analysis of the case will prepare you to learn from what others say. To fully benefit from the interchange of ideas about a case's problem, however, you must possess a good understanding of the facts of the case and have your own ideas. Studying the case, doing your homework and answering the questions readies you to react to what others say. This is how we learn.

- ii. Group discussions are informal sessions of give and take. Come with your own ideas and leave with better understanding. By pooling your insights with the group you advance your own analysis. Discussions within small groups is also helpful for those uncomfortable talking in large classes to express their views and gain feedback.
- iii. Class discussion advances learning from the case, but does not solve the case. Rather it helps develop your understanding why you need to gain more knowledge and learn concepts that provide the basis of your intellectual toolkit you develop in class and apply in practice.

Upload your answers to the case study questions to your Canvas folder no later than **Sunday at Midnight** of the week it is due. Below is the schedule for the Case Studies:

Unit #	Case Study	Due	Discussion
3	Case Study 1: "A High-Performance Computing Cluster Under Attack: The Titan Incident"	1/26	1/29
8	Case Study 2: "Data Breach at Equifax"	3/9	3/12

Your written answers to the questions should not exceed one single-spaced page using 11 point Times New Roman font with one-inch margins. Be sure to include each question (including number) along with the answers in your document. Do not prepare a separate cover page. Instead put your name, the class and section number (MIS5214-001), and the case name in the top-left corner of the header.

You will name your submitted document file and upload it to your Canvas using the following file naming convention: class and section number (e.g. MIS5214-001), followed by a dash ("-"), followed by your name, followed by a dash, followed by the Case for the assignment. For example: MIS5214-001-David-Lanter-Case1.pdf.

Note: Late submissions will result in loss of 50% credit earned.

Participation

Much of your learning will occur as you prepare for and participate in discussions about the course material. In addition to fulfilling your weekly assignments you are required to:

1. **Comment on your classmates' discussion questions and/or key points they took away from the readings:** Read your classmates' discussion questions and key points they took away from the assigned readings, and contribute at least three (3) substantive posts that include your thoughtful answers to their discussion questions and/or comments on the key points made about the readings. Your posting of your three comments is due **Tuesday by noon**.
2. **Post an article to the "In the News" Post:** Contribute a link and a brief summary. Be prepared to discuss in class an article you found about a current event in the Information Security arena. An ideal article would be tied thematically to the topic of the week. However, any article you find interesting and would like to share is welcome. The deadline for posting is **Tuesday by noon**.

Evaluation online and in-class will be based on what you contribute, not simply what you know. **Frequency** and **quality** of your contributions are equally important.

Note: Late submissions for participation deadlines will result in no (0) credit earned for Comments and In the News articles.

Team Project

By class 4, students will be organized into teams that work together on case studies and on the Team Project. Each team will be responsible for researching, developing and presenting a system security plan for a cloud-based enterprise information system. The plan will include technical specifications and diagrams illustrating the security architecture of an information system.

The team will develop and deliver a 15-minute presentation on the system's security architecture, followed by 15-minutes of questioning by the other project teams.

Below is a recommended schedule for developing and improving your Team Project:

Unit #	Team Project Schedule	Due
8	1 st Draft System Security Plan (SSP) review	3/12
10	2 nd Draft SSP review	3/26
11	3 rd Draft SSP review	4/2
13	Presentation of Final Deliverables	4/23

Draft System Security Plans: For these assignments you and your team should schedule time and meet with your instructor to review and gain feedback on your security architecture solution. You may produce system and security architecture diagrams using a graphic drawing software tool of your choosing, (e.g. <https://app.diagrams.net/>, PowerPoint, Microsoft Visio, etc.)

Final deliverable document submission instructions: Put your name, class section number and the week of the assignment in the top-left corner of the header of the document. Name your submitted document file using the following naming convention and upload it to your Canvas. File naming convention: course number (MIS5214), followed by a dash ("-"), followed by your name (first-last), followed by an underscore ("dash"),

followed by the name of the assignment. For example: MIS5214-David-Lanter_2ndDraft-SSP.pdf.

Exams

There will be two exams given during the semester: Mid-Term and Final exams. Together these exams are weighted 20% of your final grade.

Below is the Exam schedule:

Unit #	Exam	Date
7	Mid-Term	2/26
	Final	4/30

You will have a fixed time (e.g. 150 minutes) to complete the exam. In general, the final exam will be cumulative.

A missed exam can only be made up in the case of documented and verifiable extreme emergency-situation. No make-up is possible for Final Exam.

Weekly Cycle

As outlined above in the **Assignments, Participation, Case Studies and Team Project** sections, much of your learning will occur as you prepare for and participate in discussions about the course content. To facilitate learning the course material, we will discuss course material on the class blog in between classes. Each week this discussion will follow this cycle:

When	Actor	Task	Type
Thursday	Instructor	Post readings & assignment questions	Assignment
Sunday midnight	Student	Post key points from readings, question for classmates	Assignment
Sunday midnight	Student	Case study answers	Assignment
Tuesday noon	Student	Post 3 comments and In The News article	Participation
Wednesday	Both of Us	Class meeting	Participation

Evaluation and Grading

Item	Weight
Assignments	25%
Participation	25%
Team Project	25%
Exams	25%
	100%

Grading Scale			
94 – 100	A	73 – 76	C
90 – 93	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	Below 60	F

Grading Criteria

The following criteria are used for evaluating assignments. You can roughly translate a letter grade as the midpoint in the scale (for example, an A- equates to a 91.5).

Criteria	Grade
The assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed that transcend general discussions along similar topic areas. There are no mechanical, grammatical, or organization issues that detract from the ideas.	A- or A
The assignment consistently meets expectations. It contains all the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals.	B-, B, B+
The assignment fails to consistently meet expectations. That is, the assignment is complete but contains problems that detract from the intended goals. These issues may be relating to content detail, be grammatical, or be a general lack of clarity. Other problems might include not fully following assignment directions.	C-, C, C+
The assignment constantly fails to meet expectations. It is incomplete or in some other way consistently fails to demonstrate a firm grasp of the assigned material.	Below C-

Late Assignment Policy

An assignment is considered late if it is turned in after the assignment deadlines stated above. No late assignments will be accepted without penalty unless arrangements for validated unusual or unforeseen situations have been made.

- Participation comments and In The News articles cannot be turned in late. If you miss contributing prior to the deadlines for class that week you will receive no credit for it.
- Late Assignments will be assessed a **50% penalty** each day they are late.
- Plan ahead and backup your work. ***Equipment failure is not an acceptable reason for turning in an assignment late.***

University Policies

Attendance

To achieve course learning goals, students must attend and participate in classes, according to your instructors' requirements. If one or more classes are missed, it is the student's responsibility to contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion.

Video Recording and Sharing Policy

Any recordings permitted in this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as [FERPA](#) as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University. Any unauthorized redistribution of video content is subject to review by the Dean's office, and the University Disciplinary Committee. Penalties can include receiving an F in the course and possible expulsion from the university. This includes but is not limited to: assignment video submissions, faculty recorded lectures or reviews, class meetings (live or recorded), breakout session meetings, and more.

Code of Conduct Statement for Online Classes Online Behavior

Students are expected to be respectful of one another and the instructor in online discussions. The goal is to foster a safe learning environment where students feel comfortable in discussing concepts and in applying them in class. If for any reason your behavior is viewed as disruptive to the class, you will be asked to leave and you will be marked absent from that class. Please read the university policy concerning disruptive behavior:

The disruptive student is one who persistently makes inordinate demands for time and attention from faculty and staff, habitually interferes with the learning environment by disruptive verbal or behavioral expressions, verbally threatens or abuses college personnel, willfully damages college property, misuses drugs or alcohol on college premises, or physically threatens or assaults others. The result is the disruption of academic, administrative, social, or recreational activities on campus.

Online Classroom Etiquette

The expectation is that students attending online courses will behave in the same manner as if they were in a live classroom. Be courteous and professional in your location, attire and behavior. Specifically, your location should reflect a clean and professional appearance - not a bedroom, crowded conference room, loud restaurant/bar, etc. Your attire should mirror what you might wear to a live classroom. We expect that students will not disrupt class through visuals or verbal outbursts, such as but not limited to, conversations with other people in the room, engaging in inappropriate behavior while you are in class or distracting the class in any other way. In addition, students should refrain from doing something in their online class that they would not do in a live classroom. which includes eating large meals, drinking alcohol, vaping, getting up often and leaving the online class (not staying at their computer). You should arrive on time and leave when the class is over.

If there is an emergency of some kind, notify your faculty member via email or the chat function in Zoom.

Student and Faculty Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed at policies.temple.edu.

Inclement Weather Policy

Please be advised that while Temple University campuses may close for inclement weather, online courses are not on-campus and therefore are still expected to meet. Your instructor will contact you regarding any adjustments needed in the event of a power outage or severe circumstances. Should you have any questions, please contact the professor.

Academic Integrity

The MIS Department has a **zero-tolerance** policy for any type of academic dishonesty in the classroom.

Academic dishonesty refers to any form of cheating, plagiarism, or other unethical practices in academic settings. This includes, but is not limited to, the following:

- A. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials.
- B. Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus, assignment, or class discussion; (5) or otherwise engaging in behavior that gives the Student an unfair academic advantage including, but not limited to, fabrication of data or sources, resubmitting work already submitted for another academic requirement without prior authorization, or other similar behavior.
- C. Facilitating, procuring, or encouraging another person to engage in plagiarism or cheating.

To be clear, the following are unacceptable:

- Copying material directly from the Internet (or another source) without a proper citation crediting the author.
- Posting material to the Internet so that it can be used by other students who are violating this academic integrity policy (i.e. posting exam material or assignment material to Course Hero).
- Turning in an assignment from a previous semester as if it were your own and created during the current semester.
- Having someone else complete your assignment and submitting it as if it were your own.

- Fraudulently updating the attendance record.
- Use of assignments completed in one class as any part of a project assigned in another class.
- Sharing/copying any graded assignment.
- Use of any unauthorized information during an examination.

In cases of cheating where multiple parties are involved, all parties will be held **equally responsible**. Under this zero-tolerance policy, any student found violating the academic integrity policy will immediately receive a final grade of “F” for the course and a formal complaint will immediately be filed with Office of Student Conduct and Community Standards. This incident will be listed on your permanent academic record. As part of the formal complaint, a petition will be filed to have you expelled from the university. The penalty for violating this policy will not be discussed; You will be directed to this paragraph in the class syllabus.

** As outlined in the university's Withdrawal from Classes policy (policy no. 02.10.14), once a student has been informed that academic misconduct is suspected, the student may not drop or withdraw from the course during the investigation and adjudication process except where the drop or withdrawal is approved for exceptional circumstances.

<https://studentconduct.temple.edu/>

Disability Statement

Any student who has need of accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Temple University's Disability Resources and Services (DRS) office at (215)204-1280 located in the Howard Gittis Student Center South, 4th Floor to coordinate accommodations for students with documented disabilities. Please contact the instructor and the DRS within the first week of class, at the beginning of the semester. DRS will establish a student's needs and make necessary arrangements with faculty. If the student chooses not to contact DRS, he/she will be unable to receive accommodations retroactively, once exams are completed and/or course grades are submitted. Such decisions are made jointly between the DRS office and the instructor, at their discretion based on circumstances. Accommodation letters must be received by the instructor during the first two weeks of the semester.