MIS5214 – Security Architecture

Unit 1

Agenda

- Welcome and Introductions
- Course Introduction Goals
- Introductory Terminology
- The Threat Environment
- Next Week…

Instructor

David Lanter

Director - Information Technology Auditing and Cyber Security Programs

Philadelphia, Pennsylvania · 500+ connections · Contact info

Experience

Director - Information Technology Auditing and Cyber Security (ITACS) programs
Temple University – Fox School – Management Information Systems
Aug 2016 - Present · 7 yrs 1 mo
Greater Philadelphia Area

Vice President - Information Management Systems
CDM Smith
Sep 2001 - Aug 2016 · 15 yrs

Research Director
Rand McNally
Oct 1998 - Jun 2001 · 2 yrs 9 mos

GeoModeling QA Lead / Software Design Engineer
Microsoft
Oct 1996 - Jun 1998 · 1 yr 9 mos

President
Geographic Designs Inc.
Jan 1989 - Jun 1996 · 7 yrs 6 mos

Assistant Professor
University of California, Santa Barbara
Jan 1990 - Jun 1995 · 5 yrs 6 mos

Systems Analyst
Grumman Data Systems
Mar 1986 - Aug 1987 · 1 yr 6 mos

Software Engineer
Navigation Sciences
Jun 1985 - Jan 1986 · 8 mos
Bethesda, Maryland

Education

University of South Carolina
Ph.D., Geographic Information Processing
1987 – 1989

Temple University - Fox School of Business and Management
Master's Degree, IT Auditing and Cyber Security
2013 – 2015

State University of New York at Buffalo
Master's degree, Geographic Information Systems
1983 – 1986

Clark University
Bachelor's degree (with Honors), Science, Technology, and Society: Risk-Hazards/Computer Science
1981 – 1983

Licenses & certifications

Certified Information Systems Security Professional (CISSP)
(ISC)²
Issued Oct 2021 · No Expiration Date
Credential ID 586876

Certified Information Systems Auditor® (CISA)
ISACA
Issued Apr 2015 · No Expiration Date
Credential ID 15122708
Show credential

GISP - Certified Geographic Information Systems Professional
GISCI
Issued Apr 2015 · No Expiration Date
Credential ID 30416
Show credential

Course Goals – Security Architecture

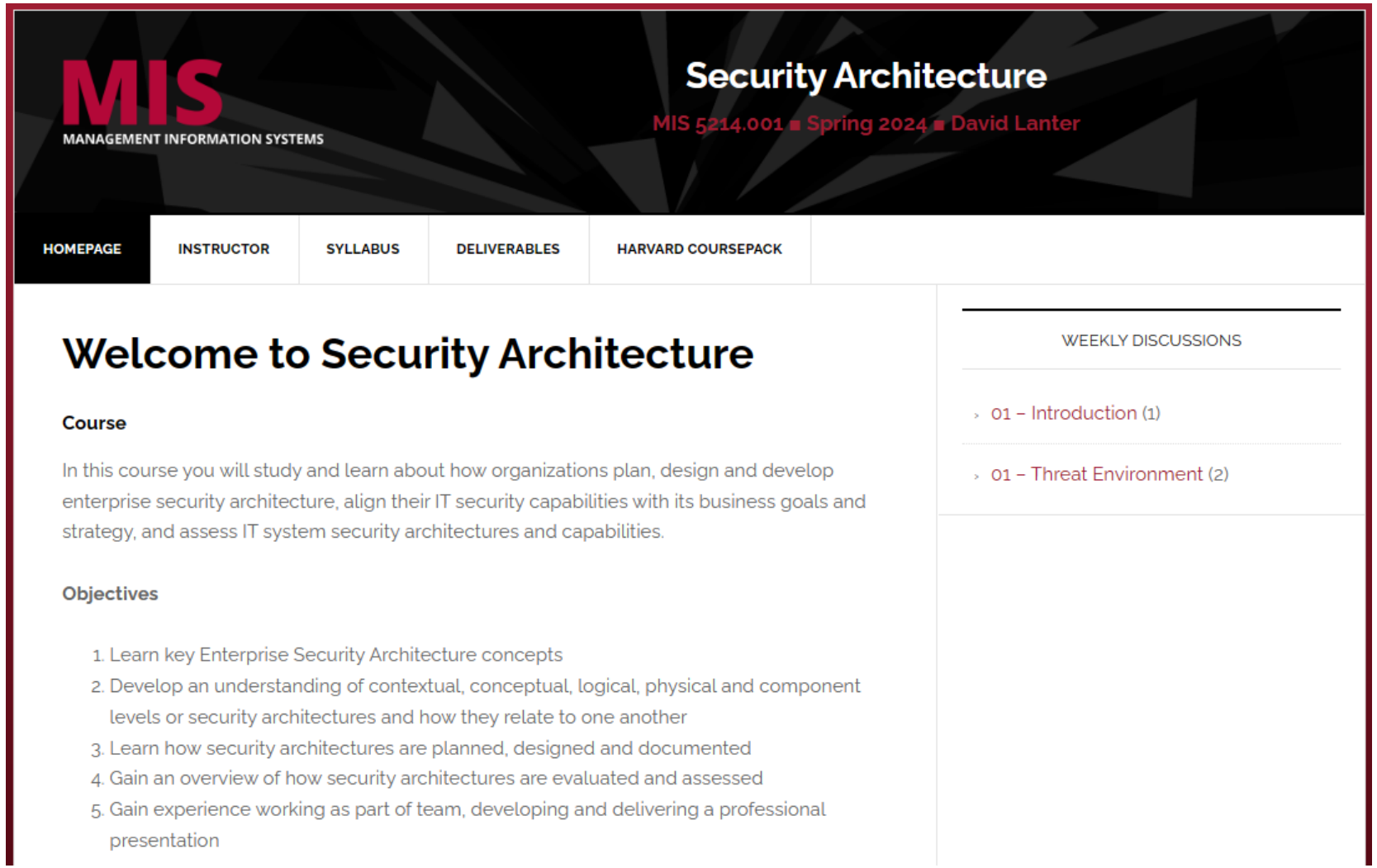
Learn about how organizations

- Align their IT security capabilities with their business goals and strategy
- Plan, design and develop enterprise security architectures
- Assess IT system security architectures and capabilities

Objectives

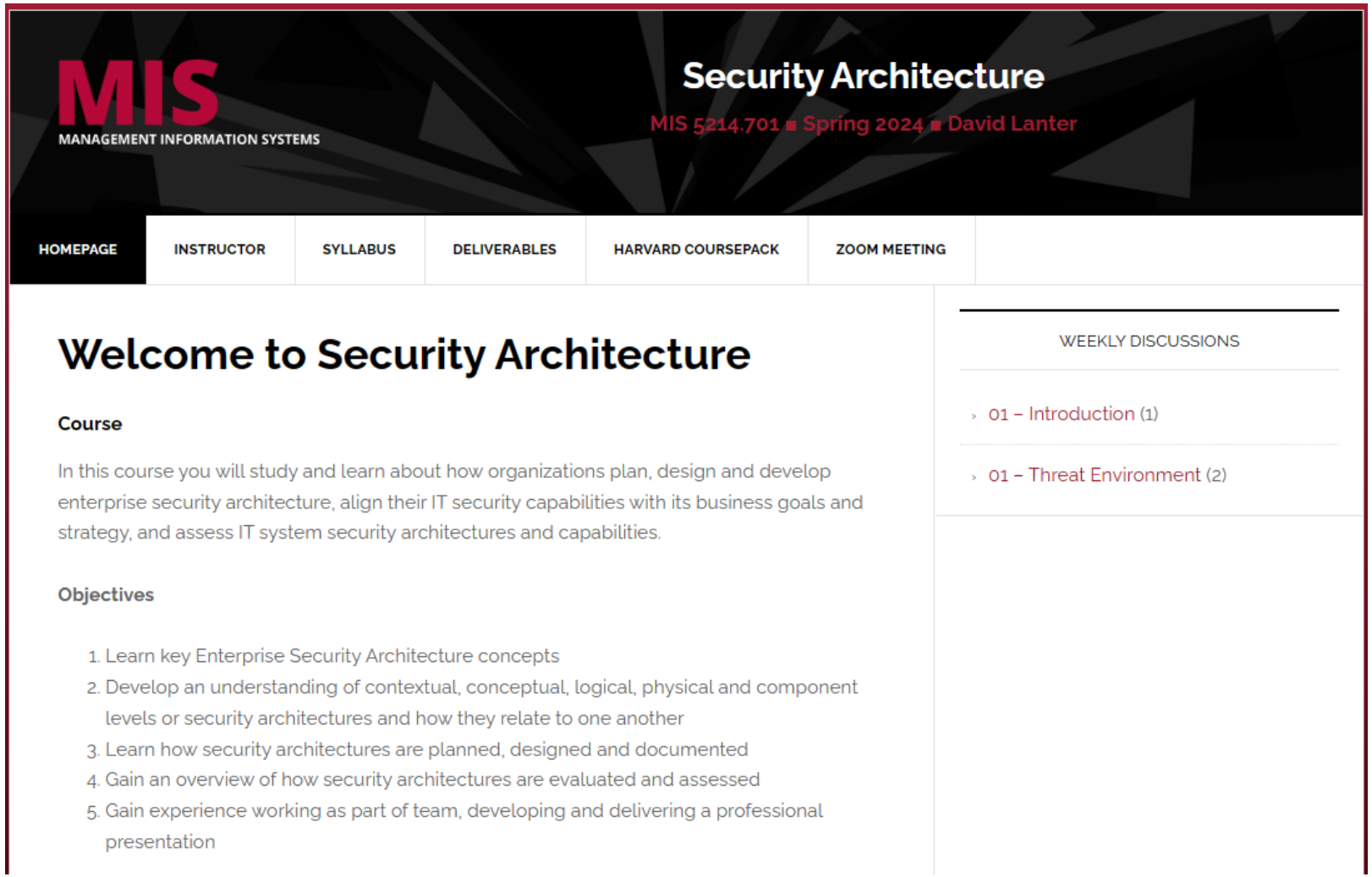
1. Learn key Enterprise Security Architecture concepts
2. Develop an understanding of contextual, conceptual, logical, component, and physical levels of security architectures and how they relate to one another
3. Learn how security architectures are planned, designed and documented
4. Gain an overview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

Course Web Site



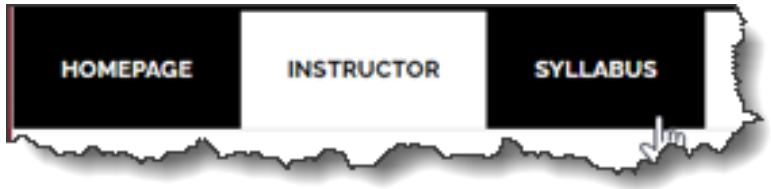
https://community.mis.temple.edu/mis5214sec001spring2024/welcome-to-security-architecture/

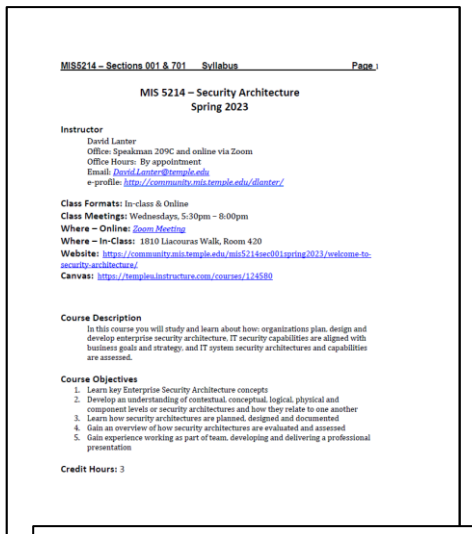
Course Web Site



https://community.mis.temple.edu/mis5214sec701spring2024/welcome-to-security-architecture/

Syllabus





MIS5214 – Sections 001 & 701 Syllabus Page 1

MIS 5214 – Security Architecture
Spring 2023

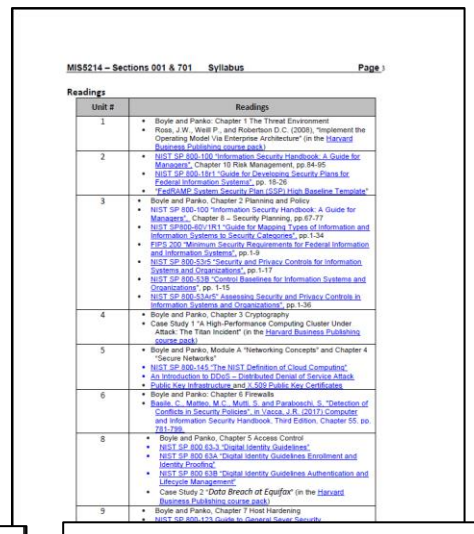
Instructor
David Lanter
Office: Speakman 209C and online via Zoom
Office Hours: By appointment
Email: *David.Lanter@temple.edu*
e-profile: *http://community.mis.temple.edu/dlanter/*

Class Formats: In-class & Online
Class Meetings: Wednesdays, 5:30pm – 8:00pm
Where – Online: *Zoom Meeting*
Where – In-Class: 1810 Liacouras Walk, Room 420
Website: https://community.mis.temple.edu/mis5214sec001spring2023/welcome-to-security-architecture/
Canvas: https://templeu.instructure.com/courses/124580

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

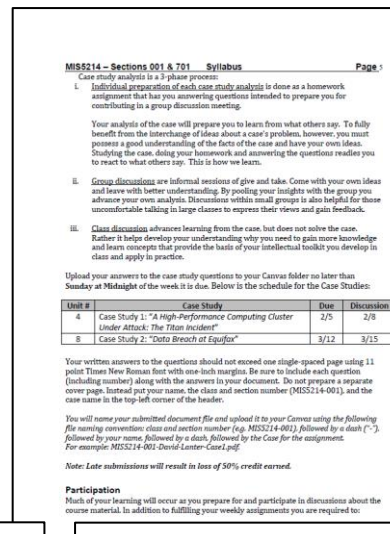
Credit Hours: 3



MIS5214 – Sections 001 & 701 Syllabus Page 3

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. 16-26 • "FedRAMP System Security Plan (SSP) High Baseline 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 • NIST SP 800-53r5 "Security and Privacy Controls for Information Systems and Organizations", pp.1-17 • NIST SP 800-53B "Control Baselines for Information Systems and Organizations" pp. 1-15 • NIST SP 800-53Ar5 "Assessing Security and Privacy Controls in Information Systems and Organizations", pp. 1-36
4	• Boyle and Panko, Chapter 3 Cryptography • Case Study 1 "A High-Performance Computing Cluster Under Attack: The Titan Incident" (in the Harvard Business Publishing course pack)
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 "*Data Breach at Equifax*" (in the Harvard Business Publishing course pack)
9	• Boyle and Panko, Chapter 7 Host Hardening • NIST SP 800-125 Guide to General Server Security



MIS5214 – Sections 001 & 701 Syllabus Page 5

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:

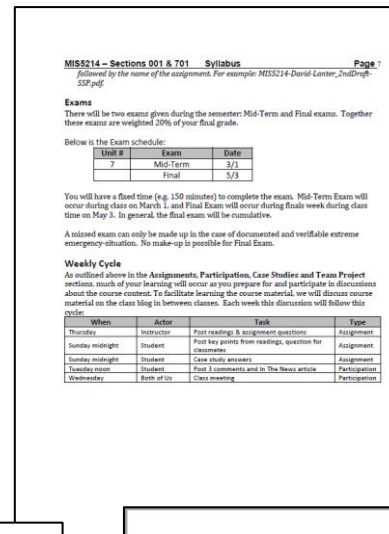
Unit #	Case Study	Due	Discussion
4	Case Study 1: "*A High-Performance Computing Cluster Under Attack: The Titan Incident*"	2/5	2/8
8	Case Study 2: "*Data Breach at Equifax*"	3/12	3/15

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 (eg. 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:



MIS5214 – Sections 001 & 701 Syllabus Page 7

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:

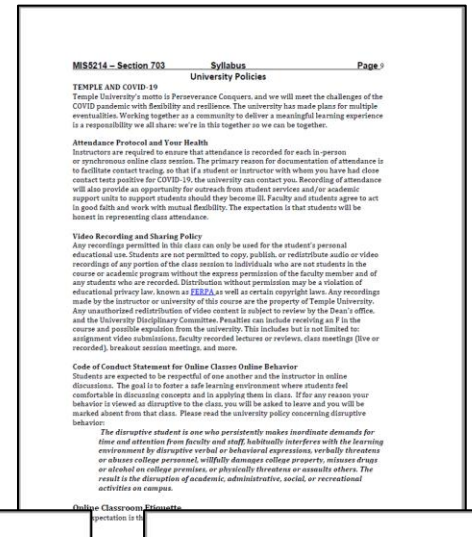
Unit #	Exam	Date
7	Mid-Term	3/1
	Final	5/3

You will have a fixed time (e.g. 150 minutes) to complete the exam. Mid-Term Exam will occur during class on March 1, and Final Exam will occur during finals week during class time on May 3. 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



MIS5214 – Section 703 Syllabus Page 9

University Policies

TEMPLE AND COVID-19
Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share; we're in this together so we can be together.

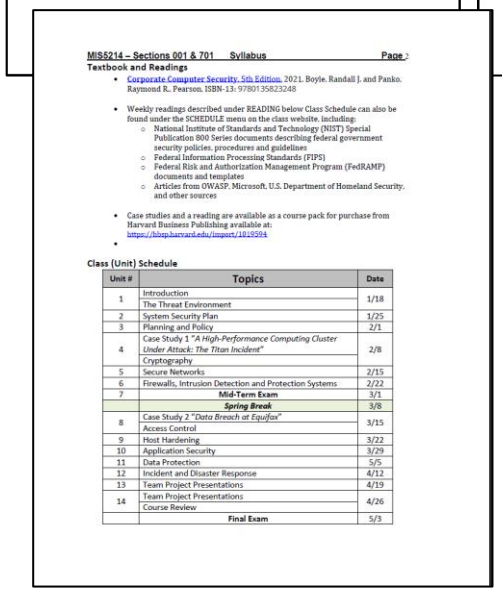
Attendance Protocol and Your Health
Instructors are required to ensure that attendance is recorded for each in-person or synchronous online class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

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
[illegible] expectation is th[illegible]



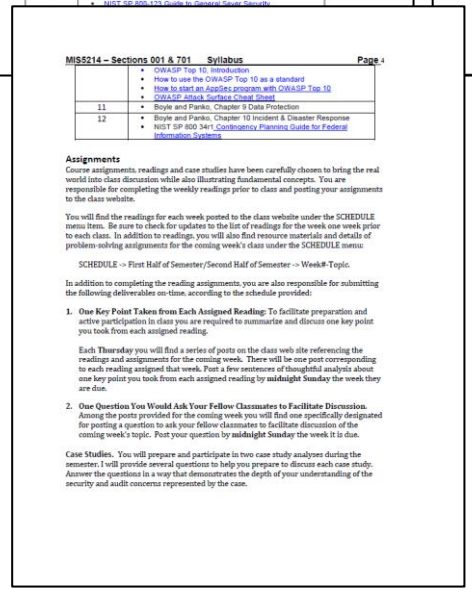
MIS5214 – Sections 001 & 701 Syllabus Page 2

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 or available at: https://hbsp.harvard.edu/import/1019594

Class (Unit) Schedule

Unit #	Topics	Date
1	Introduction The Threat Environment	1/18
2	System Security Plan	1/25
3	Planning and Policy	2/1
4	Case Study 1 "*A High-Performance Computing Cluster Under Attack: The Titan Incident*" Cryptography	2/8
5	Secure Networks	2/15
6	Firewalls, Intrusion Detection and Protection Systems	2/22
7	**Mid-Term Exam**	3/1
	Spring Break	3/8
8	Case Study 2 "*Data Breach at Equifax*" Access Control	3/15
9	Host Hardening	3/22
10	Application Security	3/29
11	Data Protection	5/5
12	Incident and Disaster Response	4/12
13	Team Project Presentations	4/19
14	Team Project Presentations Course Review	4/26
	Final Exam	5/3



MIS5214 – Sections 001 & 701 Syllabus Page 4

	• OWASP Top 10, Introduction • How to use the OWASP Top 10 as a standard • How to start an AppSec program with OWASP Top 10 • OWASP Attack Surface Cheat Sheet
11	• Boyle and Panko, Chapter 9 Data Protection
12	• Boyle and Panko, Chapter 10 Incident & Disaster Response • NIST SP 800 34r1 Contingency Planning Guide for Federal Information Systems

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.

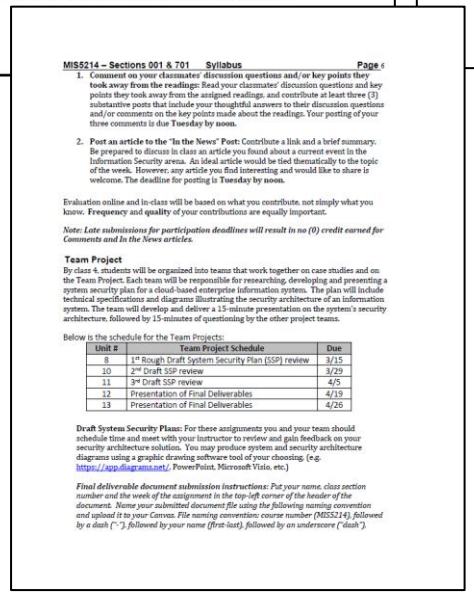
In addition to completing the reading assignments, you are also responsible for submitting the following deliverables on-time, according to the schedule provided:

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.



MIS5214 – Sections 001 & 701 Syllabus Page 6

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.

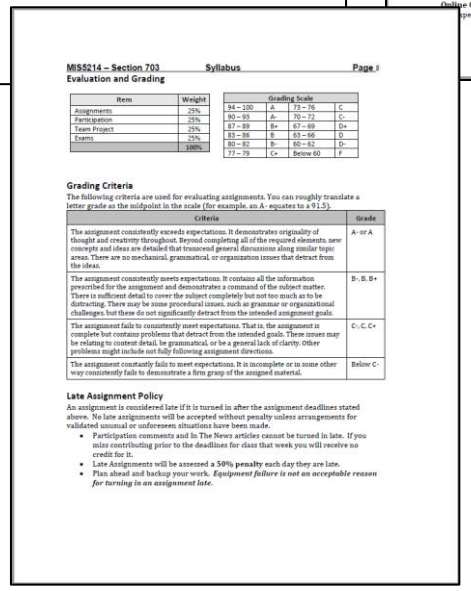
Team Project
By-class 4, students will be organized into teams that work together on case studies and on the Team Project. Each team will be responsible for researching, developing and presenting a system security plan for a cloud-based enterprise information system. The plan will include technical specifications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

Unit #	Team Project Schedule	Due
8	1st Rough Draft System Security Plan (SSP) review	3/15
10	2nd Draft SSP review	3/29
11	3rd Draft SSP review	4/5
12	Presentation of Final Deliverables	4/19
13	Presentation of Final Deliverables	4/26

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").*



MIS5214 – Section 703 Syllabus Page 8

Evaluation and Grading

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

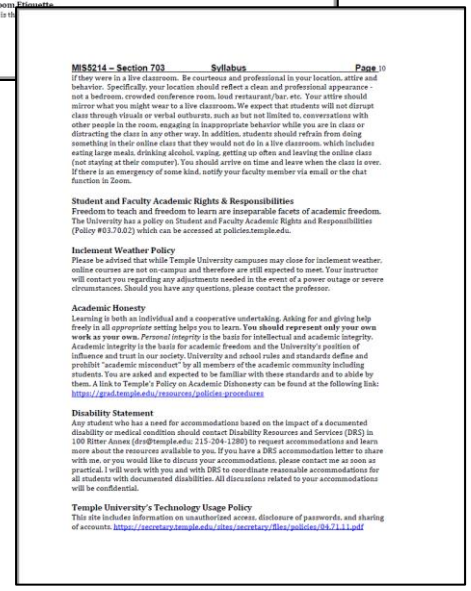
Grading Scale			
94 – 100	A	73 – 76	C
90 – 93	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	Below 60	F

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.***



MIS5214 – Section 703 Syllabus Page 10

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 Honesty
Learning is both an individual and a cooperative undertaking. Asking for and giving help freely in all *appropriate* setting helps you to learn. **You should represent only your own work as your own.** *Personal integrity* is the basis for intellectual and academic integrity. Academic integrity is the basis for academic freedom and the University's position of influence and trust in our society. University and school rules and standards define and prohibit "academic misconduct" by all members of the academic community including students. You are asked and expected to be familiar with these standards and to abide by them. A link to Temple's Policy on Academic Dishonesty can be found at the following link: https://grad.temple.edu/resources/policies-procedures

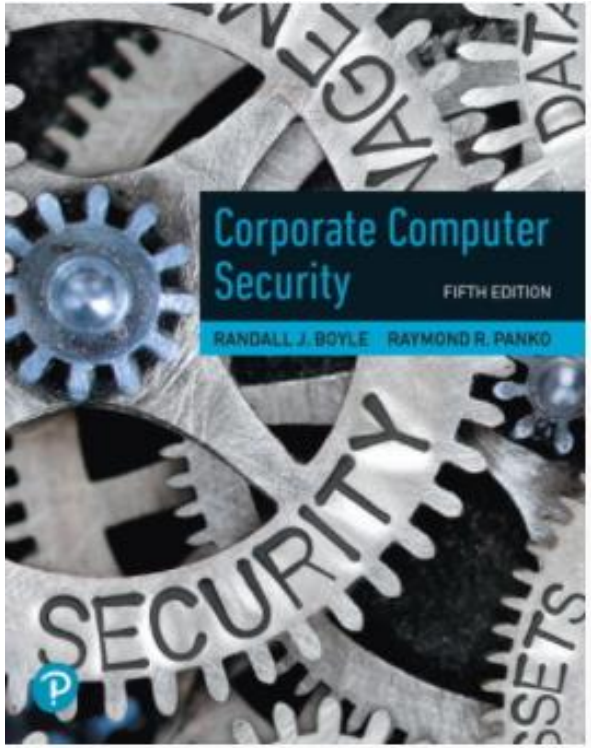
Disability Statement
Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

Temple University's Technology Usage Policy
This site includes information on unauthorized access, disclosure of passwords, and sharing of accounts. https://secretary.temple.edu/sites/secretary/files/policies/04.71.11.pdf

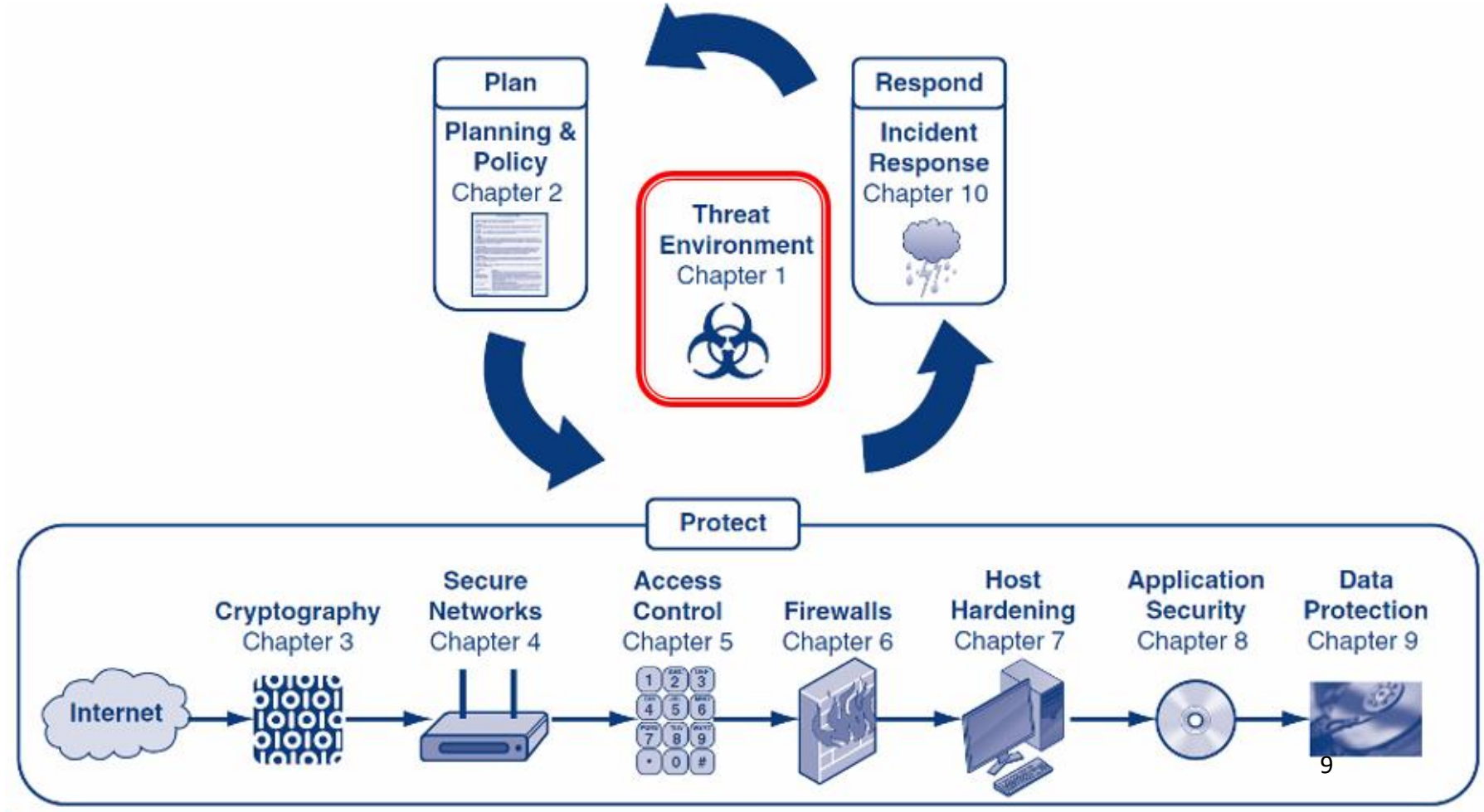
Textbook and Readings

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. 18-26 • "FedRAMP System Security Plan (SSP) High Baseline 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 • NIST SP 800-53r5 "Security and Privacy Controls for Information Systems and Organizations", pp.1-17 • NIST SP 800-53B "Control Baselines for Information Systems and Organizations", pp. 1-15 • NIST SP 800-53Ar4" Assessing Security and Privacy Controls for Federal Information and Information Systems", pp.1-28
4	• Boyle and Panko, Chapter 3 Cryptography • Case Study 1 "A High-Performance Computing Cluster Under Attack: The Titan Incident" (in the Harvard Business Publishing course pack)
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 "*Data Breach at Equifax*" (in the Harvard Business Publishing course pack)
9	• Boyle and Panko, Chapter 7 Host Hardening • NIST SP 800-123 Guide to General Sever Security
10	• Boyle and Panko, Chapter 8 Application Security • OWASP Top 10, Introduction • How to use the OWASP Top 10 as a standard • How to start an AppSec program with OWASP Top 10 • OWASP Attack Surface Cheat Sheet
11	• Boyle and Panko, Chapter 9 Data Protection
12	• Boyle and Panko, Chapter 10 Incident & Disaster Response • NIST SP 800 34r1 Contingency Planning Guide for Federal Information Systems

Organization of textbook



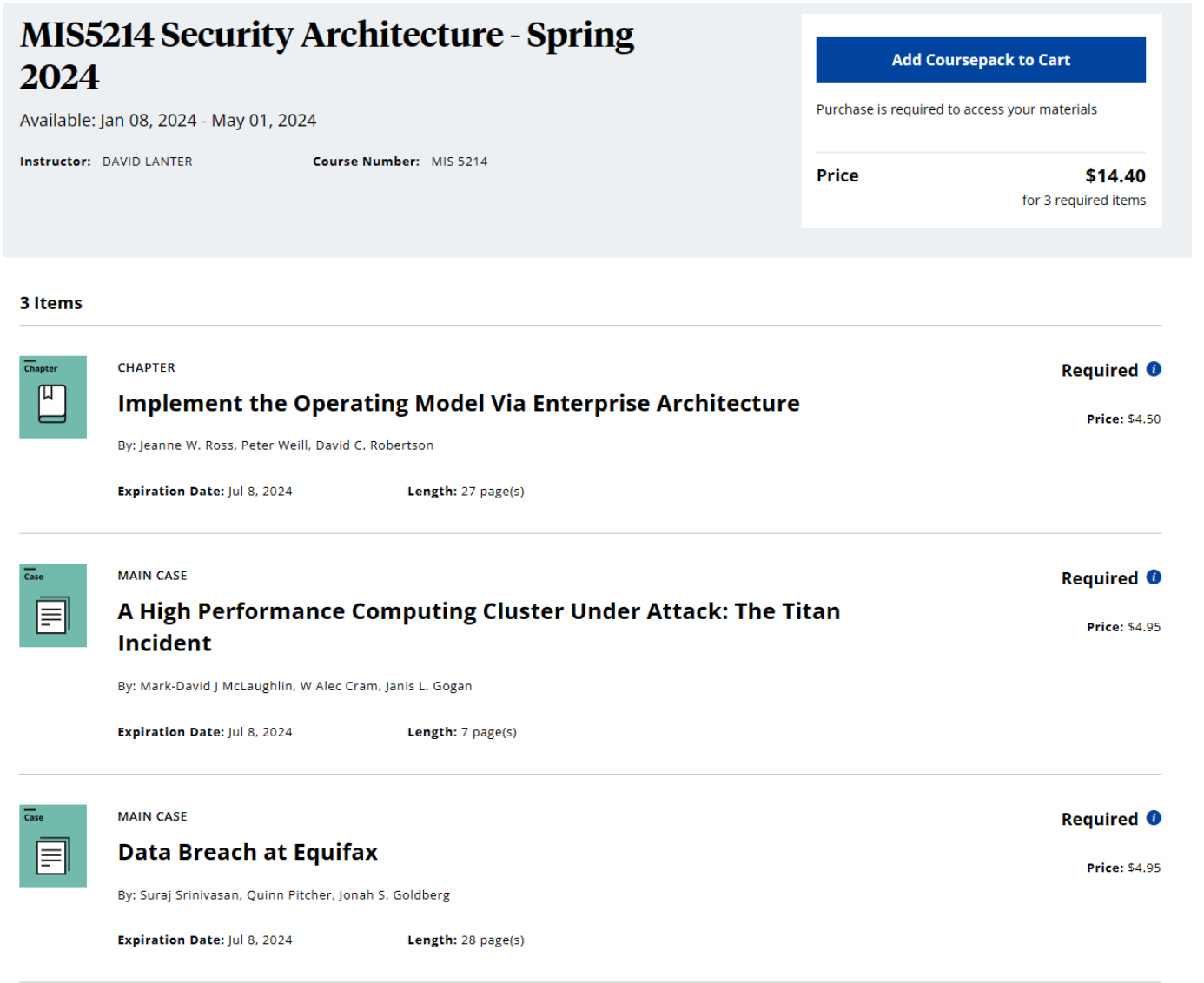
How is this book organized?



Harvard Business Publishing Course Pack

- 1 Reading
- 2 Case Studies

https://hbsp.harvard.edu/import/1133495



MIS5214 Security Architecture - Spring 2024

Available: Jan 08, 2024 - May 01, 2024

Instructor: DAVID LANTER **Course Number:** MIS 5214

Add Coursepack to Cart

Purchase is required to access your materials

Price **$14.40**
for 3 required items

3 Items

CHAPTER

Implement the Operating Model Via Enterprise Architecture

By: Jeanne W. Ross, Peter Weill, David C. Robertson

Expiration Date: Jul 8, 2024 **Length:** 27 page(s)

Required **Price:** $4.50

MAIN CASE

A High Performance Computing Cluster Under Attack: The Titan Incident

By: Mark-David J McLaughlin, W Alec Cram, Janis L. Gogan

Expiration Date: Jul 8, 2024 **Length:** 7 page(s)

Required **Price:** $4.95

MAIN CASE

Data Breach at Equifax

By: Suraj Srinivasan, Quinn Pitcher, Jonah S. Goldberg

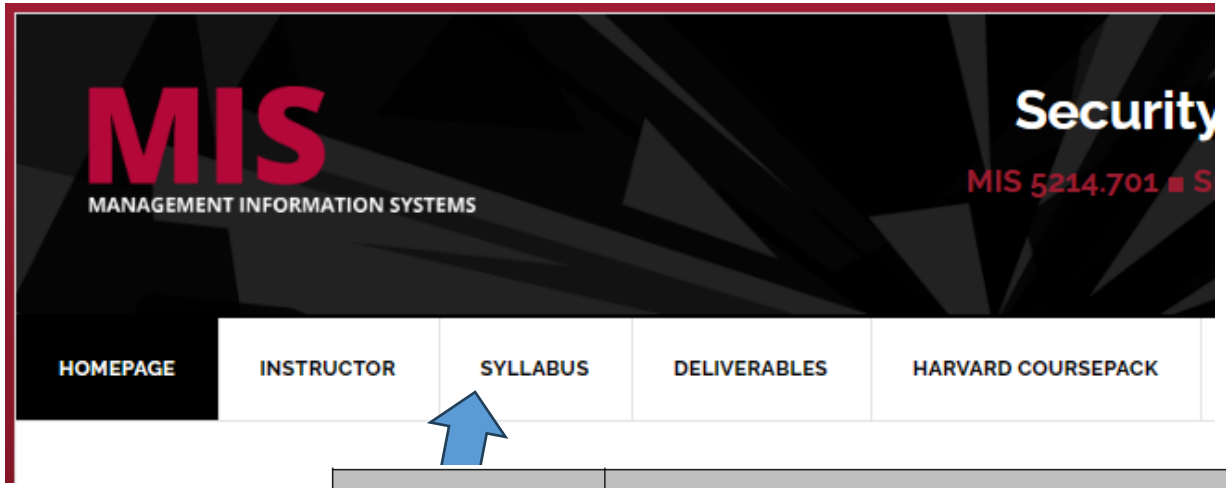
Expiration Date: Jul 8, 2024 **Length:** 28 page(s)

Required **Price:** $4.95

Class Schedule

Unit #	Topics	Date
1	Introduction	1/17
	The Threat Environment	
2	System Security Plan	1/24
3	Planning and Policy	1/31
4	Case Study 1 "*A High-Performance Computing Cluster Under Attack: The Titan Incident*"	2/7
	Cryptography	
5	Secure Networks	2/14
6	Firewalls, Intrusion Detection and Protection Systems	2/21
7	**Mid-Term Exam**	2/28
	Spring Break	3/6
8	Case Study 2 "*Data Breach at Equifax*"	3/13
	Access Control	
9	Host Hardening	3/20
10	Application Security	3/27
11	Data Protection	4/3
12	Incident and Disaster Response	4/10
13	Team Project Presentations	4/17
14	Team Project Presentations	4/24
	Course Review	
	Final Exam	5/1

Reading Assignments in Syllabus available in course's MIS Community Website



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. 18-26 • "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

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. 18-26 • "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

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 - Assignments

1. **One Key Point Taken from Each Assigned Reading**

   *Post one or two 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 Students to Facilitate Discussion**

Grading - Participation

1. **Comment on your classmates' discussion questions and/or key points they wrote about taking away from the readings**

   *Contribute at least three (3) substantive posts that include your thoughtful answers to their discussion questions and/or comments on the key points made by your classmates about the readings. Your posting of your three comments is due **Tuesday by noon.***

2. **Post an "In the News" article (link and 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.***

Grading - Case Studies

Journal of Information Technology Teaching Cases (2015) 5, 1–7
© 2015 JITTC Palgrave Macmillan All rights reserved 2043-8839/15
palgrave-journals.com/jittc/

JITT071

Teaching Case

A high performance computing cluster under attack: the Titan incident

Mark-David J McLaughlin[1,2], W Alec Cram[1], Janis L Gogan[1]

[1]Bentley University, Waltham, USA;
[2]Cisco Systems, San Jose, USA

Correspondence:
MDJ McLaughlin, Bentley University, 175 Forest St, Smith Technology Center, Waltham, MA 02452, USA.
Tel: +978 936 0188;
Fax: +781 891 2949

Abstract

At the University of Oslo (UiO), CERT manager Margrete Raaum learned of a network attack on Titan, a high-performance computing cluster that supported research conducted by scientists at CERT and other research institutions across Europe. The case describes the incident response, investigation, and clarification of the information security events that took place. As soon as Raaum learned of the attack, she ordered that the system be disconnected from the Internet to contain the damage. Next, she launched an investigation, which over a few days pieced together logs from previous weeks to identify suspicious activity and locate the attack vector. Raaum hopes to soon return Titan to its prior safe condition. In order to do so, she must decide what tasks still need to be completed to validate the systems and determine if it is safe to reconnect it to the Internet. She must also consider further steps to improve her team's ability to prevent, detect, and respond to similar incidents in the future. This case is designed for an undergraduate or graduate information security (infosec) class that includes students with varied technical and business backgrounds. The case supports discussion of technical and managerial infosec issues in inter-organizational systems – a topic that is currently underrepresented in major case collections.

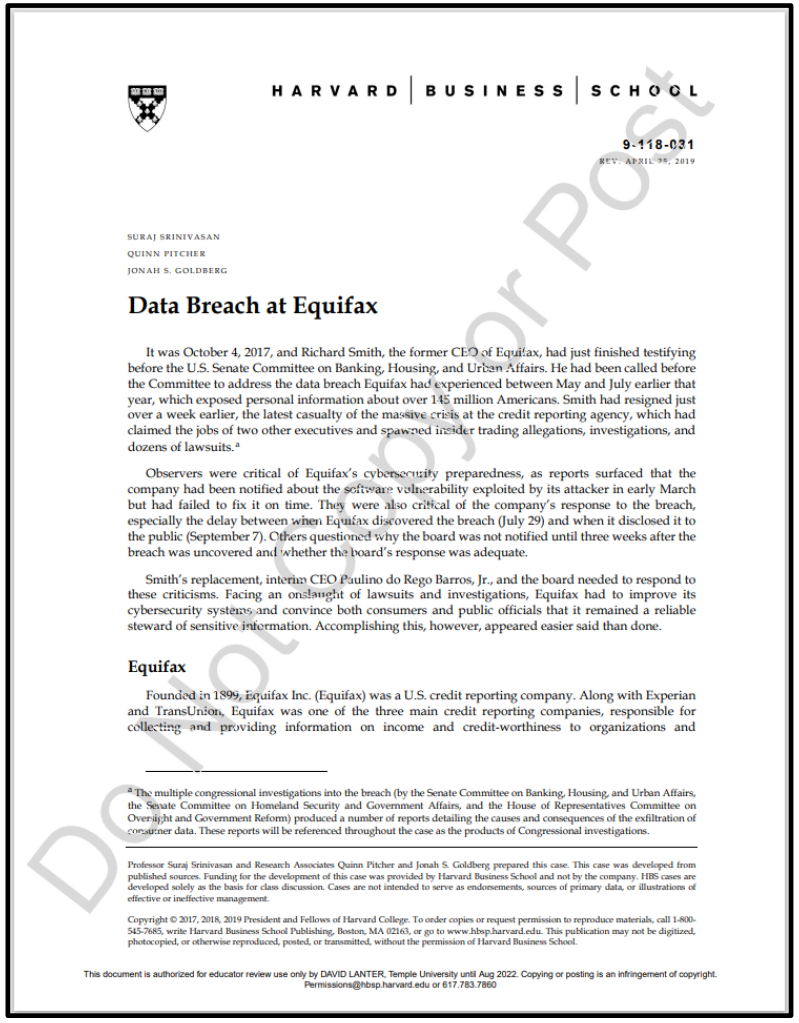
Journal of Information Technology Teaching Cases (2015) **5**, 1–7. doi:10.1057/jittc.2015.1;
published online 17 March 2015
Keywords: information security; incident response; risk management; inter-organizational collaboration; IT governance; high performance computing

Introduction

On the morning of 12 August, Margrete Raaum, Computing Emergency Response Team (CERT) manager at the University of Oslo (Universitetet i Oslo, UiO), sat down to drink a cup of strong coffee and reflect on the events of the previous two and a half days. Around 5 o'clock in the evening on 9 August, Raaum had returned to Norway after attending the annual DefCon security conference in Las Vegas[1] with several colleagues. She was drowsy from jet-lag when her phone had rung and an engineer in UiO's research computing operations group told her, 'Um, I think there might have been a break-in on the Titan cluster.'

Raaum now thought, 'That may have been the understatement of the year,' as she took another sip of coffee. UiO was a member of the Nordic DataGrid Facility (NDGF) of the European Grid Infrastructure (EGI). Titan, a high-performance computing cluster, was a shared resource that supported astrophysics research and other scientific initiatives sponsored by NDGF and/or EGI. The computational power supplied by Titan was essential to molecular biology research, DNA sequencing analysis, and petroleum reservoir simulations. Many scientists took advantage of Titan's extensive computational power by writing their own custom applications for their research. Ensuring the security of the Titan cluster was one of Raaum's many responsibilities, and she was well aware of a troubling worldwide trend: cybercriminals frequently broke into various organizations' networks to steal username and password combinations (credentials) and then (capitalizing on the knowledge that many users re-used their passwords on other sites) used the stolen credentials to attack higher value targets. So, instead of catching up on her sleep the evening of 9 August, Margrete Raaum was jolted into command mode.

News of the attack had triggered a maelstrom of international activity as Raaum and her team tried to determine what happened, contain the damage, and plan an orderly return to full operation. At Raaum's direction, the Titan master node



HARVARD | BUSINESS | SCHOOL

9-118-031
REV: APRIL 25, 2019

SURAJ SRINIVASAN
QUINN PITCHER
JONAH S. GOLDBERG

Data Breach at Equifax

It was October 4, 2017, and Richard Smith, the former CEO of Equifax, had just finished testifying before the U.S. Senate Committee on Banking, Housing, and Urban Affairs. He had been called before the Committee to address the data breach Equifax had experienced between May and July earlier that year, which exposed personal information about over 145 million Americans. Smith had resigned just over a week earlier, the latest casualty of the massive crisis at the credit reporting agency, which had claimed the jobs of two other executives and spawned insider trading allegations, investigations, and dozens of lawsuits.[a]

Observers were critical of Equifax's cybersecurity preparedness, as reports surfaced that the company had been notified about the software vulnerability exploited by its attacker in early March but had failed to fix it on time. They were also critical of the company's response to the breach, especially the delay between when Equifax discovered the breach (July 29) and when it disclosed it to the public (September 7). Others questioned why the board was not notified until three weeks after the breach was uncovered and whether the board's response was adequate.

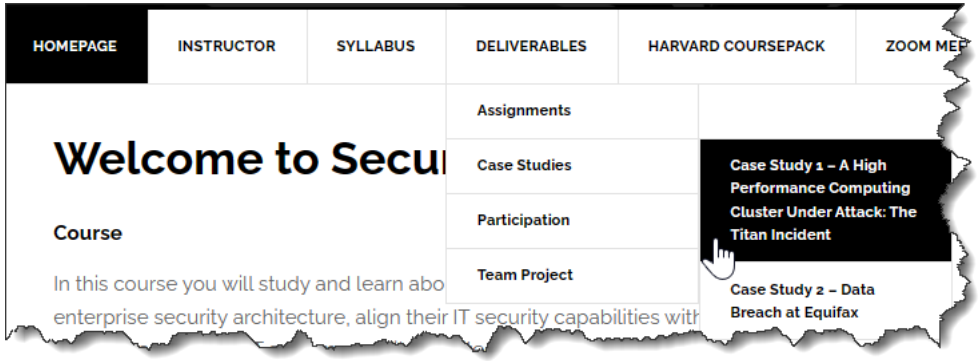
Smith's replacement, interim CEO Paulino do Rego Barros, Jr., and the board needed to respond to these criticisms. Facing an onslaught of lawsuits and investigations, Equifax had to improve its cybersecurity systems and convince both consumers and public officials that it remained a reliable steward of sensitive information. Accomplishing this, however, appeared easier said than done.

Equifax

Founded in 1899, Equifax Inc. (Equifax) was a U.S. credit reporting company. Along with Experian and TransUnion, Equifax was one of the three main credit reporting companies, responsible for collecting and providing information on income and credit-worthiness to organizations and

[a] The multiple congressional investigations into the breach (by the Senate Committee on Banking, Housing, and Urban Affairs, the Senate Committee on Homeland Security and Government Affairs, and the House of Representatives Committee on Oversight and Government Reform) produced a number of reports detailing the causes and consequences of the exfiltration of consumer data. These reports will be referenced throughout the case as the products of Congressional investigations.

Professor Suraj Srinivasan and Research Associates Quinn Pitcher and Jonah S. Goldberg prepared this case. This case was developed from published sources. Funding for the development of this case was provided by Harvard Business School and not by the company. HBS cases are developed solely as the basis for class discussion. Cases are not intended to serve as endorsements, sources of primary data, or illustrations of effective or ineffective management.



Case study analysis

1. Individual preparation
2. Group discussion
3. Class discussion

Grading - Team Projects

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 (SSP) for a cloud-based enterprise information system

SSP will include technical specifications and diagrams illustrating the logical network architecture and security architecture of an information system

Teams will develop and deliver a 15-minute presentation on the system's security architecture, followed by questioning by the other project teams

Unit #	Team Project Schedule	Due
8	1st Rough Draft System Security Plan (SSP) review	3/13
10	2nd Draft SSP review	3/27
11	3rd Draft SSP review	4/3
12	Presentation of Final Deliverables	4/17
13	Presentation of Final Deliverables	4/24

Grading - Exams

Unit #	Exam	Date
7	Mid-Term	2/28
	Final	5/1

Weekly 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

Agenda

- ✓Welcome and Introductions
- ✓Course Introduction Goals
- Introductory Terminology
- The Threat Environment
- Next Week…

Introductory Terminology

"Information security" is protection of…

- Confidentiality, integrity, and availability ("CIA") of data and information
- Data, information and information systems from unauthorized…
  1. Access, use, disclosure = **Confidentiality**
  2. Modification or distruction = **Integrity**
  3. Disruption or loss of access = **Availability**

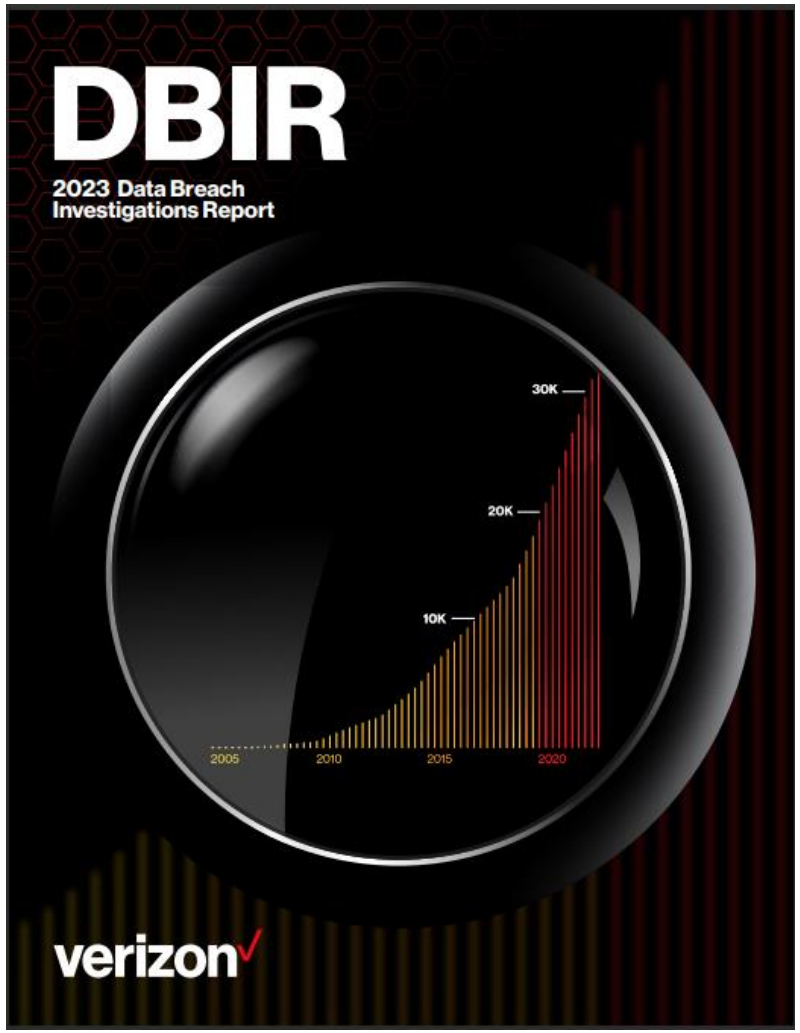
Terminology: Compromises

- Successful attacks
- Also called incidents
- Also called breaches (not breeches)

Terminology: Countermeasures

- Tools used to thwart attacks
- Also called: safeguards, protections, mitigations and controls
- Types of countermeasures:
  - **Preventative controls**
    - For reducing risk
    - Deterrent controls – preventative controls for discouraging violations
  - **Detective controls**
    - For identifying violations and incidents
  - **Corrective controls**
    - Attempt to reverse the impact of an incident
  - **Compensating controls**
    - Alternative controls when a primary control is not feasible

Threat Environment



	Incidents				Breaches			
Industry	Total	Small (1–1,000)	Large (1,000+)	Unknown	Total	Small (1–1,000)	Large (1,000+)	Unknown
Total	16,312	694	489	15,129	5,199	376	223	4,600
Accommodation (72)	254	4	2	248	68	4	1	63
Administrative (56)	38	8	14	16	32	8	11	13
Agriculture (11)	66	1	5	60	33	0	3	30
Construction (23)	87	7	1	79	66	4	1	61
Education (61)	496	63	15	418	238	28	8	202
Entertainment (71)	432	13	3	416	93	10	1	82
Finance (52)	1,829	70	30	1,729	477	38	18	421
Healthcare (62)	522	28	15	479	433	23	15	395
Information (51)	2,105	45	110	1,950	380	23	19	338
Management (55)	9	1	0	8	9	1	0	8
Manufacturing (31–33)	1,814	37	24	1,753	259	18	15	226
Mining (21)	25	2	0	23	13	2	0	11
Other Services (81)	143	7	2	134	100	6	1	93
Professional (54)	1,396	176	54	1,166	421	85	32	304
Public Administration (92)	3,270	87	110	3,073	582	48	39	495
Real Estate (53)	83	15	5	63	59	10	2	47
Retail (44–45)	404	62	44	298	191	33	28	130
Transportation (48–49)	349	13	25	311	106	8	13	85
Utilities (22)	117	12	6	99	33	3	3	27
Wholesale Trade (42)	96	42	22	32	53	23	11	19
Unknown	2,777	1	2	2,774	1,553	1	2	1,550
Total	16,312	694	489	15,129	5,199	376	223	4,600

Table 2. Number of security incidents and breaches by victim industry and organization size

Threat Environment

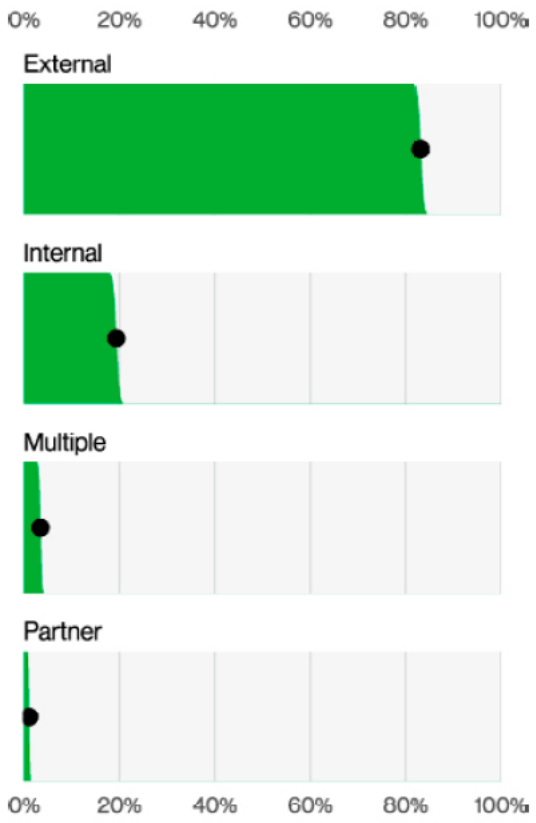


Figure 11. Threat actors in breaches (n=5,177)

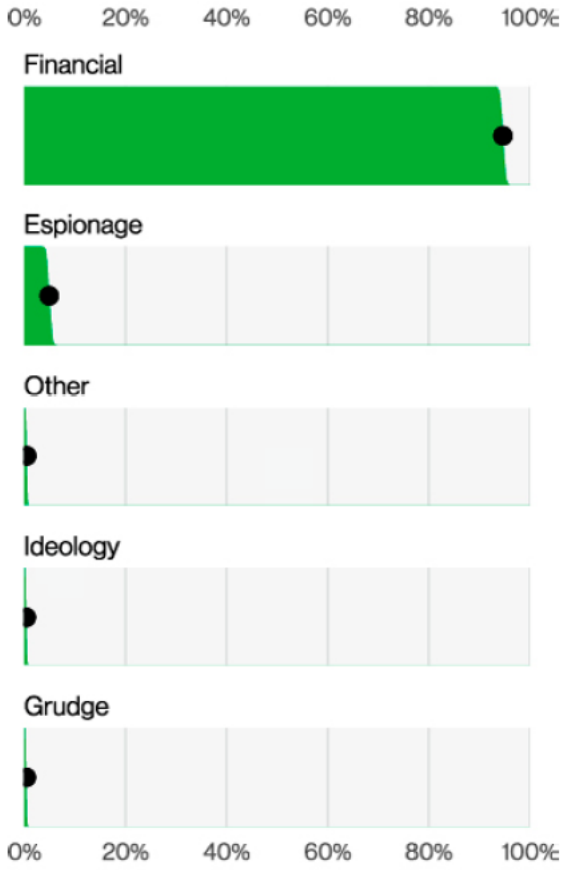


Figure 12. Threat actor Motives in breaches (n=2,328)

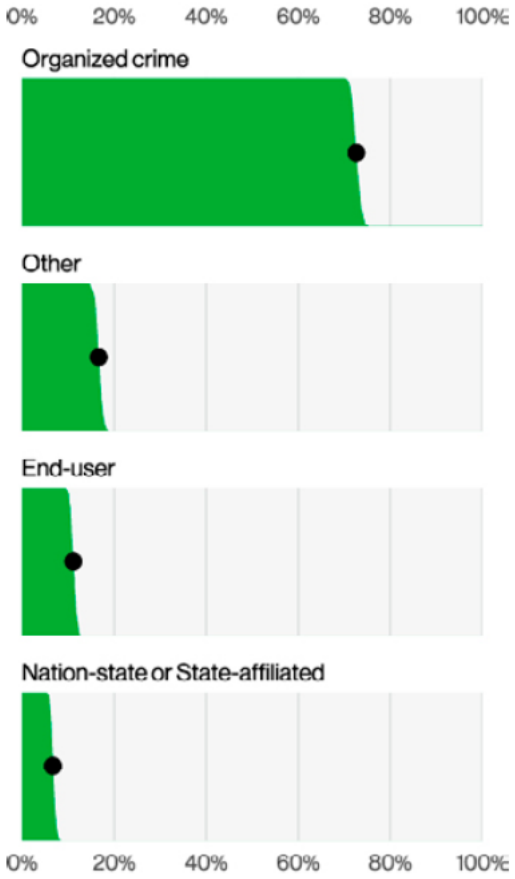
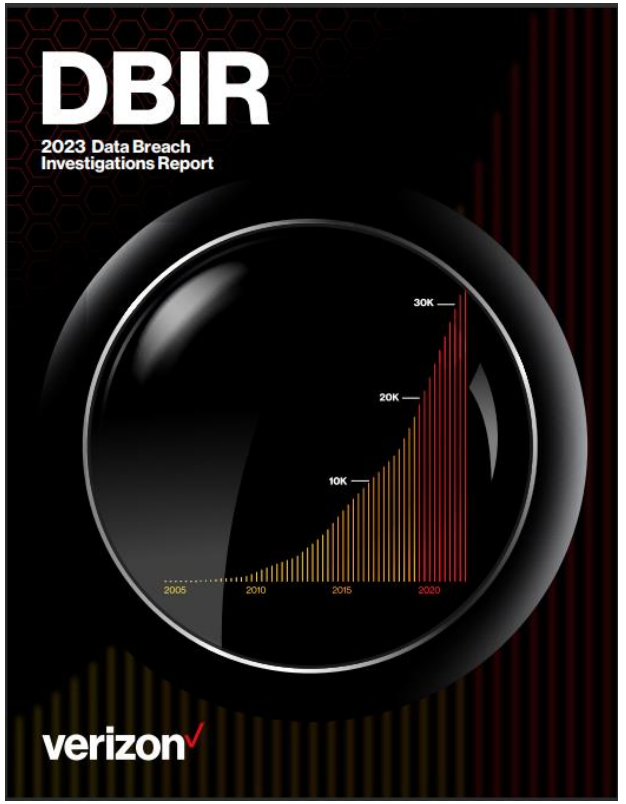


Figure 13. Threat actor Varieties in breaches (n=2,489)



- External actors were responsible for 83% of breaches, while Internal ones account for 19%.
- Internal actors are responsible for intentional harm, and twice as likely to be responsible for Error actions.

End-users are organization employees mostly involved in breaches caused by:

- Misuse (“internal malicious activity”), and
- Errors (“accidents”).

Threat Environment– Breaches by Industry

Asset	Accommodation (72)	Administrative (56)	Construction (23)	Education (61)	Entertainment (71)	Finance (52)	Healthcare (62)	Information (51)	Manufacturing (31-33)	Mining + Utilities (21+22)	Other Services (81)	Professional (54)	Public Administration (92)	Real Estate (53)	Retail (44-45)	Transportation (48-49)
Embedded							1									
Kiosk/Term						6		1	1	1	1				11	1
Media	3		1	5	2	23	40	10	5			7	9	1		2
Network				1	1	4	2	1	1		1	1	1			
Person	11	5	13	51	15	71	50	86	68	2	28	85				16
Server	58	28	56	190	88	421	344	303	217	38	85	372	256	46	166	78
User Dev	9	4	8	33	8	32	38	48	38	3	15	55	177	4	37	12

Threat Environment

0% 25% 50% 75% 100%

The 2023 DBIR examined 16,312 incidents, of which 5,199 were confirmed data breaches

Threat Environment– Breaches by Industry

Action	Accommodation (72)	Administrative (56)	Construction (23)	Education (61)	Entertainment (71)	Finance (52)	Healthcare (62)	Information (51)	Manufacturing (31-33)	Mining + Utilities (21+22)	Other Services (81)	Professional (54)	Public Administration (92)	Real Estate (53)	Retail (44-45)	Transportation (48-49)
Environmental																
Error	2	8	5	50	17	127	89	52	17	6	13	21	164	4	5	14
Hacking	31	12	27	95	50	251	175	201	123	17	58	227	248	31	88	46
Malware	37	19	31	94	31	86	107						0	30	124	56
Misuse	4	1	4	15	4	38	64	19	11	3	4	15	15		8	2
Physical	2		2	3		8	16	4	2	1	3	5	4	1	12	3
Social	11	5	13	48	14	70	46	80	62	2	28	78	79	10	43	16

The 2023 DBIR examined 16,312 incidents, of which 5,199 were confirmed data breaches

Threat Environment– Breaches by Industry

Asset	Accommodation (72)	Administrative (56)	Construction (23)	Education (61)	Entertainment (71)	Finance (52)	Healthcare (62)	Information (51)	Manufacturing (31-33)	Mining + Utilities (21+22)	Other Services (81)	Professional (54)	Public Administration (92)	Real Estate (53)	Retail (44-45)	Transportation (48-49)
Embedded							1									
Kiosk/Term						6		1	1	1	1				11	1
Media	3		1	5	2	23	40	10	5			7	9	1		2
Network				1	1	4	2	1	1		1	1	1			
Person	11	5	13	51	15	71	50	86	68	2	28	85	81	10	47	16
Server	58	28	56	190	88	421	344	303	217	38	85	372	256	46	166	78
User Dev	9	4	8	33	8	32	38	48	38	3	15	55	177	4	37	12

0% 25% 50% 75% 100%

The 2023 DBIR examined 16,312 incidents, of which 5,199 were confirmed data breaches

Threat Environment

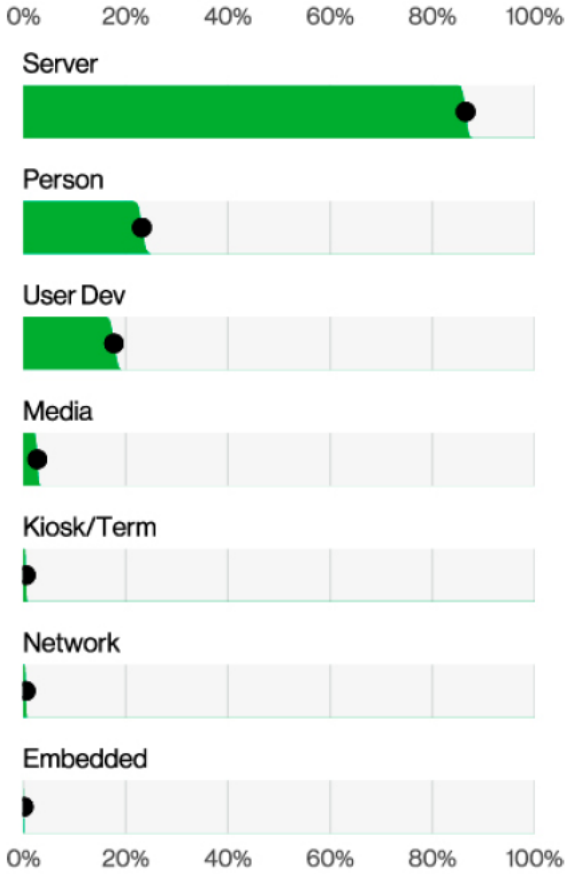


Figure 19. Assets in breaches (n=4,433)

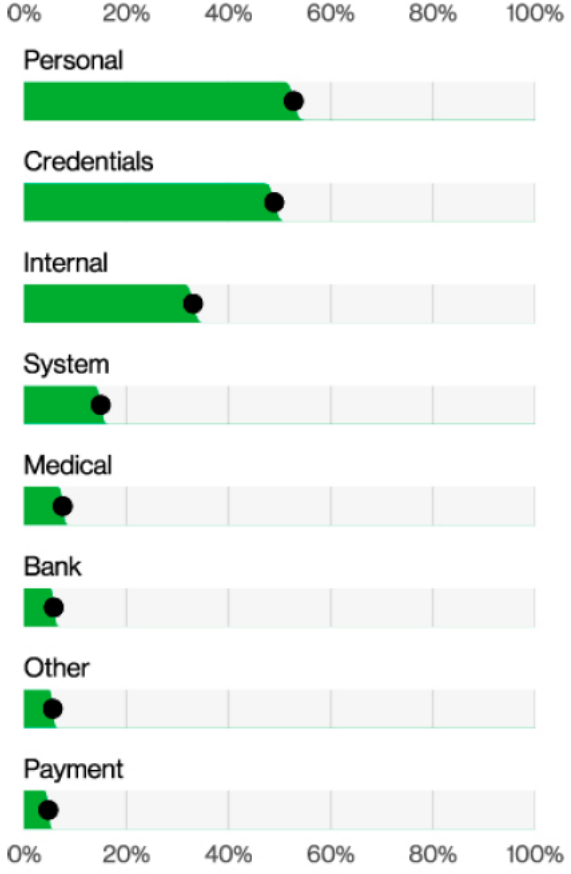


Figure 21. Top Confidentiality data varieties in breaches (n=5,010)

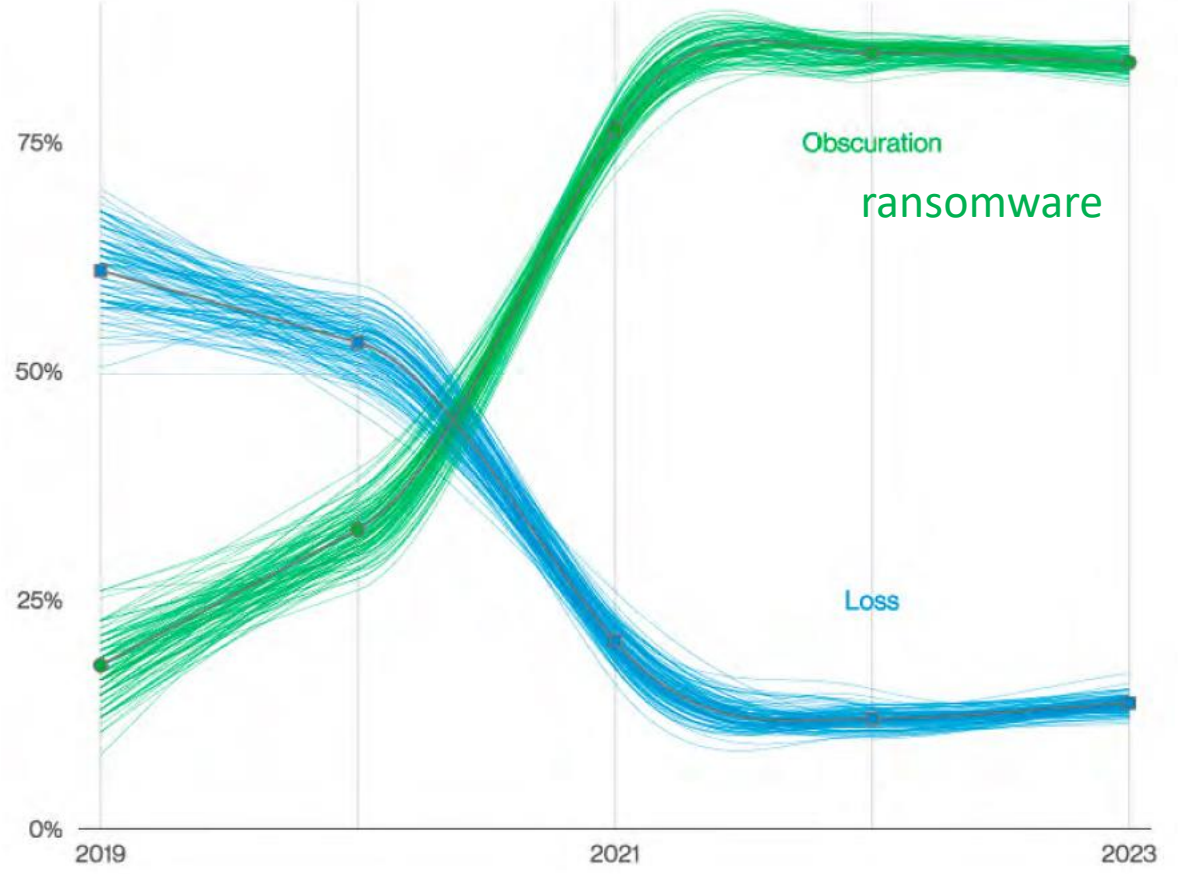
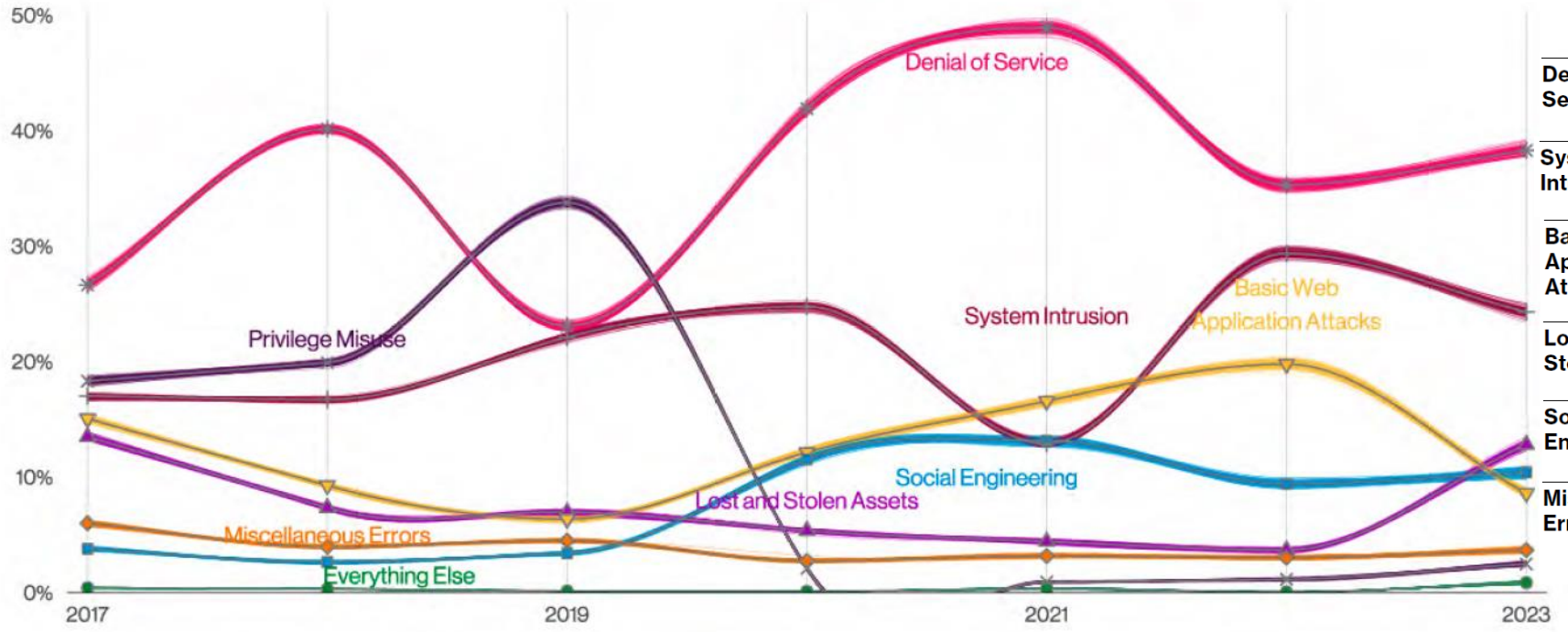


Figure 22. Availability variety over time

Threat Environment

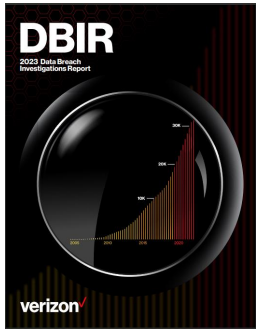


Denial of Service	These attacks are intended to compromise the availability of networks and systems. This includes both network and application layer attacks.
System Intrusion	These are complex attacks that leverage malware and/or hacking to achieve their objectives, including deploying Ransomware.
Basic Web Application Attacks	These attacks are against a Web application, and after the initial compromise, they do not have a large number of additional Actions. It is the "get in, get the data and get out" pattern.
Lost and Stolen Assets	Incidents where an information asset went missing, whether through misplacement or malice, are grouped into this pattern.
Social Engineering	This attack involves the psychological compromise of a person that alters their behavior into taking an action or breaching confidentiality.
Miscellaneous Errors	Incidents where unintentional actions directly compromised a security attribute of an information asset fall into this pattern. This does not include lost devices, which are grouped with theft instead.

Figure 25. Patterns over time in incidents

What are the implications for security architecture?

Threat Environment



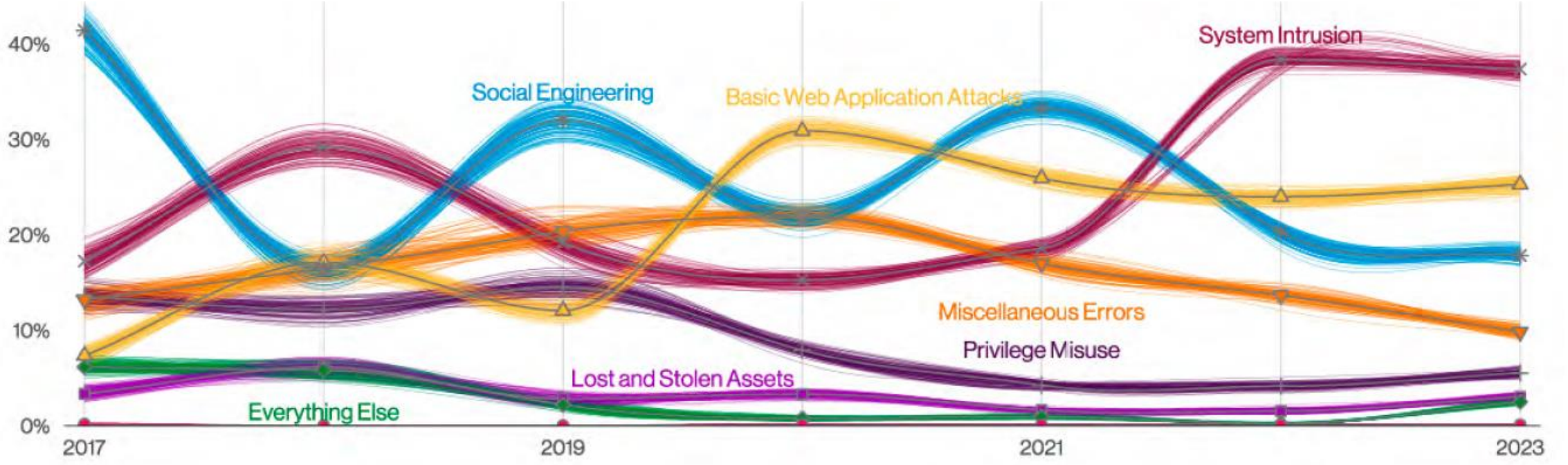
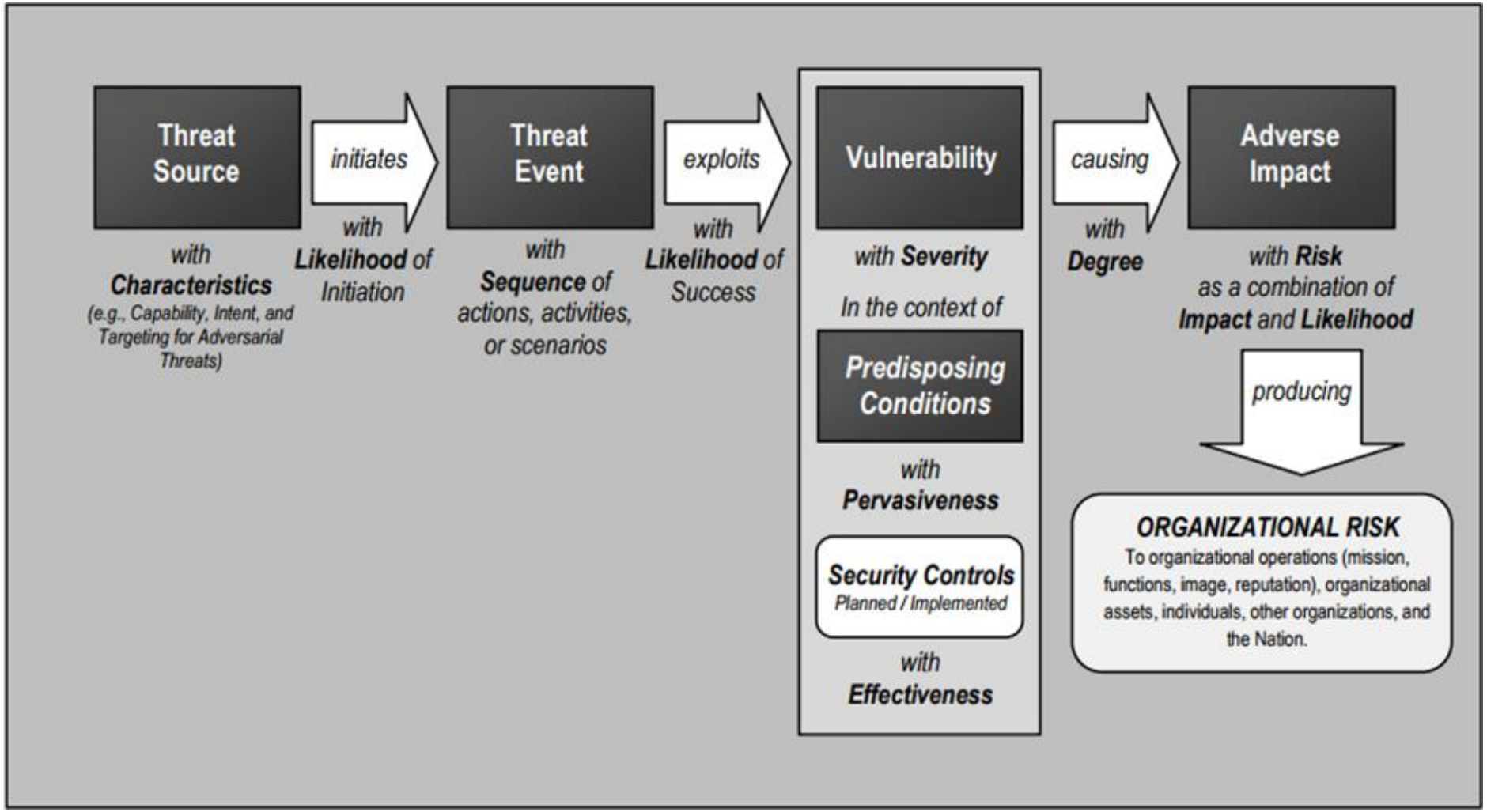


Figure 26. Patterns over time in breaches

What are the implications for security architecture?

Security architects think about the interactions among threats, information systems' vulnerabilities, impacts and risks



 From NIST 800-30r1 **Guide for Conducting Risk Assessment p. 12**

The Threat Environment

NIST SP 800-30r1 “Guide for Conducting Risk Assessments”, page 66

Type of Threat Source	Description	Characteristics

ADVERSARIAL
- Individual
  - Outsider
  - Insider
  - Trusted Insider
  - Privileged Insider
- Group
  - Ad hoc
  - Established
- Organization
  - Competitor
  - Supplier
  - Partner
  - Customer
- Nation-State
	Individuals, groups, organizations, or states that seek to exploit the organization’s dependence on cyber resources (i.e., information in electronic form, information and communications technologies, and the communications and information-handling capabilities provided by those technologies).	Capability, Intent, Targeting

ACCIDENTAL - User - Privileged User/Administrator	Erroneous actions taken by individuals in the course of executing their everyday responsibilities.	Range of effects

STRUCTURAL
- Information Technology (IT) Equipment
  - Storage
  - Processing
  - Communications
  - Display
  - Sensor
  - Controller
- Environmental Controls
  - Temperature/Humidity Controls
  - Power Supply
- Software
  - Operating System
  - Networking
  - General-Purpose Application
  - Mission-Specific Application
	Failures of equipment, environmental controls, or software due to aging, resource depletion, or other circumstances which exceed expected operating parameters.	Range of effects

ENVIRONMENTAL
- Natural or man-made disaster
  - Fire
  - Flood/Tsunami
  - Windstorm/Tornado
  - Hurricane
  - Earthquake
  - Bombing
  - Overrun
- Unusual Natural Event (e.g., sunspots)
- Infrastructure Failure/Outage
  - Telecommunications
  - Electrical Power
	Natural disasters and failures of critical infrastructures on which the organization depends, but which are outside the control of the organization.
	Note: Natural and man-made disasters can also be characterized in terms of their severity and/or duration. However, because the threat source and the threat event are strongly identified, severity and duration can be included in the description of the threat event (e.g., Category 5 hurricane causes extensive damage to the facilities housing mission-critical systems, making those systems unavailable for three weeks).
		Range of effects

Adversarial (i.e. purposeful) threat sources

Type of Threat Source	Description	Characteristics

ADVERSARIAL
- Individual
  - Outsider
  - Insider
  - Trusted Insider
  - Privileged Insider
- Group
  - Ad hoc
  - Established
- Organization
  - Competitor
  - Supplier
  - Partner
  - Customer
- Nation-State
	Individuals, groups, organizations, or states that seek to exploit the organization's dependence on cyber resources (i.e., information in electronic form, information and communications technologies, and the communications and information-handling capabilities provided by those technologies).	Capability, Intent, Targeting

NIST SP 800-30r1 "Guide for Conducting Risk Assessments", page 66

What type of Hacker are you?

"You need to decide if you're going to aspire to safeguarding the common good or settle for pettier goals. Do you want to be a mischievous, criminal hacker or a righteous, powerful defender?

…the best and most intelligent hackers work for the good side. They get to exercise their minds, grow intellectually, and not have to worry about being arrested. They get to work on the forefront of computer security, gain the admiration of their peers, further human advancement in the name of all that is good, and get well paid for it."

Grimes, R. (2017), Hacking the Hacker, John Wiley and Sons

Most Hackers Aren't Geniuses

"…readers often assume" bad-guy hackers are super smart, "…because they appear to be practicing some advanced black magic that the rest of the world does not know. In the collective psyche of the world, it's as if 'malicious hacker' and 'super-intelligence' have to go together.

A few are smart, most are average, and some aren't very bright at all, just like the rest of the world. Hackers simply know some facts and processes that other people don't, just like a carpenter, plumber, or electrician."

Grimes, R. (2017), Hacking the Hacker, John Wiley and Sons

Defenders are Hackers Plus

"If we do an intellectual comparison alone, the defenders on average are smarter than the attackers. A defender has to know everything a malicious hacker does plus how to stop the attack. And that defense won't work unless it has almost no end-user involvement, works silently behind the scenes, and works perfectly (or almost perfectly) all the time.

Show me a malicious hacker with a particular technique, and I'll show you more defenders that are smarter and better. It's just that the attacker usually gets more press." It's time for equal time for the defender!

Grimes, R. (2017), Hacking the Hacker, John Wiley and Sons

Hackers are Special

While not all are super-smart, “they all share a few common traits:”

- Broad intellectual curiosity
- Willingness to try things outside the given interface or boundary
- Not afraid to make their own way
- Usually they are life hackers:
  - Hacking all sorts of things beyond computers
  - Questioning the status quo and exploring all the time

- Most useful trait:
  - Persistence
  - Malicious hackers look for defensive weaknesses
  - Both malicious hackers and defenders are looking for weaknesses, just from opposite sides of the system
  - Both sides participate in an ongoing war with many battles, wins and losses. The most persistent side wins

Grimes, R. (2017), Hacking the Hacker, John Wiley and Sons

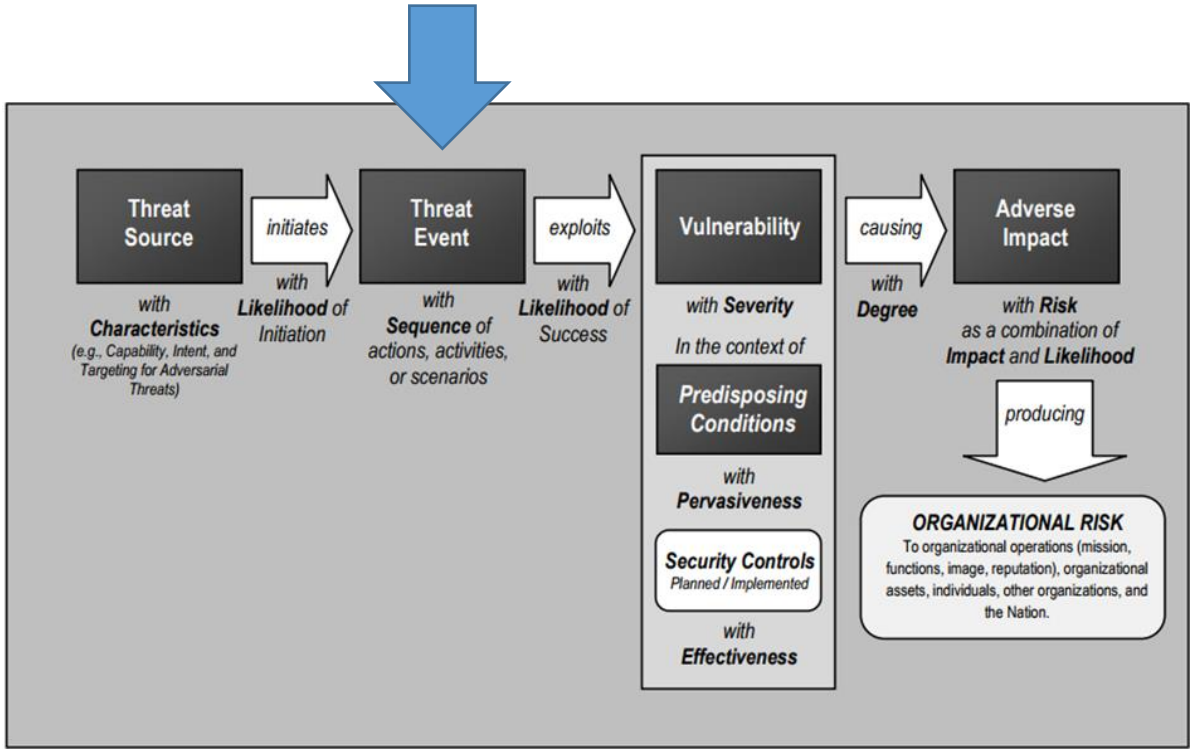
The Secret to Hacking

"If there is a secret to how hackers hack, it's that there is no secret to how they hack. It's a process of learning the right methods and using the right tools for the job…. There isn't even one way to do it. There is, however, a definitive set of steps that describe the larger, encompassing process"

Hacking Methodology Model

1. Information gathering ("reconnaissance")
2. Penetration
3. *Optional: Guaranteeing future easier access*
4. Internal reconnaissance
5. *Optional: Movement*
6. Intended action execution (e.g. data exfiltration)
7. *Optional: Covering Tracks*

Grimes, R. (2017), Hacking the Hacker, John Wiley and Sons



C2 = Command & Control malware

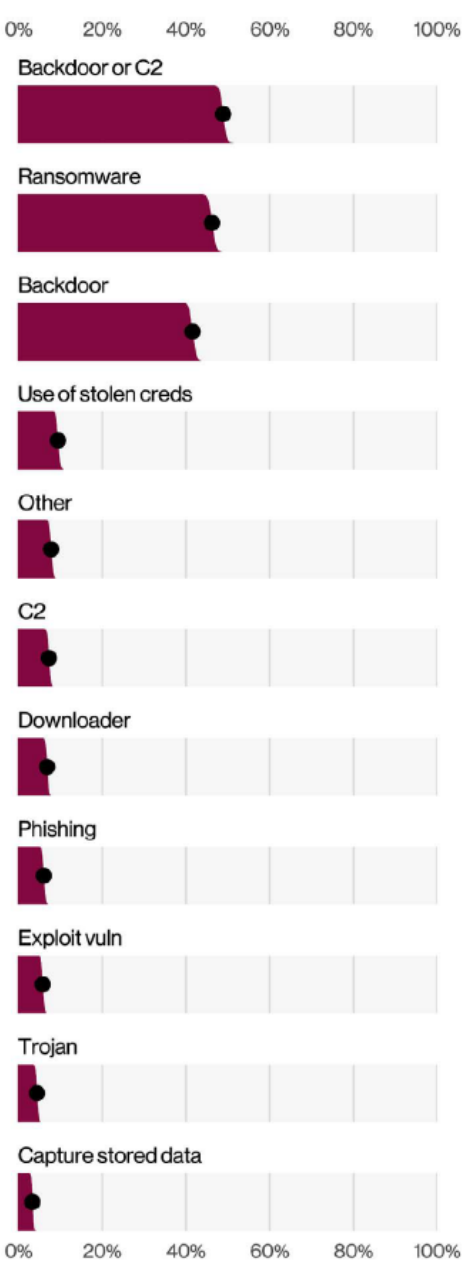


Figure 35. Top Action varieties in System Intrusion incidents (n=5,212)

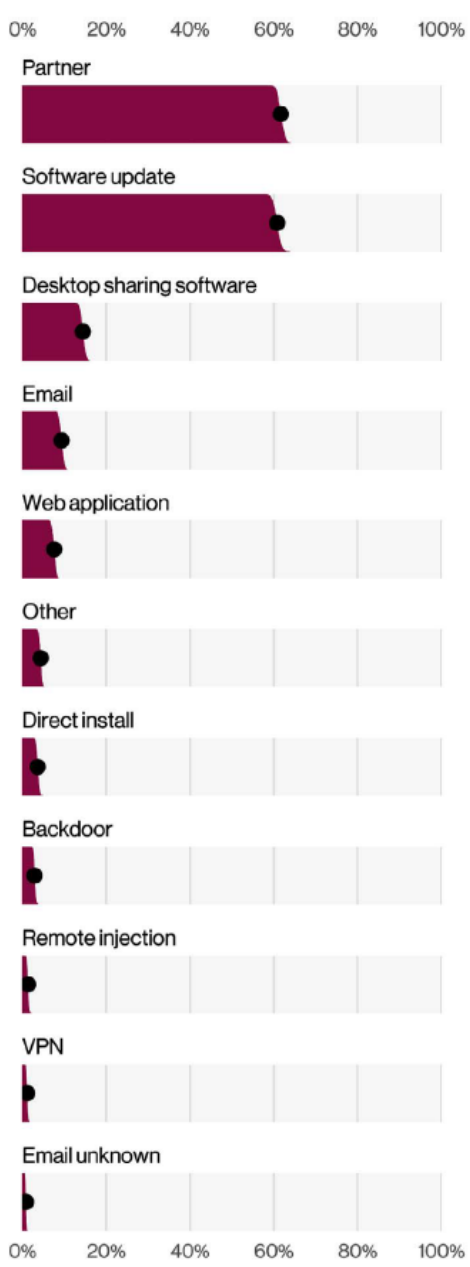
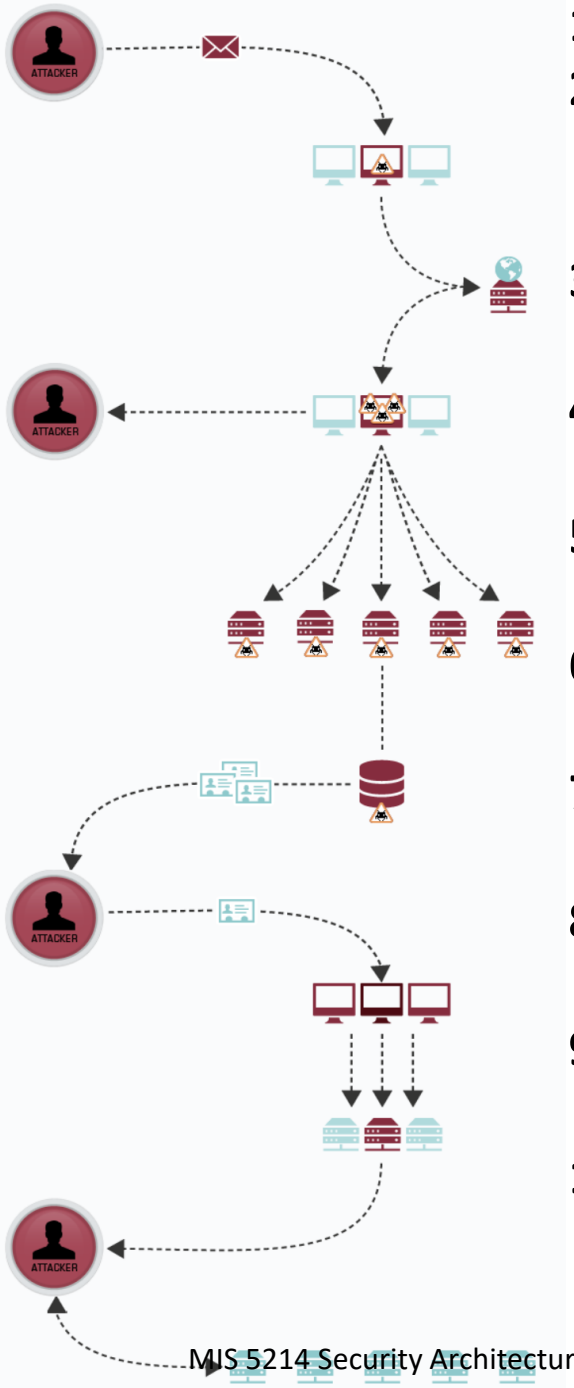


Figure 36. Top Action vectors in System Intrusion incidents (n=3,403)

Anatomy of an Attack

(MANDIANT, 2015)



1. **Attacker sends spear phishing e-mail**
2. **Victim opens attachment**
   - Custom malware is installed
3. **Custom malware communicates to control web site**
   - Pulls down additional malware
4. **Attacker establishes multiple backdoors**
5. **Attacker accesses system**
   - Dumps account names and passwords from domain controller
6. **Attacker cracks passwords**
   - Has legitimate user accounts to continue attack undetected
7. **Attacker reconnaissance**
   - Identifies and gathers data
8. **Data collected on staging server**
9. **Data ex-filtrated**
10. **Attacker covers tracts**
    - Deletes files
    - Can return any time

What is a Vulnerability?

Committee on National Security Systems

CNSS Instruction No. 4009
26 April 2010

National

Information Assurance (IA)

Glossary

This document prescribes minimum standards.
Your department or agency may require further implementation guidelines.

Weakness in an information system, system security procedures, internal controls, or implementation that could be exploited or triggered by a threat source.

[CNSSI 4009]

Vulnerabilities can be classified by asset class

- **Physical examples**
  - Buildings in environmental hazard zones (e.g. low floor in flood zone)
  - Unlocked and unprotected doors to data center
  - Unreliable power sources
- **Technical examples**
  - Hardware – susceptibility to humidity, dust, soiling, unprotected storage
  - Software – insufficient testing, lack of audit trail, poor or missing user authentication and access control
  - Data – unencrypted transfer or storage, lack of backup
  - Network – Unprotected communication lines, insecure architecture
- **Organizational examples**
  - Employees – inadequate screening and recruiting process, lack of security awareness and training
  - Business Processes – Lack of regular audits
  - Disaster Recovery Plans – Lack of security and IT related business continuity plans

http://www.infosightinc.com/collaterals/CVA-PT_March2016.pdf

What is a Risk?

A measure of threat

Potential loss resulting from:

- *Unauthorized access, use, disclosure*
- *Unauthorized modification or destruction*
- *Loss of timely access*

…to an enterprises' information

*Can be expresses in **quantitative** and/or **qualitative** terms*

Assessing risk – quantitative method

1. **Estimate potential losses (SLE)**—This step involves determining the single loss expectancy (SLE). SLE is calculated as follows:

   – **Single loss expectancy (SLE) = Asset value X Exposure factor**

   Items to consider when calculating the SLE include the physical destruction or theft of assets, the loss of data, the theft of information, and threats that might cause a delay in processing. The exposure factor is the measure or percent of damage that a realized threat would have on a specific asset.

2. **Conduct a threat analysis (ARO)**—The purpose of a threat analysis is to determine the likelihood of an unwanted event. The goal is to estimate the **annual rate of occurrence (ARO)**. Simply stated, **how many times is this expected to happen in one year?**

3. **Determine annual loss expectancy (ALE)**—This third and final step of the quantitative assessment seeks to combine the potential loss and rate per year to determine the magnitude of the risk. This is expressed as annual loss expectancy (ALE). ALE is calculated as follows:

   – **Annualized loss expectancy (ALE) = Single loss expectancy (SLE) X Annualized rate of occurrence (ARO)**

Steps in a risk assessment methodology

1. What are the business assets ?
2. What possible threats put the business assets at risk ?
3. Which vulnerabilities and weaknesses may allow a threat to exploit the assets ?
4. For each threat, if it materialized, what would be the business impact on the assets ?

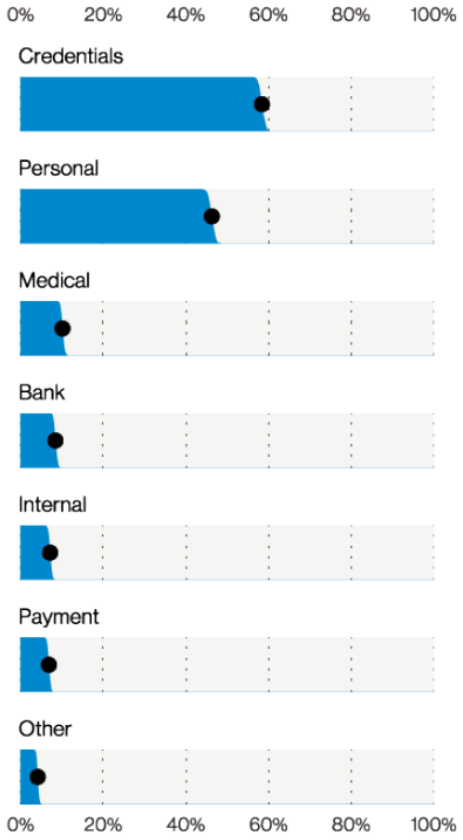


Figure 35. Top data varieties in breaches (n=4,552)

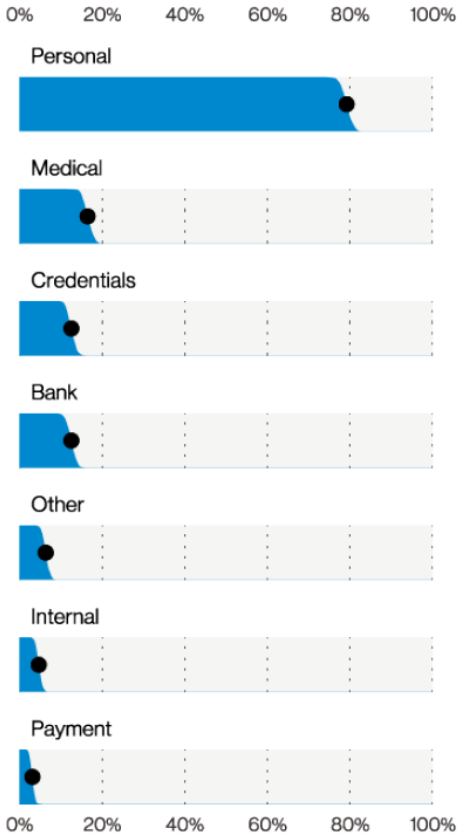
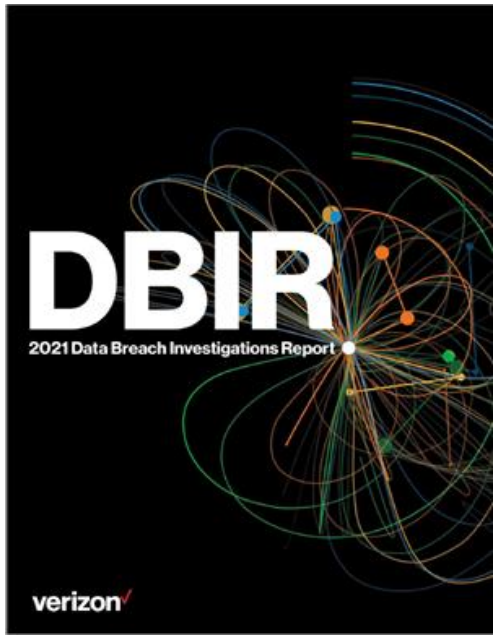
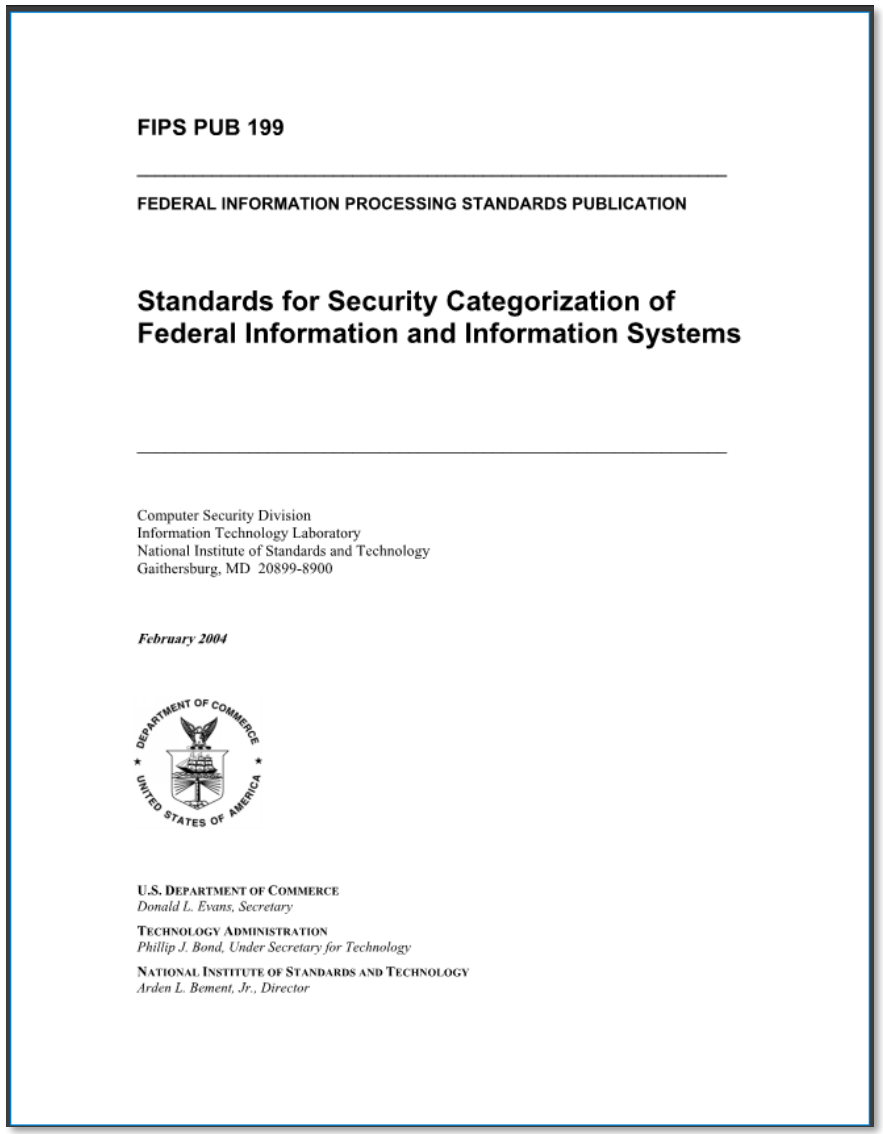


Figure 36. Top data varieties in Error breaches (n=839)



Assessing risk – qualitative method



FIPS PUB 199

FEDERAL INFORMATION PROCESSING STANDARDS PUBLICATION

Standards for Security Categorization of Federal Information and Information Systems

Computer Security Division
Information Technology Laboratory
National Institute of Standards and Technology
Gaithersburg, MD 20899-8900

February 2004

U.S. DEPARTMENT OF COMMERCE
Donald L. Evans, Secretary

TECHNOLOGY ADMINISTRATION
Phillip J. Bond, Under Secretary for Technology

NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY
Arden L. Bement, Jr., Director

	POTENTIAL IMPACT		
Security Objective	**LOW**	**MODERATE**	**HIGH**
Confidentiality Preserving authorized restrictions on information access and disclosure, including means for protecting personal privacy and proprietary information. [44 U.S.C., SEC. 3542]	The unauthorized disclosure of information could be expected to have a **limited** adverse effect on organizational operations, organizational assets, or individuals.	The unauthorized disclosure of information could be expected to have a **serious** adverse effect on organizational operations, organizational assets, or individuals.	The unauthorized disclosure of information could be expected to have a **severe or catastrophic** adverse effect on organizational operations, organizational assets, or individuals.
Integrity Guarding against improper information modification or destruction, and includes ensuring information non-repudiation and authenticity. [44 U.S.C., SEC. 3542]	The unauthorized modification or destruction of information could be expected to have a **limited** adverse effect on organizational operations, organizational assets, or individuals.	The unauthorized modification or destruction of information could be expected to have a **serious** adverse effect on organizational operations, organizational assets, or individuals.	The unauthorized modification or destruction of information could be expected to have a **severe or catastrophic** adverse effect on organizational operations, organizational assets, or individuals.
Availability Ensuring timely and reliable access to and use of information. [44 U.S.C., SEC. 3542]	The disruption of access to or use of information or an information system could be expected to have a **limited** adverse effect on organizational operations, organizational assets, or individuals.	The disruption of access to or use of information or an information system could be expected to have a **serious** adverse effect on organizational operations, organizational assets, or individuals.	The disruption of access to or use of information or an information system could be expected to have a **severe or catastrophic** adverse effect on organizational operations, organizational assets, or individuals.

Security Architecture

A comprehensive and rigorous method to plan, design and describe current and desired future structure and behavior of an organization's:

- Business sub-units
- Processes and Personnel
- Information security systems
- Information systems’ security

…so they align with the organization's core goals and strategic direction

Wikipedia: https://en.wikipedia.org/wiki/Enterprise_information_security_architecture

Security Architecture

"…the art and science of designing and supervising the construction of business systems, usually business information systems, which are:

- Free from danger, damage, etc.
- Free from fear, care, etc.
- In safe custody
- Not likely to fail
- Able to be relied upon
- Safe from attack"

Sherwood et al. (2005) Enterprise Security Architecture: A Business-Driven Approach

Defenders must be perfect

"One mistake by the defender essentially renders the whole defense worthless"

…every computer and software program must be patched, every configuration appropriately secure, and every end-user perfectly trained. Or at least that is the goal.

The defender knows that applied defenses may not always work or be applied as instructed, so they create "defense-in-depth" layers."

Grimes, R. (2017), Hacking the Hacker, John Wiley and Sons

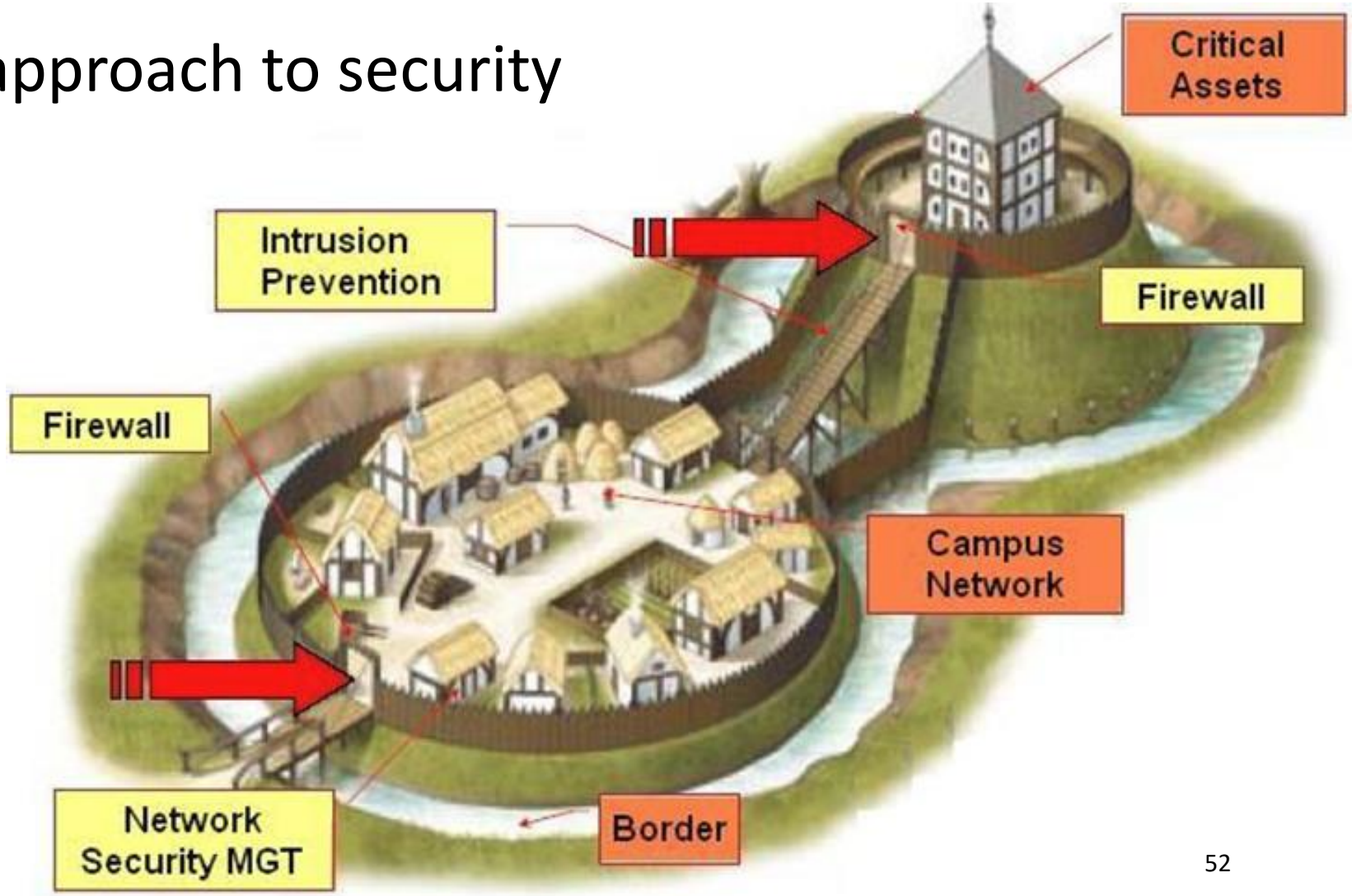
Security Architecture

Thinking about security architecture enables understanding enterprise information systems the way attackers do – as large diverse attack surfaces

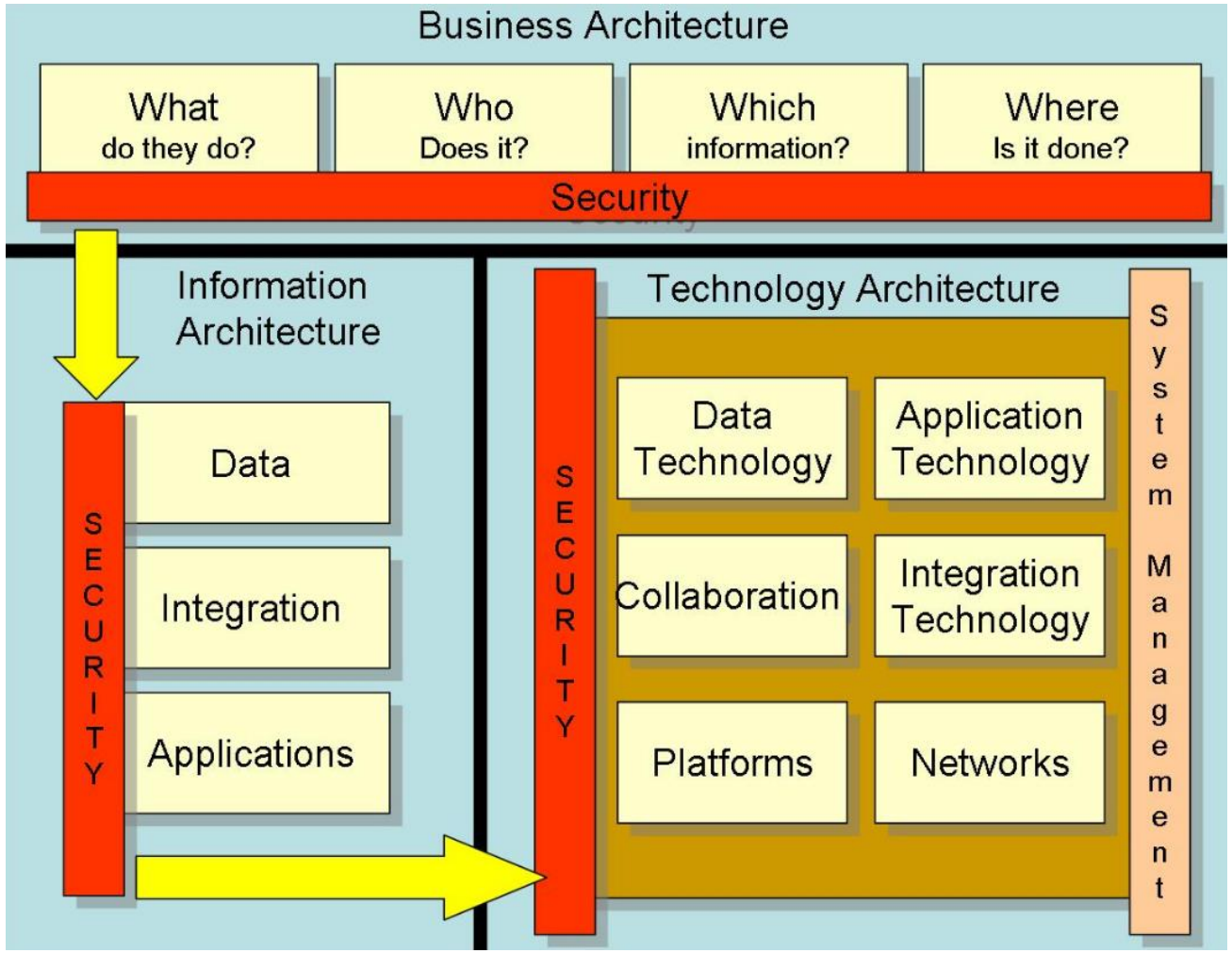
https://graquantum.com/blog/cyber-basics-cyber-attack-surface/

Defense in Depth

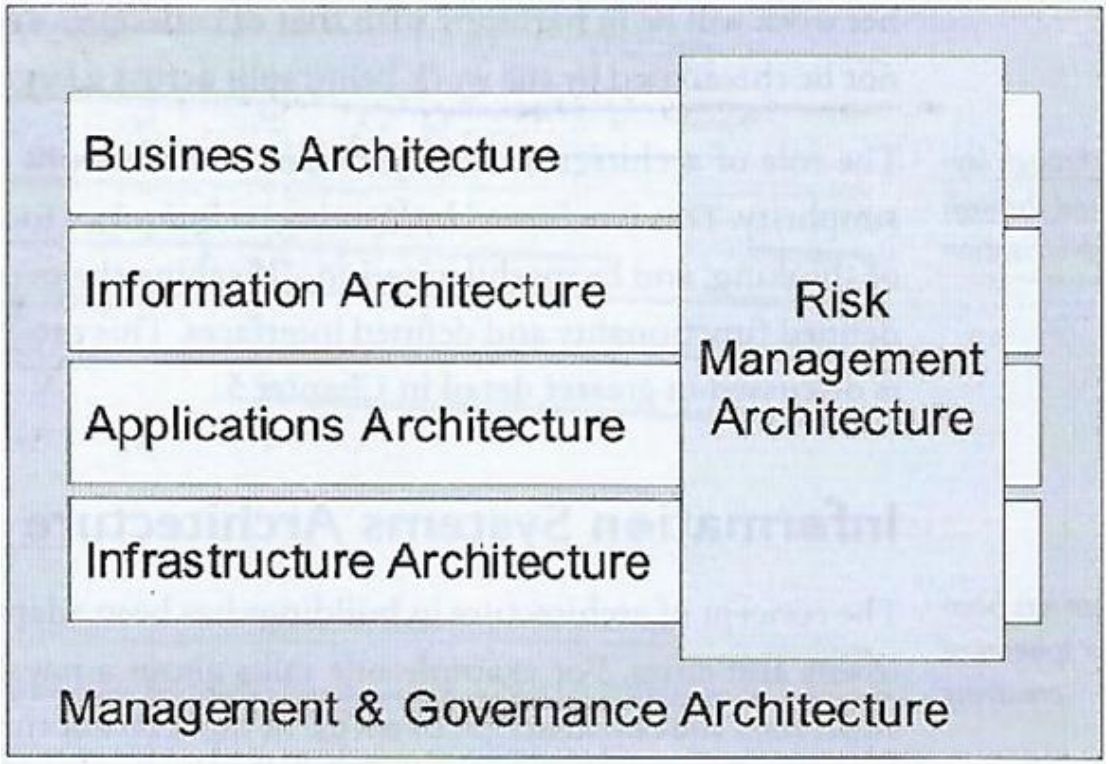
- Also known as:
  - Layered security approach to security



Enterprise Information and Security Architecture



Huxham, H. (2006) "Own view of Enterprise Information Security Architecture (EIS))Framework" Wikipedia: https://en.wikipedia.org/wiki/Enterprise_information_security_architecture, accessed 2017-1-19



Sherwood et al. (2005) Enterprise Security Architecture: A Business-Driven Approach

Security architecture questions

1. What is the system that is/has being/been built?
2. What can go wrong with it once it is built?
3. What should be done about those things that can go wrong?
4. Did you do a good job in your analysis?

Threat Modeling: Designing for Security, Adam Shostack, 2014

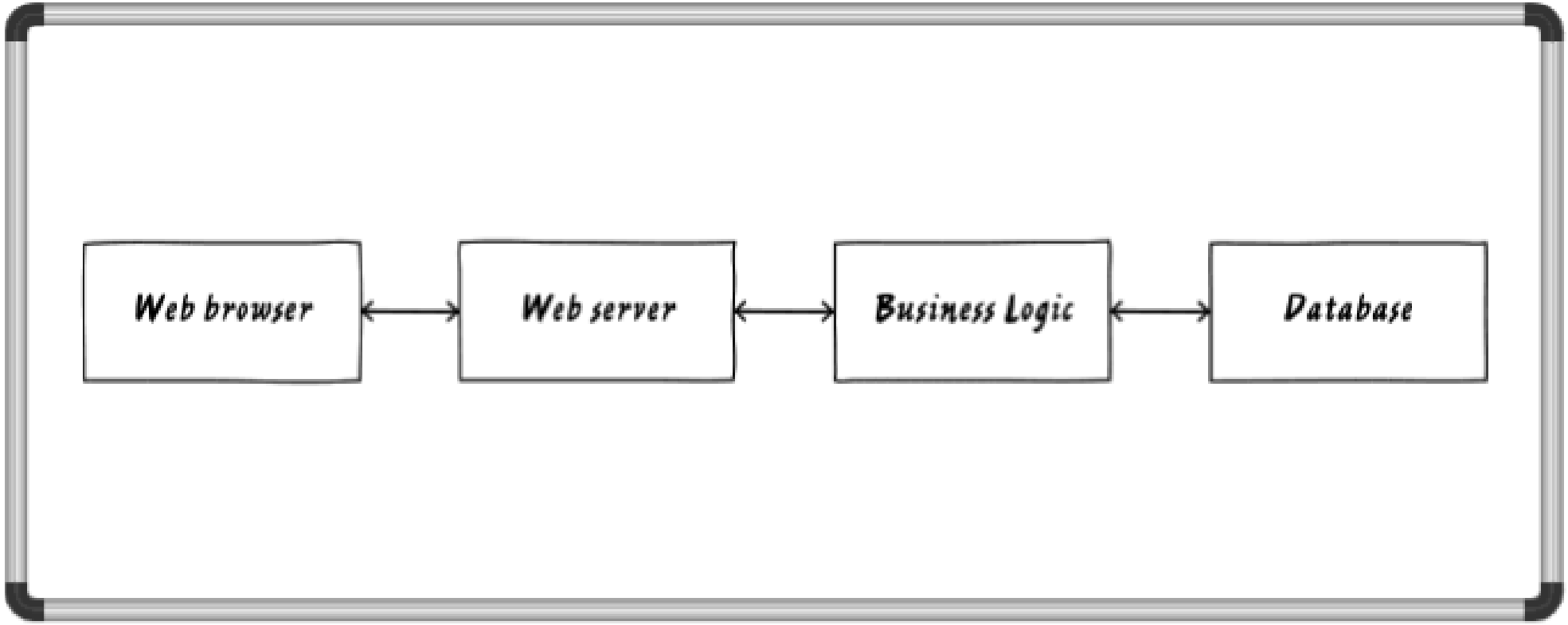
Security architecture framework

1. Model the system that is being built, deployed, or changed
2. Find threats using that model
3. Address (i.e. mitigate/control) the threats
4. Validate the mitigations for completeness and effectiveness

Threat Modeling: Designing for Security, Adam Shostack, 2014

What is the system that is or has been built?

- Draw a picture of the information system…
- Analyze the picture to see what can go wrong ?

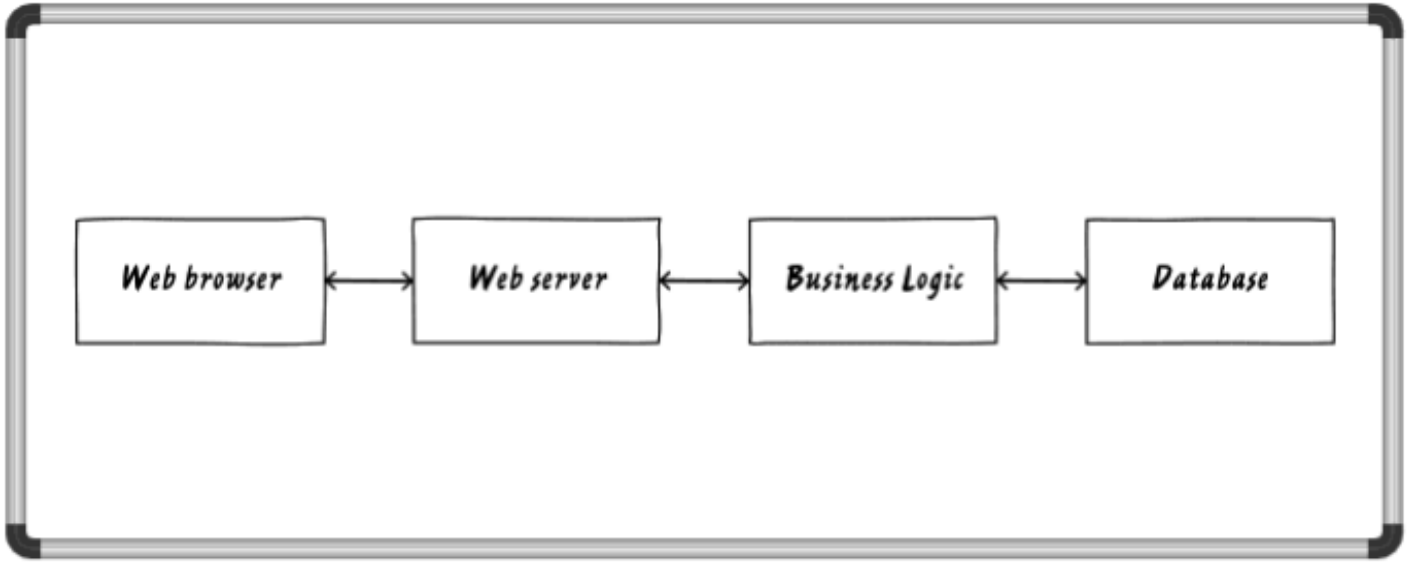


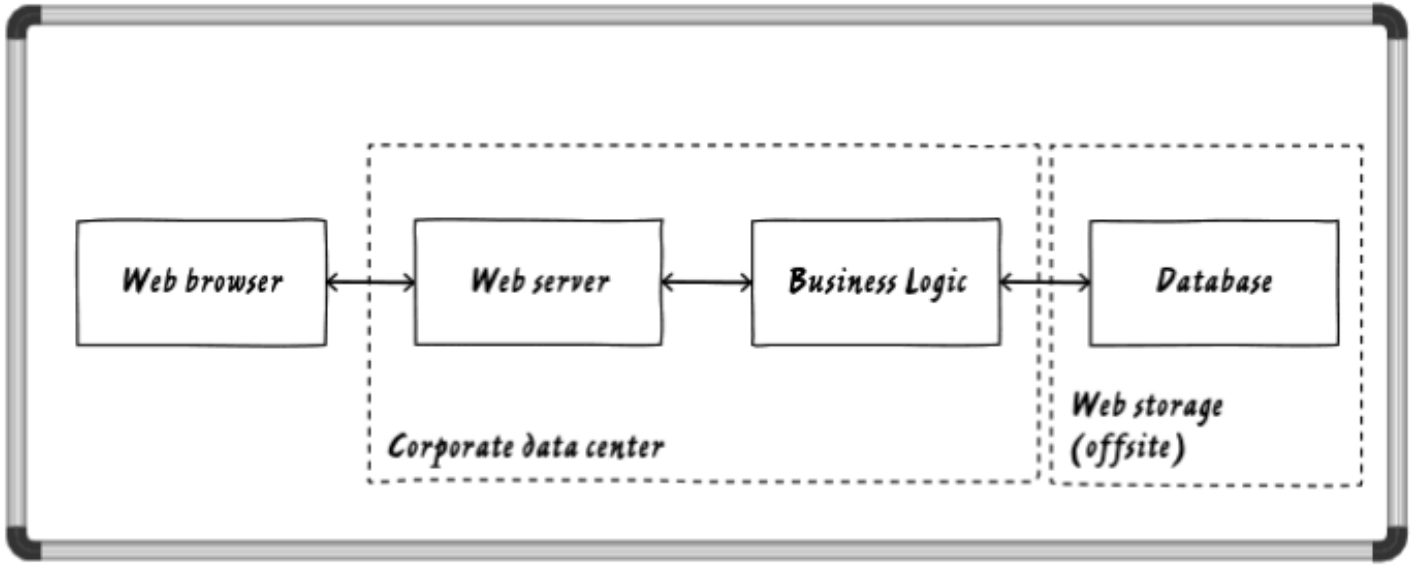
Threat Modeling: Designing for Security, Adam Shostack, 2014

Draw and identify trust boundaries (also known as “attack surfaces”)in the system

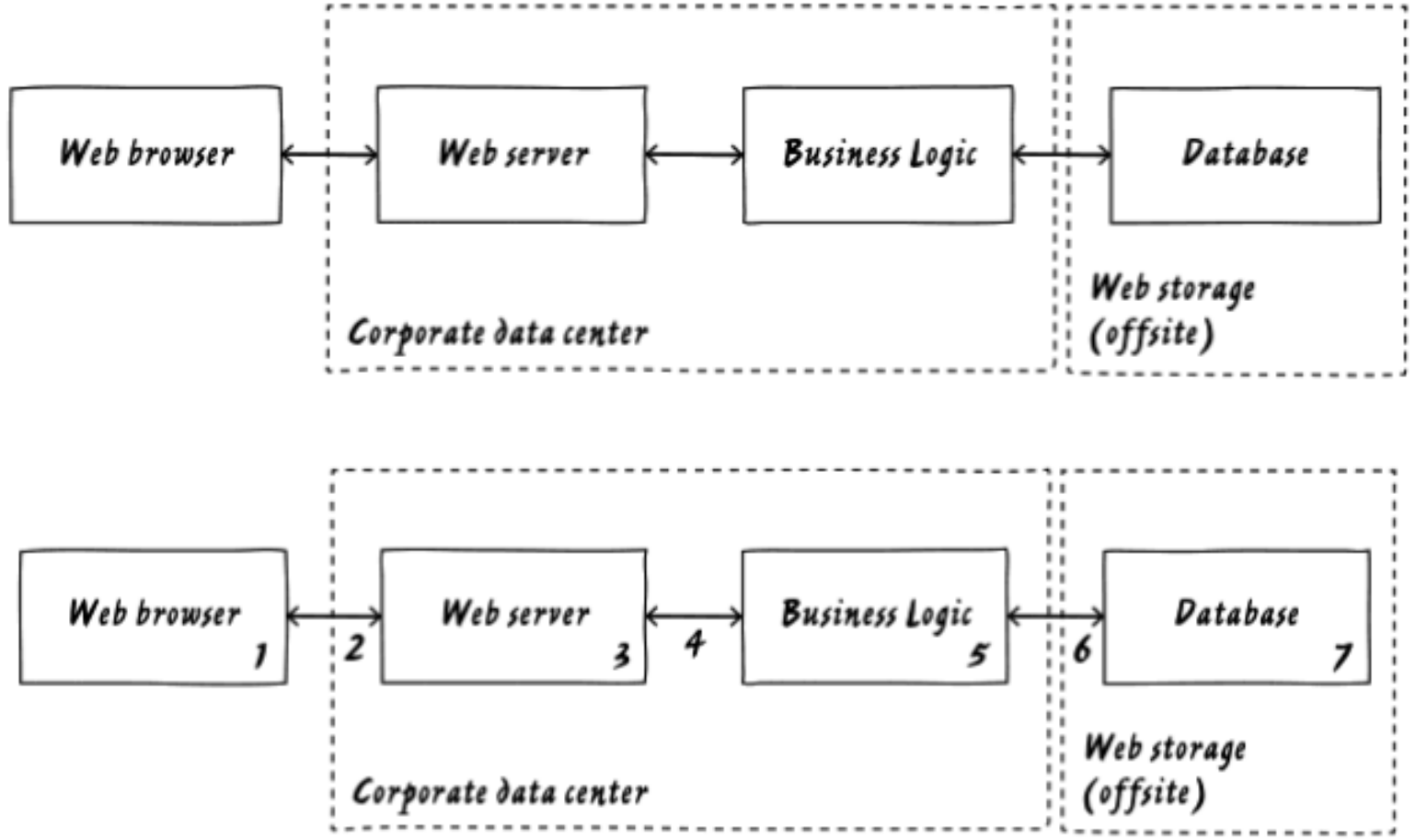
…these are found wherever different people can access and control different parts of the system

- Organizational boundaries
- Different physical computers or virtual machines
- Different subsystems
- Different access points or network interfaces
- Almost anywhere there will/should be different privileges

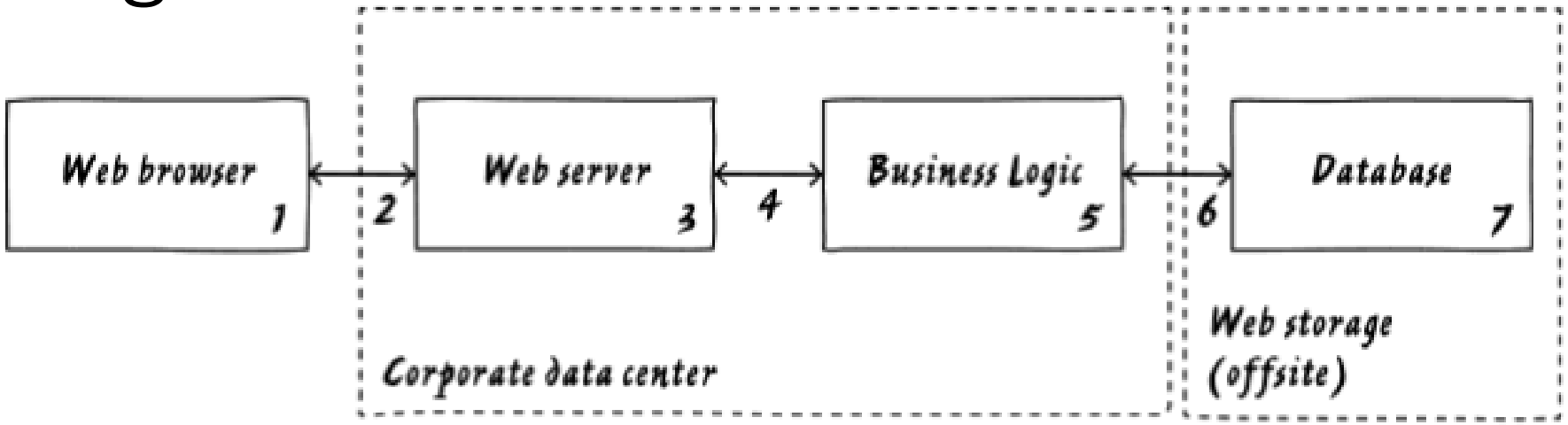




What can go wrong?
Where are the attack surfaces in this system?



What can go wrong?



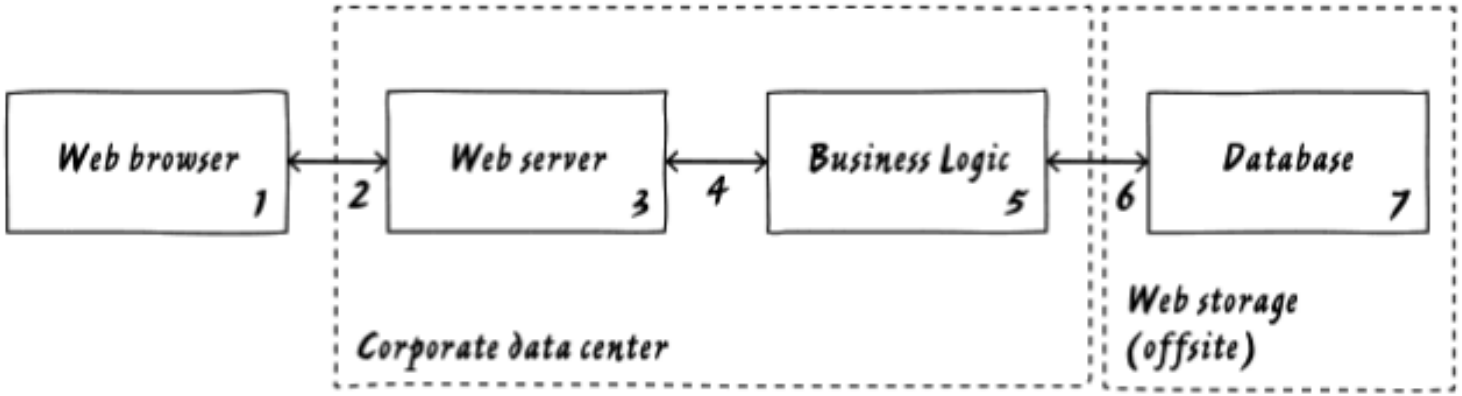
- How do you know the web browser is used by the person you expect?
- Is it OK for data to go from one box to the next without being authenticated?
- Is it OK for data to go from one box to the next without being encrypted?
- What happens if someone made unauthorized modifications to data in the database?

What can go wrong?

STRIDE

- Model of threats developed by Microsoft for identifying security architecture threats
- Is a mnemonic for 6 categories of threats:

Threat	Desired property
Spoofing	Authenticity
Tampering	Integrity
Repudiation	Non-repudiability
Information disclosure	Confidentiality
Denial of Service	Availability
Elevation of Privilege	Authorization



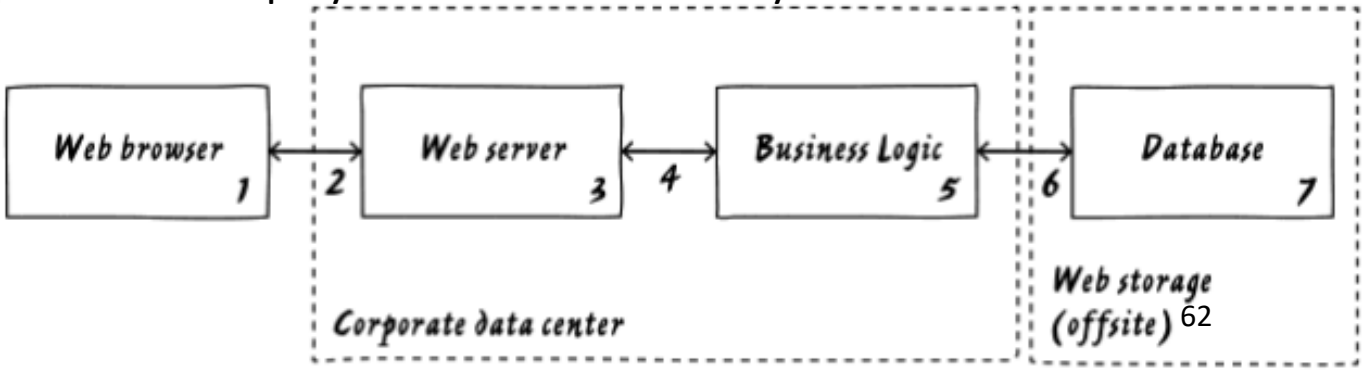
STRIDE

Created by Microsoft to help developers identify threats to security architecture of their systems
Is a mnemonic for 6 categories of threats

- **Spoofing** is pretending to be something or someone you are not
- **Tampering** is modifying something you are not supposed to modify
  - E.g. data packets in motion on the network, bits on disk, bits in memory…
- **Repudiation** means claiming you did not do something (regardless of whether you did or did not)
- **Information Disclosure** is exposing information to people who are not authorized to see it
- **Denial of Service** are attacks design to prevent the system's service availability
  - E.g. Crashing it, making it unusably slow, filling all of its storage, …
- **Elevation of Privileges** …

STRIDE – What can go wrong?

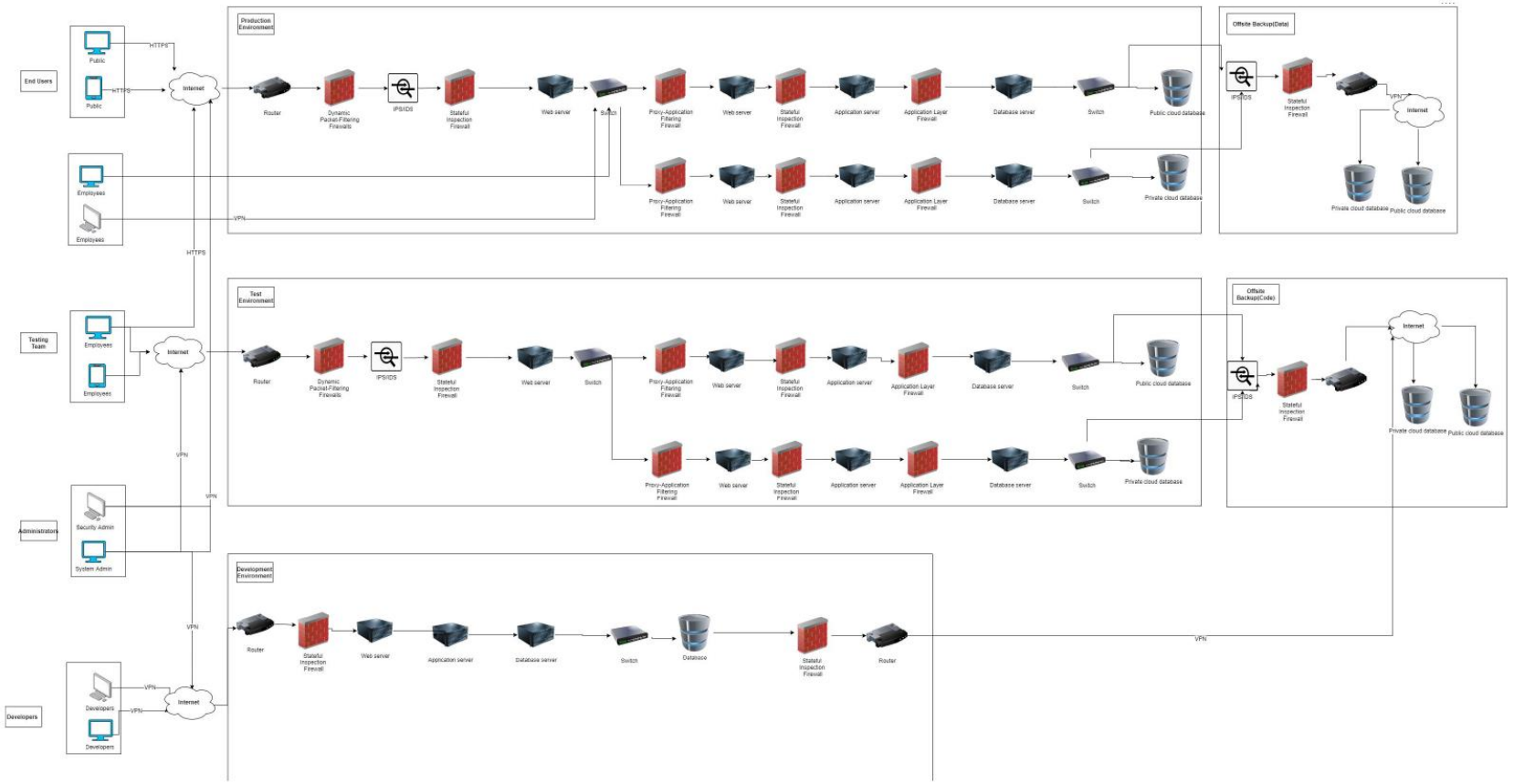
- **Spoofing:** Someone might pretend to be a customer, is there a way to authenticate users?
- **Tampering:** Can someone tamper with the data in the system's backend?
- **Repudiation:** Any preceding actions might require figuring out what happened
  - Are there system logs? Is the right information being logged? Are the logs protected against tampering?
- **Information Disclosure:** Can anyone connect to the database and read/write data?
- **Denial of Service:** What happens if 300,000 customers show up a once at the website?
  - What if the system goes down?
- **Elevation of Privileges:** Perhaps the web front end is the only place customers should access, but what enforces that?
  - What prevents them from connecting directly to the business logic server, or uploading new code?
  - What controls access to the database? What happens in an employee wants to edit the system files or makes a mistake?

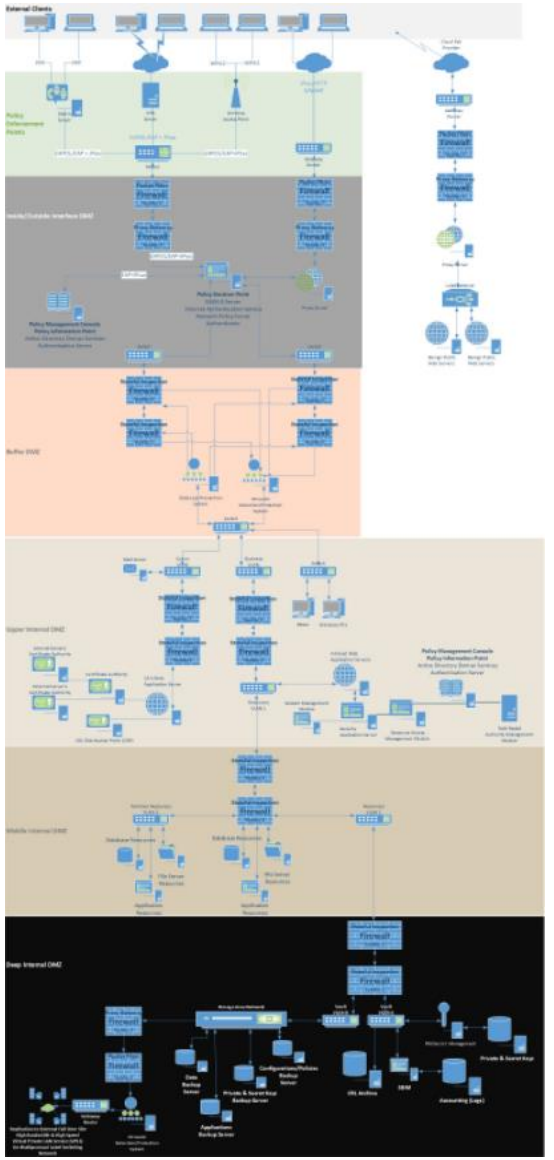


What kinds of techniques are used for managing threats (i.e. managing risk) ?

- Avoid
- Accept
- Transfer
- Mitigate

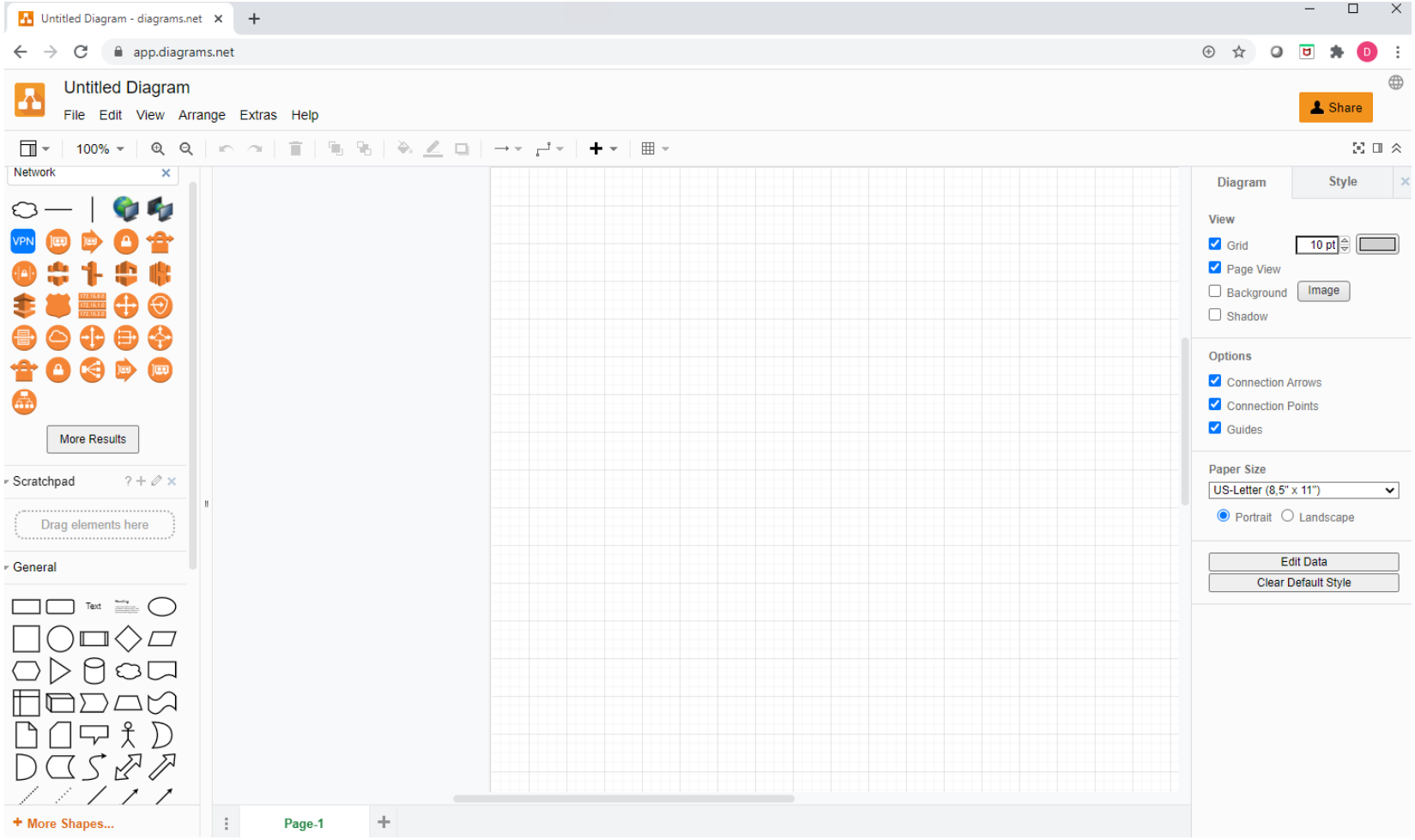
Team Project for the course involves creating and analyzing security architecture diagrams





Useful tools for the course

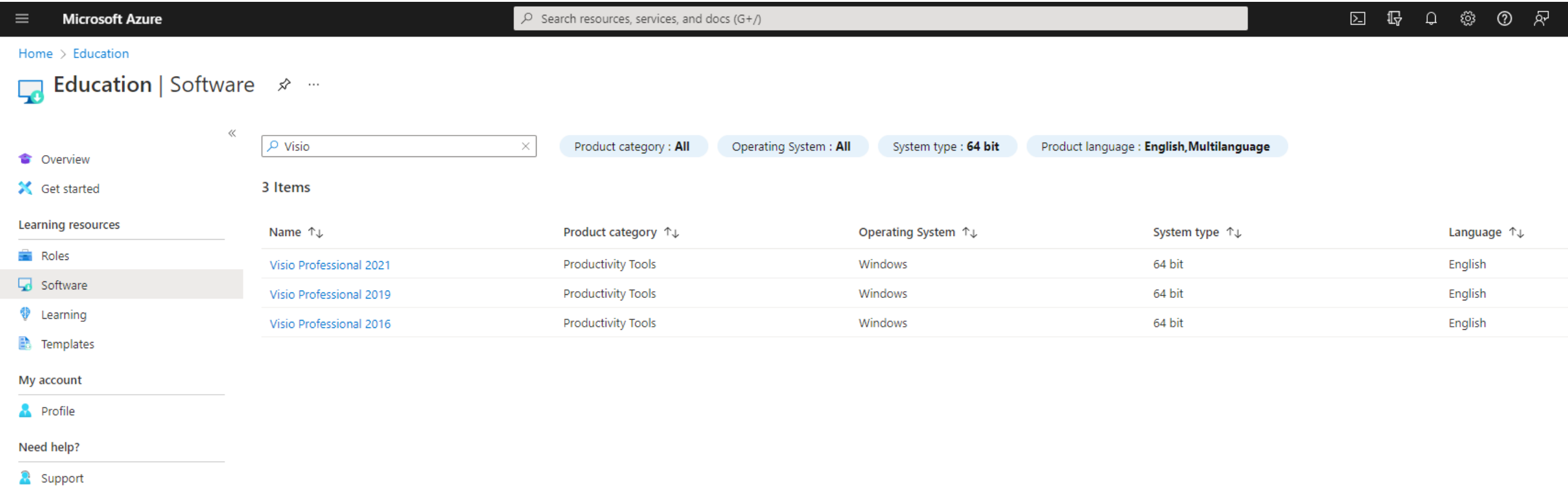
https://app.diagrams.net/



Useful tools for the course

Microsoft Azure education site

https://azureforeducation.microsoft.com/devtools



Readings for next week…

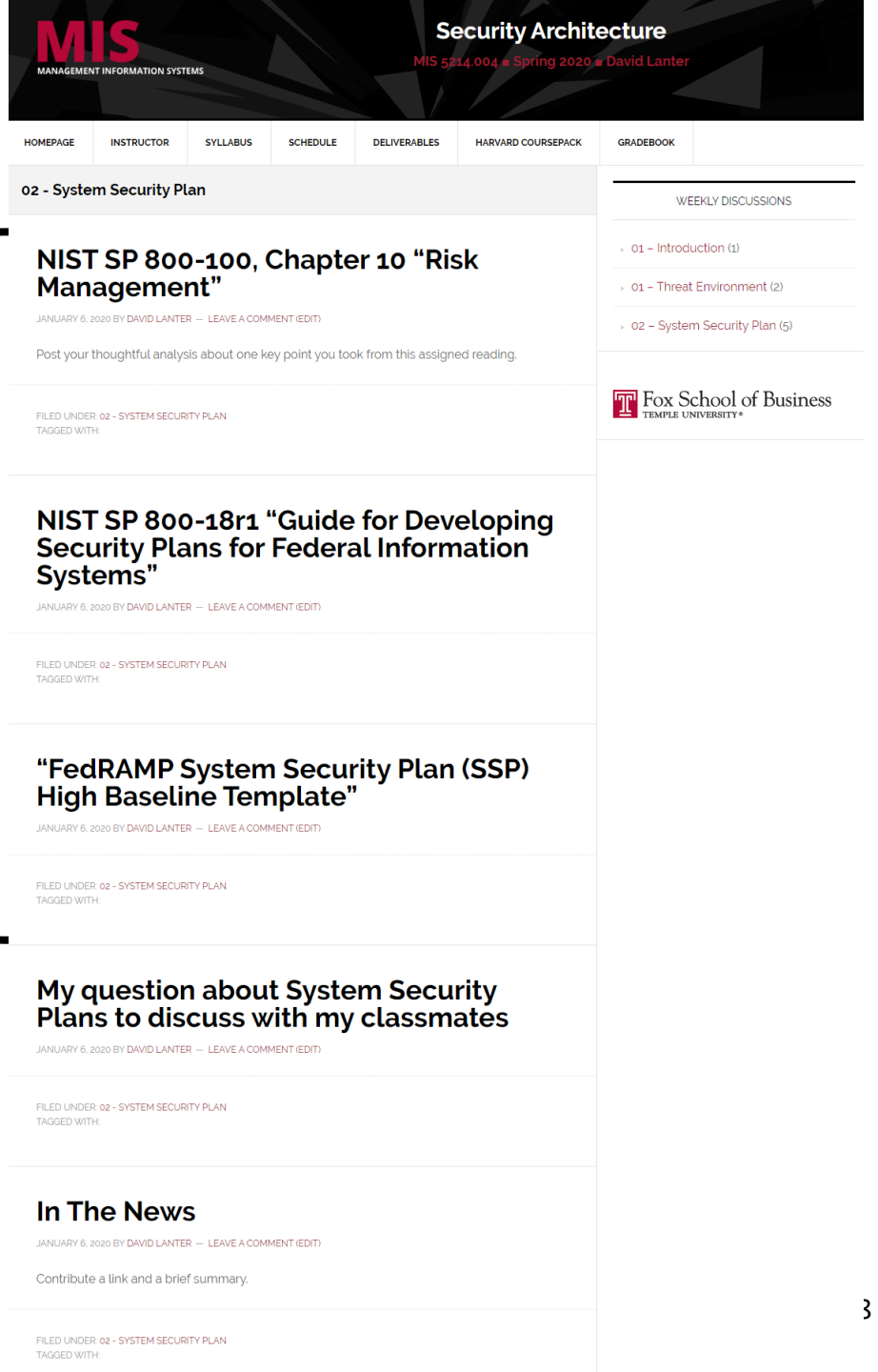
Unit 02 – System Security Plan

Readings

- 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. 18-26
- ""FedRAMP-High-Moderate-Low-LI_SaaS-Baseline-System Security Plan (SSP) Template"", Table of Contents and Intro to sections

Questions for next week…

One Key Point Taken from Each Assigned Reading



Agenda

- ✓Welcome and Introductions
- ✓Course Introduction Goals
- ✓Introductory Terminology
- ✓The Threat Environment
- ✓Next Week…

Unit - #1

MIS5214 – Security Architecture