Information Security Basics

Target Audience: New and current employees

Seat Time: ~30 minutes

Learning Objectives: By the end of the course, the learner will be able to:

1. Recall information security principles and describe how these principles address potential and real security threats.
2. Identify the Privacy Act requirements to secure and protect individual private information
3. Classify Controlled Unclassified Information (CUI) as Personally Identifiable Information (PII) or Sensitive Personally Identifiable Information (SPII.)

Training Outline:

- Welcome
- Navigation information (1 minute)
- Why is it Important?
- Key Learning Points for this session
- Cybersecurity and Privacy (Three pillars)
    - Confidentiality
    - Integrity
    - Availability
    - Knowledge check for the three pillars
- Privacy Basics – Personally Identifiable Information (PII)
    - Company Policy Regarding Privacy
    - Identifying Controlled Unclassified Information (CUI)
    - Protecting CUI
    - Identifying Personally Identifiable Information (PII)
    - Identifying Sensitive Personally Identifiable Information (SPII)
    - Sanctions for Misuse of PII and SPII
        - Criminal Penalties
        - Civil Penalties
- Assessment questions and results
- Thank you and directions to exit the module

Notes for Reviewer:

- Please focus on the **accuracy** and **completeness** of the content during this review cycle. "Page breaks" for the online course will be adjusted after the content is edited.

- Questions for reviewers regarding the content or need for real-world examples are indicated with <mark>green highlighting</mark>. All questions will need to be resolved before programming can begin.

The following is the set up for each slide

Slide [##]/ Menu Title: *[Insert Title]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
	[Slide Title]	[*Insert Script Text*]	
Notes:			

- Any information shown in **(bold italics)** are directions intended for the developer.

- Text in the Narration/Voiceover is the audio for this module.

  - There are "**connecting**" words or phrases that will not appear in the written procedure. Parts of the Narration/Audio is written phonetically to assist the voiceover talent. This may seem awkward at first. Please try rereading and if necessary, make changes.
  - Formatting, punctuation, and spelling in this audio column are to aid the voiceover talent not the learner. Remember the learners will hear, not see all content. These components, however, are important in the on-screen text column.

- Numbers included in brackets **[#]** are for cuing animation and timing of items as they appear on-screen. **(Italics)** indicate functional items such as buttons or special developer notes. They will not be a part of the voice over or seen but are for developmental purposes only.

- <mark>When making corrections</mark>, please utilize the comment application for this document.

  - On a word document, click in the document where there needs an update. Then the click INSERT tab on the ribbon then COMMENT in the ribbon.
  - On a google document, locate and open the editing dropdown in the top left corner and select SUGGESTING. You will then see an icon on the page that indicates ADD COMMENT.
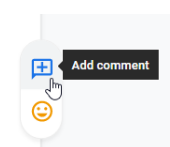
General Style Notes:

- This course will use Copyright free images of different settings or objects
- Course font: "Open Sans"
- Font size: 12 to 32 based on the text level
- Color Scheme: Equity
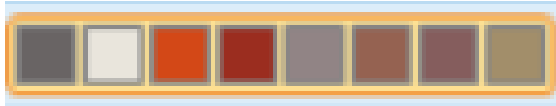
- Design Theme: Momentum

Module Resources /References:

The National Archives and Records Administration (NARA) CUI Training Tools:

Description: Best practices on dissemination, markings, and sharing CUI. Link:

https://www.archives.gov/cui/training.html

 The National Archives and Records Administration (NARA):

Description: All information regarding securing records. Link:

https://www.archives.gov/cui

Limited Dissemination Markings:

Description: provides individuals the right to access information concerning themselves that is maintained by any federal Agency

Link: https://www.archives.gov/cui/registry/limited-dissemination

Privacy Act:

Description: In-depth information regarding limited dissemination markings

Link: https://www.archives.gov/cui/registry/limited-dissemination

Company Safeguard Policy:

Description: Company safeguard document regarding the collection, access, use, dissemination, and storage of Privacy Act information.

Link: 2007 January 19 Snapshot

Slide [1.1]/ Menu Title: *[WELCOME]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Splash page Picture with technology look with a lock over the middle of picture. Momentum default background Navigation Module and Learning Module buttons (rounded) Slides stars with title and subtitle visible [1,2] fade in on audio cue	[Slide Title] Virtual Options Learning Information Security Basics [1] Navigating Module [2] Learning Module	**NARRATOR:** Welcome to the Information Security Basics module Before beginning, you may want to review the navigation buttons. If so, click the [1] Navigating Module button. If you want to start, click the [2]Learning Module button.	Learner makes a choice

Notes: [1,2] are *(buttons)* that move to either the navigation (slide 2) or the start of the learning module (slide 3). Learner does not need to visit the navigation slide but has the option.

Slide [1.2]/ Menu Title: *[Navigation]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
(Icon compass) Navigation compass placed to the right of the slide title. (*Marker buttons)* Markers should glow and draw attention. Arrows	[Slide Title] Navigation [1] Click on the glowing markers to learn how to navigate through the module. [2] After reviewing all navigation buttons, click next.	Narrator: [1] Click on the glowing markers to learn how to navigate through the module. [2] After reviewing all navigation buttons, click next. [3] To view where you are in the module, click the MENU bars (the three vertical lines beside the module title.)	Learner will click around to various buttons to uncover visual and audio information.

will point in the general direction for each of the navigation buttons. *[1]* information fades in on cue *[2 in footer left side]* After reviewing all navigation buttons, click next. Next button becomes visible once all navigation buttons have been reviewed.		[4] To pause or play the audio for this slide, click the button in the bottom left corner. [5] To replay the audio for this slide, click the replay/rewind button (it appears like an arrow moving in a circle.) [6] To go back to a previous slide, click the button marked as "PREEVE" found in the bottom right corner. [7] To advance to the next slide, click the Next button located to the right of the "Preeve "button. [8] Resources discussed through this lesson will be located in the Resource section. Click on RESOURCES in the top right corner	

Notes: Next button is hidden at the beginning of timeline
The learner will click on the various numbered hotspots which will uncover hidden explanation statements regarding the navigation buttons:
- Menu
- Play/pause
- Review/rewind
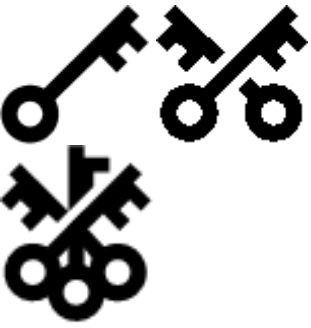- Previous
- Next
- Resources

Section 2

Slide [2.1] Menu Title: *[Why is Information Security So Important?]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Shapes Behind each character rectangles will horizontally display one-third of the screen. Colors of each rectangle will vary in this order: Left: #D16349 Center: #D6765E Right: #E19987 ***Characters*** • Characters will be centered in the Rectangle shapes and have a text box with the character's name below the character and the security concern above the character Business interactions – VICKI Health Documentation – Cort Online Networking – Mitch • All characters should have a greyed- out look until you hover over them. When hovered over, true coloring will present itself. • Once character is visited, picture should turn into a visited state. Next button will work after all three layers have been visited.	[Slide Title] Why is Information Security So Important? Business Interactions VICKI Health Documentation Cort Online Networking Mitch	**Narrator:** Why is information security so important? Click on each of these industry leaders to find out the answer to that question.	Hover state aspect for each character Visited state aspect for each character Learner will click each character to find out more information from the various layers (2.1.a, 2.1.b, 2.1.c)
Notes:			

Slide 2.1.a Menu Title: *[Why is it important?] this is layer "A"*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Shape: White background for content area/text **VICKI:** moves in from the right of the screen **Text:** shows the stats with pie chart **images** beside the corresponding data *Image* 68% *Image* 64% *Image* 54% *(The % Images are created in Canva purple for VICKI)* *Close button* at the bottom – Black background, white text, centered will appear as audio is completing	VICKI – Business Analyst *[On cue with audio]* **[4]** In 2020, the percentage of small businesses that store valuable data: 68% store email addresses 64% store phone numbers 54% store billing addresses (entrepreneur.com)	*VICKI:* As a business analyst, I have found **[4]** so many small businesses store valuable data. **[5]** With a little research, this is enough information to find your location of residence and much more.	Learner will click close button to close this layer and return to the base layer.
Notes: Make sure the second sentence starts AFTER the stats and pie charts become visible.			

Slide 2.1.b/ Menu Title: *[Why is it important?] this is layer "B"*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Shape: White background for content area/text **Cort:** moves in from the left of the screen **Text:** shows the stats with pie chart **images** beside the corresponding data *Image* 82% *Image* 89% *(The % Images are created in Canva green for Cort)* ***Close button*** at the bottom – Black background, white text, centered will appear as audio is completing	Cort – Medical Specialist ***Audio cue [6]*** • 82% of surveyed healthcare organizations say that security is a top concern. • 89% of healthcare organization had patient data lost or stolen in the past two years. (dizzion.com) ***Audio cue [7]*** Patient data is particularly valuable to the criminal community.	***CORT:*** In the medical field, the priority concern is to keep patient records safe. *[6]* The profession needs to minimize instances of lost or stolen data. Because of this, there is always a need to be vigilant in keeping confidential information secure. *[7]* Patient data is particularly valuable to the criminal community.	Learner will click close button to close this layer and return to the base layer.
Notes:			

Slide 2.1.c/ Menu Title: *[Why is it important?] this is layer "C"*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Shape: White background for content area/text ***Character Mitch:*** moves in from the left of the screen ***Text:*** shows the stats with pie chart ***images*** beside the corresponding data ***Image*** 58% ***Image*** 13% ***(The % Images are created in Canva red for Mitch)*** ***Close button*** at the bottom – Black background, white text, centered will appear as audio is completing.	Mitch – Customer Service ***[Cued with Audio 8]*** Data Online users are willing to share to avoid paying for content: • 58% were prepared to share information so they could use "free" apps. • 13% were willing to provide email or other contact details. ***[cued with 9]*** Any kind of personal information is an opening for a security breach.	***Mitch:*** When speaking or texting with customers, I find they want the latest and greatest thing for free. ***[8]*** These people are fine with providing information or other access to technology to get a free app. ***[9]*** Providing any personal information is an opening for a security breach	Learner will click close button to close this layer and return to the base layer.
Notes:			

Slide 2.2 Menu Title: *[Key Learning Points]*			Objective: [1,2,3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Banner: To the left of the title use simple bullseye icon ***Content Area:*** ***Background image*** should be information technology focused ***Icon:*** Each bullet point will have the following key icons with hover and visited states	Key Learning Points *[1]* Recall information security principles and describe how these principles address potential and real security threats. *[2]* Identify the Privacy Act requirements to secure and protect individual private information *[3]* Classify Controlled Unclassified Information (CUI) as Personally Identifiable Information (PII) or Sensitive Personally Identifiable Information (SPII.)	***NARRATOR:*** Key learning for this module. Click on each key icon to reveal concepts to learned through interacting with this lesson. After reviewing all key concepts, click next to continue. *[1]* Recall information security principles and describe how these principles address potential and real security threats. *[2]* Identify the Privacy Act requirements to secure and protect individual private information. *[3]* Classify Controlled Unclassified Information (C.U.I.) as Personally Identifiable Information (P.I.I.) or Sensitive Personally Identifiable Information (S.P.I.I.)	Learner will click on the keys resulting in • Audio starts and • Text flows in from the right When the next key is clicked, the previous information will remain but appear visited.

Notes: These keys will be the gatekeepers to moving on. Once all keys have been selected and content is revealed, the NEXT button activates for the learner to use.

Slide 2.3 Menu Title: *[Why It Matters]*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Banner Icon: Shield with a checkmark should be placed to the left of the title ***Image*:** Headshots within a circle of VICKI, Cort and Mitch assembled in a cloud on the left side of the screen. The images will be muted allowing for a hover effect of viewing the normal coloring. (Similar to slide 2.1) As headshots are clicked, they become visited states.	Why it Matters *[On Audio Cue 1]* Click on each of the professionals to learn why it matters.	***NARRATOR*** All careers have a need to keep personal information and data that would identify clients or employees as secure as possible. *[1]* Click on each of the professionals to learn why it matters.	Learner will click each image to open a new layer of information.
Notes: Once all layers have been visited, the next button will be enabled.			

Slide 2.3.a Menu Title: *[Why it Matters] This is layer "A"*			Objective: [1]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background: black ***Image:*** VICKI's head will fade onto the screen on the left side with a speech bubble with text indicated ***Image on cue [2]*** ***Images:*** Mitch and Cort appear as VICKI's explanation ends. They should be located at the bottom of the screen and offset from the area where VICKI's head was.	Our clients and employees expect us to safeguard Controlled Unclassified Information (CUI) that is entrusted to our care and provide *[2]* non-repudiation protection.	***VICKI*** Our clients and employees expect us to safeguard Controlled Unclassified Information (CUI) that is entrusted to our care and provide *[2]* non-repudiation protection.	Learner will click another image to open a new layer of information or "Close" to go back to the base slide.

Shape: Rounded rectangle white with burnt orange outline appears with the word "Close".			

Notes: VICKI and the graphic will fade out as Mitch and Cort fade in. Because we are not sure which headshot the learner will choose in order, headshots for the other slides AND a close button will be provided. When "Close" is selected, it only closes the current layer.

Slide 2.3.b Menu Title: *[Why it Matters] This is layer "B"*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Background] - black Should cover the content area *[Images]* Headshot bubble from previous page. Cort will be visible at beginning of slide *[Speech bubble]* with the on-screen text info *(Graphic)* fade in on cue *[4]*	*(Speech bubble1)* *[3]* We are purposeful in keeping information safe. This limits resulting risks and potential consequences. *(Speech bubble2)* *[5]* Protecting an individual's privacy of PII and SPII that can be in the company's system is very important.	*CORT*: **[3]** We are purposeful in keeping information safe. This limits resulting **[4]**risks and potential consequences. **[5]** Protecting an individual's privacy of P.I.I. and S.P.I.I. that can be in the company's system is very important.	Learner will click another image to open a new layer of information or "Close" to go back to the base slide.

Fade in on cue *[5]*

(Images fade in) Headshot hover images of Mitch and VICKI will fade in as the graphics above fade out. They should be located at the bottom right side by side. Each link to the perspective layers.

Cort image fades out leaving the other two headshots.

Shape: Rounded rectangle white with burnt orange outline appears with the word "Close".

Notes: Speech bubbles will fade from one to another as they move around the slide based on the images you are providing on the screen.

Slide 2.3.c Menu Title: *[Why it Matters] This is layer "C"*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Background] - black Should cover the content area *(Image*) Mitch headshot *(Speech bubble 1 fade in)* Takes up 2/3 of screen in the upper half *[7 flies from right on cue left center under speech bubble1]* *[8 flies in from right in on cue and right-centered under speech bubble 1]* *[9 both pictures fade out]* *[10 speech bubble 2 fades in]* *[11 fade in quickly on cue]*	*(Speech bubble1) [6]* When our company is intent on maintaining security and privacy of client and employee data, it limits resource usage violations and vulnerabilities. *(Speech Bubble 2)* By doing this, the company ensures integrity and availability of systems or data for our customers and employees.	**MITCH** *[6]* When our company is intent on maintaining security and privacy of client and employee data, it limits resource usage violations and vulnerabilities. What this means is no one can be in an account for an extended period of *[7]* time without having to refresh *[8]* credentials to remain in the data. This prevents others who use the same computer from getting into an account by accident. *[9]* *[10]* By doing this, the company ensures *[11]* integrity and availability of systems or data for our customers and employees.	Learner will click "Close" to go back to the base slide.

(Mitch image, Speech Bubble 2 and Image) fade out. *(Fade in)* Headshot hover images of Cort and VICKI will fade in as the graphics above fade out. They should be located at the bottom right side by side. Each link to the perspective layers. *Shape:* Rounded rectangle white with burnt orange outline appears with the word "Close".			
Notes:			

Slide 2.4 Menu Title: *[The Biggest Take-Away]*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Banner Icon: Shield with a checkmark should be placed to the left of the title *Image*	Biggest Take-Away	*NARRATOR*: Information security and privacy measures can thwart **[1]** phishing attempts and other threats that otherwise can harm the operational and technical infrastructure of the company. **[2]**	

Left side of screen holds the same bubble cloud of professionals as did on Slide 2.3 *[On cue images will appear]* *[1] center this picture on the right side* *[2]* Move image [1] to the top to allow room for image at [3] *[3]* center below previous image *[SHAPE]* rectangle shape with the words "Click next to continue." In the footer right aligned.		**[3]** Such measures also enforce laws and regulations, most notably Federal regulations. Such measures also enforce laws and regulations, most notably Federal regulations.	
Notes:			

Slide 2.5 Menu Title: *[Cybersecurity]*			Objective: [2]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Banner Icon simple pillar to the left of the title ***Images*** Three pillars that hold up a platform. Pillars will take up 2/3rds of the content area on the left side. Slide text *[1]* that will fly in from the left prior to audio ***Shape*** Black rectangles with white lettering will fly in from the bottom on audio cue and stop under each pillar *[2]* Confidentiality *[3]* Integrity *[4]* Availability Each shape should be able to hover, click, and show as visited. They will lead the learner to other layers.	Cybersecurity *[1]* Cybersecurity – as Strong as its Pillars ***Shapes on audio cue*** *[2]* Confidentiality *[3]* Integrity *[4]* Availability	***NARRATOR*** The three common pillars to Cybersecurity are **[2]** confidentiality, **[3]** integrity, and **[4]** availability , also known as **[5]** C.I.A. They are the fundamental properties to maintain information security by limiting access to and protecting your information that is stored, processed, or transmitted. They also implement security policies and security procedures. This data can be in hard copy or electronic such as **[6]** emails, **[7]** letters, **[8]** printed documents and more. Click on the labels below the pillars to access more information regarding Cybersecurity.	Learner will click on the shapes to learn more.

[5 lettering on cue] will fly in and be centered on each of the three pillars. C I A ***Images On Audio Cue,*** Place icons representing images for **[6]** emails, **[7]** letters, **[8]** printed documents and more			
Notes: This is a heavy information slide. Have images move in at your discretion.			

Slide 2.5.a Menu Title: *[Cybersecurity] This is layer "A"*			**Objective: [3]**
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Shapes Black background with white rounded shape for all content. The white shape should take up 2/3rd of the area aligned left. ***Image*** Use the pillar with the "C" and Confidentiality under it from the base layer. ***On cue with Audio***	**[12]** Breach of confidentiality	***NARRATOR:*** VICKI has a [**8**] new project sent to her from the CEO. *[9]* She notices the wording at the top as *[10]* C.U.I. labeling. Should this document be shared with anyone but the CEO and Mitch, it would need authorization from the CEO This kind of document should	Learner will click the close button when scenario is complete.

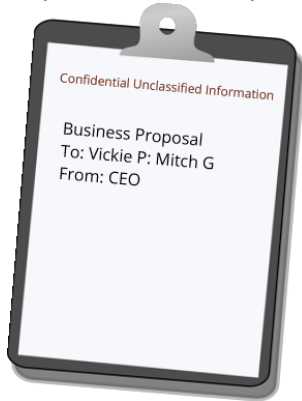|			
Character Vicki [8] VICKI moves onscreen with a clip board and is looking at it. **Image [9]** Clipboard close up Confidential Unclassified Information Business Proposal To: Vickie P: Mitch G From: CEO **Image [10]** right arrow with "CIU "points to the top of the clipboard **Fade out [8] 9[] and [10]** **VICKI holding clipboard** and standing in the midst of people **11 Image On cue with Audio** A circle with a line through it over the group of people	**[13]** Possible negative consequences	**[11]** never be left where others may be able to see it. Doing so could **[12]** breach the confidentiality between you, Mitch and the CEO and **[13]** could have consequences.	

Button Black close button with white "Close" appears after the explanation. This will close the layer.			
Notes:			

Slide 2.5.b Menu Title: [*Cybersecurity*] This is layer "B"			Objective: [2]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
(Image) Pillar "I" is in the same location as layer A. *(Images)* Cort and computer fades on to screen as the just as the breakroom kitchen image flies in from the top. [14] *(Audio and Image)* on cue image grows in the monitor area End Scene remove breakroom scene and all elements in scene. *(Image – Workplace hall)* – fly in from the top showing a change in scene.	Integrity	*NARRATOR* Cort was on his lunch break and saw he received a family photo from a cousin. Shortly after opening it on a company computer, a **[14]** pop-up appeared showing a security breach. **[15]** Later, Mitch explained a computer worm infiltrated the computer upon Cort's opening of the email. As Cort attempted to determine what caused the system to malfunction, the worm modified the system software. **[16**] Because the worm was able to get into the system, the integrity of the system's software was violated by this attack	Learner will click the close button when scenario is complete.

(Characters In hallway) Cort on left hands on his hips and facing Mitch; Mitch on right, right hand pointing to the learner [15] *(2nd Audio)* starts [16] Character Mitch changes to face Cort on audio cue. *(Close button)* – white lettering on black background should be placed in the bottom right corner of the slide.			
Notes:			

Slide 2.5.c Menu Title: *[Cybersecurity]* This is layer "C"			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
(Graphic – background) All black in the content area. *(Image)* Pillar with the letter "A" is stationery and place left *(Graphic)* Rounded rectangle covers most of the right of the slide. Flies down at start. *(Image)* – stationary Pillar with the letter A to the left of slide.	Availability	*NARRATOR* Mitch returns to his workstation and [16] no longer can access the manager's active accounts spreadsheet. Mitch has been locked out. [17] When Mitch walked away from his workstation without closing the spreadsheet, there was a possibility that another employee could update	Learner will click the close button when scenario is complete.

With while lettering "Availability" under the picture. *(Character Mad Mitch - 16)* Flies up to the left side of the rounded rectangle, Mitch – mad- looks at computer screen *(Character Opps Mitch - 17)* Transition from previous Mitch to this on cue and slightly to the right of the first Mitch. *(Character Thinking Mitch -18)* Transition from previous Mitch to this on cue and slightly to the right of the last Mitch. *(Close Button)* fades in after audio complete.		parts of the spreadsheet without him knowing. [18] This is a breach of availability, because the information is only allowed to be accessed by the authorized person and in an appropriate manner and time frame.	
Notes:			

Slide 2.6 Menu Title: *[KNOWLEDGE CHECK]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Image background] Office space the overlooks the outside. *[Character Cort]* holds a notebook and is smiling – left aligned	KNOWLEDGE CHECK What have you learned so far?	*[CORT]* That was just the start of the things you will learn in this module. Answer the following questions to see what you know so far.	Next
Notes:			

Slide 2.7 Menu Title: *[CIA Match-up]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Image Background] same as previous slide Three text boxes on top with scenario, dark color with black outline Three text boxes which will be moved over the scenarios. These boxes should be lighter than the scenario boxes. They will have a color change when dropped on the scenario boxes: if correct- green, if incorrect - red	CIA Match-up	*CORT* Drag the word boxes on the bottom to the description boxes on the top	
Notes: This will be a free form drag and drop			

	Drag Item	Drop Target
A	☐ Confidentiality	Financial docs - "You are given the financial documents of a publicly known corporation. You only share it with others who you know have received the same documents."
B	☐ Availability	Connection to hospital - "Your connection seemed to drop when you walked away from your computer. You must log into your hospital account again."
C	☐ Integrity	Bank link - "You get an email from an individual who states he/she is in Nigeria and needs you to click a link to help him/her find some missing funds from a bank account."

SECTION 3

Slide 3.1 Menu Title: *[Privacy and Security: Principles and Responsibilities]*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
SHAPES: center vertically and equidistant. Appear on cue with the audio narration. Two circles – outline in burnt orange, fill tan. One circle will have the word *[1]* "Principles" and the other *[2]* "Responsibilities." Shapes will have a hover and visited state and will connect to two different layers (Principle and Responsibility layers) SHAPE: Beige rectangle - Information box in the bottom right footer area "Click Next to continue."	Privacy and Security: Principles and Responsibilities	**NARRATOR:** Our organization cannot have effective privacy without information security and is bound by the *[1]*principles and *[2]*responsibilities to keep information secure. Click on each category to learn more. When you have reviewed both categories, click next to continue.	Click next to continue

[Principles Layer] Black round-edge square with burnt orange outline aligns right. White text will be placed in this box. All evidence of this box will hide at the end of the audio information to reveal the base layer with Principles in a visited state.	*[Principles Layer]* *[On Audio cue show]* *[3]*Transparency *[4]*Notice *[5]*Choice	Privacy and security principles include • *[3]*Transparency: Business growth improves when employees, managers, and stakeholders are open and honest when it comes to the privacy needs of our clients. The business can grow if all involved know the rules from the start. • *[4]*Notice: Privacy and security remain intact when information is provided in a timely manner. If there is a change in protocol, the information needs to be handled in an expeditious manner. • *[5]*Choice: When assisting our clients, some may need more extensive security services than others. It is best to be able to offer choices.	
[Responsibilities Layer] Black round-edge square with burnt orange outline aligns left. White text will be placed in this box. All evidence of this box will hide at the end of the audio information to reveal the base layer with Principles in a visited state.	*[Responsibilities Layer]* *[On audio cue]* *[6]* Protect the Privacy	Responsibilities It is a fundamental responsibility of our organization to *[6]* protect the privacy of its employees, stakeholders, and clients when it comes to any data that is	

[Images related to words appear on audio cue] [7] [8] [9] [10] [11] [12] [13] Image of email and image of chat bubble [14] Video of blinking eyes	[14] Four your eyes only	[7] processed, [8] stored, [9] transmitted, and [10] disposed of throughout its organization and information systems. Unless otherwise noted, anytime you are working with information in the company database, [11] files, [12] letters you receive, and any kind of [13] electronic communication, as it applies to your position, [14] all is for your eyes only.	
Notes: images 6-10 will appear with a dark background, images 11-13 will overlap the previous images with a lighter background, 14 will use the video of blinking eyes and below it the visible words.			

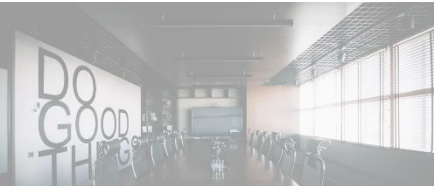| Slide 3.2 Menu Title: *[Controlled Unclassified Information (CUI)]*			Objective: [3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[*Background image*] medical Lab room **[Character Cort]** Left side of the screen with explanation pose. *[1] [Image on audio cue]* file folder with the initials C.U.I visible. *[2][Image on audio cue]* Cort fades on the left and appears on the right talking to Mitch in front of a medical conference room. **[Character Mitch]** on the right side of Cort looking at Cort Information box in the bottom left footer with Click next to continue.	Controlled Unclassified Information (CUI)	***CORT:*** When I first started at the company, I kept seeing *[1]* C.U.I. on the top of various documents. I was new to this type of acronym and did not know what it meant. I decided to ask Mitch. *[2]* ***MITCH:*** C.U.I. is the information that has a degree of confidentiality. If it is lost, misused, accessed, or modified without authorization, confidentiality could be compromised and could adversely affect the company or you. Protecting C.U.I. is critical to the mission and success of the company. It is helpful to know what kind of C.U.I. you may be working with when doing your job. Using Limited Dissemination Markings limits and clarifies the type of C.U.I. information you may share, and with whom. To view the specifics on the Limited Dissemination Markings, click the L.D.M. button.	Click next
Notes: Cort starts out on the left talking to the audience. He then moves to the right of the screen having a conversation with Mitch.			

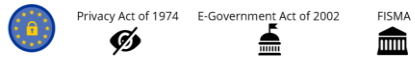| Slide 3.2 Menu Title: *[CUI and Limited Dissemination Markings]*			Objective: [3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Shape] placed in the header on **LDM** left of the title *[Shape]* with instructions burnt orange with white lettering. On cue, instructions will fade so the learner can see all the options to drag and drop Descriptions randomly placed all over the top part of the content area. Acronyms placed horizontally at the bottom. Acronyms will change color when placed on descriptions. If correct, green. If incorrect red.	CUI and Limited Dissemination Markings Get to know these important acronyms better by matching the acronym boxes at the bottom to the descriptions.	*MITCH* Get to know these important acronyms better by matching the acronym boxes at the bottom to the descriptions. Submit your answers when you have completed all matches.	Learner will drag and drop the acronym into the descriptor.

Notes: Correct answers

Marking	Description as pertains to the company
NOFORN	No foreign dissemination
FED ONLY	Federal Employees Only
FEDCON	Federal Employees and Contractors Only
NOCON	No dissemination to Contractors
DL ONLY	Dissemination List Controlled
REL TO	Authorized for release to certain nationals only
DISPLAY	Display Only

Slide 3.4 Menu Title: *[National Archives and Records Administration Information]*			Objective: [3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Background image] *[Character Mitch]* will have three poses on cue with audio [1] Hand on hip [2] Pointing to the top right of screen [3] Pointing at the learner	National Archives and Records Administration Information	*[MITCH]* *[1]*Great job! Now that you know how to recognize those acronyms, here is one more helpful hint. In this module, you will *[2]* see the resource button in the top right. One resource you can download is a National Archives and Records Administration document that will give you information regarding best practices, markings information, and sharing guidelines as well as other limited dissemination markings. *[3]* Refer to this as often as needed. Now, let's learn the types of C.U.I. you may encounter. Click next to continue.	Click next
Notes:			

Slide 3.5 Menu Title: *[CUI Types]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Image] office space background *[Character VICKI]* fades in on the left side of screen shortly before audio starts Hierarchy of information The first two tiers will appear *[1]* The last tier will appear *[2]* 	CUI Types	*VICKI:* In this module, C.U.I .has been referred to several times. You may be asking, "What are some examples of C.U.I.?" *[1]* There are two major branches concentrated on in this module. The first is Personally Identifiable Information also known as PII; the second, more in-depth information is Sensitive Personally Identifiable Information also known as S.P.I.I. *[2]* S.P.I.I. can be further categorized as legal, medical, and financial identifiers. On the next slide, you will be shown several forms of C.U.I. Your mission is to categorize them correctly.	Click next
Notes:			

Slide 3.6 Menu Title: *[Identifying PII and SPII]*			Objective: [3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Stationary category icons and corresponding shapes] Located at the bottom on the content area are the category areas ***[Draggable Icons]*** black icons will be in two rows at the top of the content area. Icons will have a label below each. Icons will be dragged to colored locations and Icons will change color to green (correct) or red (incorrect) when placed in locations at the bottom of the screen.	Identifying PII and SPII	VICKI: Drag each icon to the respective categories	Learner will drag and drop black icons at the top of the content area to the intended colorful icons at the bottom of the content area. Once dropped, the icon will change from black to green (if correct) or red (if incorrect). In the latter case, the learner can update the placement.

Moving Icons	Correct category
Business ID	Generic PII
Social Media	Generic PII
SSN	Legal SPII
Birthplace	Legal SPII
Birthdate	Legal SPII
Driver's license	Legal SPII
GEO Location	Generic PII
Gender	Legal SPII
Xray	Medical SPII
ATM info	Financial SPII
EKG info	Medical SPII
Passport	Legal SPII
Credit Card info	Financial SPII

Instruction box right-aligned footer.

Drag each icon to the respective categories

Notes:

Slide 3.7 Menu Title: *[Company Policy Regarding Privacy]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Image] business office background With a transparent blue overlay so the words are easy to read [Icons] to show up on audio cue *[1]* *[Text information]* will show up when each of the icons are clicked.	Company Policy Regarding Privacy *[2]* Safeguard all P.I.I. and S.P.I.I. in their possession. *[3]*Follow Agency procedures when teleworking and using mobile devices and cloud technologies. *[4]*Protect P.I.I. and S.P.I.I from disclosure to unauthorized individuals. *[5]*Comply with the provisions of the Privacy Act, Office of Management and Budget (O.M.B.) Directives, and Agency regulations.	*[VICKI]* It is our expectation for all your identifiable information to be secure. With that in mind, all employees, managers, contractors, and grantees working on behalf of the company shall do the following. *[1]* Click each icon to view policy expectations. When you have reviewed all, click next to continue *[2]*Safeguard all P.I.I. and S.P.I.I. in their possession. *[3]*Follow Agency procedures when teleworking and using mobile devices and cloud technologies. *[4]*Protect P.I.I. and S.P.I.I from disclosure to unauthorized individuals. *[5]*Comply with the provisions of the Privacy Act, Office of Management and Budget (O.M.B.) Directives, and Agency regulations, and policies pertaining to collecting, accessing, maintaining, disseminating, and disposing of P.I.I. and Privacy Act information.	Click next
Notes:			

Slide 3.8 Menu Title: *[Company Policy: Safeguarding]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Character VICKI pose] thinking [Shape] Burnt orange rectangle will fly in from the top and will hold the following icons that will appear on audio cues *[3,4,5,6]* These will also appear with labels on audio cue *[7]* *[8]* *[9]* *[10]* Privacy Act of 1974 E-Government Act of 2002 FISMA On audio cue, show something like this *[11]* *[12]* *[13]* More Questions for HR? Click icons The following icons are linked to documents and websites for more information. <table><tr><td>Eye icon</td><td>Justice.gov archives link</td></tr><tr><td>E-Govt icon</td><td>Justice.gov opcl link</td></tr><tr><td>FISMA</td><td>GSA.gov link</td></tr><tr><td>Company Information website</td><td>TBA</td></tr></table>	Company Policy: Safeguarding	*[VICKI]* One other thing, our company issues a policy to safeguard the [3] collection, [4] access, use, [5] dissemination, and [6] storage of Privacy Act information and P.I.I. and S.P.I.I. in [7] accordance with the [8]Privacy Act of 1974, [9] E-Government Act of 2002, [10] FISMA and policy and guidance issued by the President and OMB. [11] More information regarding the government safeguarding of PII can be found by clicking the icons	Learner will be able to click on links to outside sources for more information or NEXT to continue.

Company Email link	TBA			

Instruction box in the footer should read

Click icons for more information or Next to continue.

Notes:

Slide 3.9 Menu Title: *[Sanctions for Misuse of PII and SPII*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Icon image] in the header left of the title *[Character MITCH]* standing center *[Images]* on either side of Mitch, two pictures that have a black box frame. The image will change to yellow tint when hovered and greyish tint when visited. Images need to depict *[1]* civil penalties and *[2]* criminal penalties. Instruction box in the footer will appear on audio cue and should read Select a picture to learn more	Sanctions for Misuse of PII and SPII Civil Penalties Criminal Penalties	*[Mitch]* Depending on how P.I.I. or S.P.I.I. is inappropriately used may determine the type of resulting consequences. *[1]* One resulting option could be Civil penalties *[2]* The other resulting option could be Criminal penalties. Select each picture to see the implications of misusing P.I.I. or S.P.I. I.	Learner will be able to hover and select from the two pictures that will open corresponding layers.
Notes: This slide has two layers: Civil and Criminal			

Slide 3.9a Menu Title: *[Sanctions for misuse of PII]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Image Civil] This is the same picture from the base layer just smaller and located in the top right corner of the content area. *[Background shape]* dark color *[1] [Information shape]* White rounded rectangle taking up 2/3rd vertically will house the text that will show on audio cue. *[2]* with audio text UPDATE *[3]* CONFIRMED *[4] [Character head – Mitch]* appears on audio cue *[Shape with text]* Red rectangle with black outline and white lettering *[5]* *[CLOSE Button]* appears after audio completes	*[2]* Unlawfully refuse to amend or grant access for a record after receiving a proper request; or *[3]* Fail to comply and maintain accurate, relevant, timely and complete records in a manner consistent with the Privacy Act provision or our company rules. *[5]* Civil penalties may include payment of at least $1,000 actual damages and reasonable attorney's fees for each offense.	*[MITCH]* You may be charged with [1] Civil Penalties if you: • [2]Unlawfully refuse to amend or grant access for a record after receiving a proper request; or • [3] Fail to comply and maintain accurate, relevant, timely and complete records in a manner consistent with the Privacy Act provision or our company rules. *[5]* Civil penalties may include payment of at least $1,000 actual damages and reasonable attorney's fees for each offense.	Learner presses close button
Notes:			

Slide 3.9.b Menu Title: *[Sanctions for misuse of PII]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Image Criminal] This is the same picture from the base layer just smaller and located in the top right corner of the content area. *[Shape]* Background should be a darker color. *[Shape for content]* White rectangle with rounded edges taking up most of the vertical space of the slide. Leave enough room for Mitch's head [5] to appear on audio cue just to the left of the rectangle. Knowingly and Willingly will be above the white rectangle with rounded edges. *[Shape with text]* Red rectangle with black outline and white lettering will cover the *[6]* *[CLOSE Button]* appears after audio completes	*[1]* Knowingly and willingly *[2]*Maintain a system of records without meeting the public notice requirements; or *[4]* Request or obtain privacy-protected information concerning an individual from an agency record under false pretenses. *[6]* Criminal penalties may include misdemeanors, and/or a fine up to $5,000 for each offense.	You may be charged with Criminal Penalties if you: *[1]* Knowingly and willfully discloses P.I.I. to any person not entitled to receive it. • *[2]* Maintain a system of records without meeting the public notice requirements; or • *[4]* Request or obtain privacy-protected information concerning an individual from an agency record under false pretenses. *[5]* So as an employee of this company, be sure to document the things you are doing so that it is part of the public information and while you are researching, do not get side-tracked and looking up information that is not necessary for the completion of your project. *[6]* Criminal penalties may include misdemeanors, and/or a fine up to $5,000 for each offense.	Close and next button
Notes:			

SECTION 4

Slide 4.1 Menu Title: *[Assessing Your Growth of Knowledge]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Icon] to be placed at in the header to the left of the title. *[Character VICKI]* relaxed pose and aligned left fades in as audio begins [Gif on File and on cue with audio] *[1]* 6GyJbNu6ldC.mp4 *[4]* 80% will start out centered and then move up on the screen to provide room for the retake image *[5 Image on audio cue]* image showing a rewind/retake idea. *[6 Image on audio cue]* ↻ ◀ ⚙ SUBMIT ✓ *[7 shape Information box]* in footer alight right text on audio cue]	Assessing Your Growth of Knowledge **80%** Click next to begin the assessment	*[VICKI]* Wow! You have reviewed a lot of information today. Now you have the opportunity to *[1]* test your knowledge and understanding of the key concepts. In order to earn credit for this module, you will need to earn the *[4]* score of 80% or better. Should you need to *[5]* retake the assessment, you can do so after you have reviewed the questions. The idea is that you successfully master the information set forth in this learning module. In order for you scores to be generated and for you to move onto the next question, you will need to click the *[6]* submit button in the bottom right corner of your screen. [7] Click next to begin the assessment.	
Notes:			

Slide 4.2 Menu Title: *[Information Security Question 1]*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Character] VICKI in a relaxed pose align left Multiple choice question on the right	Information Security Question 1 Periodically, there is a need for you to back up your information, not only to be able to recall previous work but also to have information on record for your system to compare if there are any unintended changes detected due to a security breach. This description describes which pillar of information security? Please make a selection and click submit.	*VICKI* Periodically, there is a need for you to back up your information, not only to be able to recall previous work but also to have information on record for your system to compare if there are any unintended changes detected due to a security breach. This description describes which pillar of information security? Select an answer then click submit.	
Notes: Answers to questions found on page 45-46			

Slide 4.3 Menu Title: *[Information Security Question 2]*		Objective: [2,3]	
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
No visuals	Information Security Question 2 Jon needs your expertise in the type of products needed for the architectural build for a floor plan of a bank vault. He knows you have a structural engineering background and might be able to help him understand. Because he doesn't know what he should ask you, he shows you the floor plans and asks what else is necessary. This document was assigned to your Jon from the Laudon Limited Corporation with DL ONLY in bold at the top of the page. How do you respond to Jon's request for help? Please make a selection and click submit.	[**MITCH**] Jon needs your expertise in the type of products needed for the architectural build for a floor plan of a bank vault. He knows you have a structural engineering background and might be able to help him understand. Because he doesn't know what he should ask you, he shows you the floor plans and asks what else is necessary. This document was assigned to your Jon from the Laudon Limited Corporation with DL ONLY in bold at the top of the page. How do you respond to Jon's request for help? Select an answer then click submit.	
Notes: Answers to questions found on page 45-46			

Slide 4.4 Menu Title: *[Information Security Question 3]*			Objective: [1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
No visual for this question	Information Security Question 3	[**MITCH]** You have been working on a financial spreadsheet all morning. The data you are pulling from your client requires your login credentials to gain access. You pull the first-quarter data and spend the next hour configuring various sorting options and designing charts and dashboards. You are ready to pull the second-quarter data and find you have lost access to the client's portal and must log in again. Why would this happen? Select an answer then click submit.	
Notes: Answers to questions found on page 45-46			

Slide 4.5 Menu Title: *[Information Security Question 4]*			Objective: [3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Create a drag and drop question that looks similar to this	Information Security Question 4	**MITCH** Drag four pictures from the bottom to the category that best describes the picture, then click submit.	Learner will move pieces around
Notes: Answers to questions found on page 45-46			

Slide 4.6 Menu Title: *[Information Security Question 5]*			Objective: [2]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
No visuals	Information Security Question 5 Barbara, a senior citizen, seems to be losing large sums of money from the joint bank account she and her daughter, Penny, share. Penny notices this started happening after Barbara received a strange call from another person posing as a granddaughter in trouble and asking for money. Neither Penny nor Barbara filed a police report but rather, Penny asks her friend, Don, who happens to be connected to the FBI to run records on her mom's phone and then follow up with the name and address of the person who called as the granddaughter. If Don follows through with this, what is a possible outcome?	***CORT*** Barbara, a senior citizen, seems to be losing large sums of money from the joint bank account she and her daughter, Penny, share. Penny notices this started happening after Barbara received a strange call from another person posing as a granddaughter in trouble and asking for money. Neither Penny nor Barbara filed a police report but rather, Penny asks her friend, Don, who happens to be connected to the FBI to run records on her mom's phone and then follow up with the name and address of the person who called as the granddaughter. If Don follows through with this, what is a possible outcome? Select an answer then submit	
Notes: Answers to questions found on page 45-46			

Slide 4.7 Menu Title: *[Information Security Question 6]*			Objective: [3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Character Cort] relaxed pose aligns left, question aligns right	Information Security Question 6	***CORT*** CUI is protected by restrictions on how who, and when information can be shared and used. Select an answer then submit.	
Notes: Answers to questions found on page 45-46			

Slide 4.8 Menu Title: *[Information Security Results]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Display Your Score and Passing score *[Success Image]* *[Success buttons]* Review Quiz Print Results Retry Quiz *[Failure image]* with links to review questions and try again.	Information Security Results Your score . Passing Score	***CORT*** CUI is protected by restrictions on how who, and when information can be shared and used. Select an answer then submit.	

Notes:			

Slide 4.7 Menu Title: *[Module complete]*			Objective: [#]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Character Mitch] relaxed pose with thumb up, aligns left, text on the right. *[Shape with text]* Information box in the footer aligned right with "Please close your browser."	Congratulations! Please close your browser	***CORT*** CUI is protected by restrictions on how who, and when information can be shared and used. Select an answer then submit.	
Notes:			

Questions with the answers

Question 1

Periodically, there is a need for you to back up your information, not only to be able to recall previous work, but also to have information on record for your system to compare if there are any unintended changes detected due to a security breach. This description describes which pillar of information security?

○ Confidentiality

○ Availability

● Integrity

○ Sustainability

Question 2

Jon needs your expertise in the type of products needed on the architectural build for a floor plan of a bank vault. He knows you have a structural engineering background and might be able to help him understand. Because he doesn't know what he should ask you, he shows you the floor plans and ask what else is necessary. This document was assigned to your Jon from the Laudon Limited Corporation with DL ONLY in bold at the top of the page. How do you respond to your Jon's request for help?

○ You dismiss the CUI because it is just a logistics thing, and you are in the same department.

○ You see the CUI but Jon assures you he has the authority to show you. You provide the insight needed.

○ You see the CUI and let Jon know you have no ideas on how to help him.

● You state you will help once Laudon Limited has sent you the document and authorization to view.

Question 3

You have been working on a financial spreadsheet all morning. The data you are pulling from your client requires your login credentials to gain access. You pull the first-quarter data and spend the next hour configuring various sorting options and designing charts and dashboards. You are ready to pull the second-quarter data and find you have lost access to the client's portal and must log in again. Why would this happen?

○ Your computer may have malware that was identified by the client's system and the client broke the connection.

● Even though you active on your computer the entire time, you were working on one set of data that did not require accessing your client's system. The client broke the connection.

○ There must have been a power surge on your end of the connection or their end of the connection. This interruption disconnected you.

Question 4 – Drag and drop

Select the match as it applies to the given choice.

Enter the choices

	Choice	Match
A	A form of PII as an employee of the company	Birth date and birth place
B	A form of SPII as an employee of the company	Financial information
C	Criminal Penalties	Can have a fine up to $5000
D	Civil Penalties	Can have a fine up to $1000

Question 5

Barbara, a senior citizen seems to be losing large sums of money from the joint bank account she and her daughter, Penny, share. Penny notices this happens after Barbara received a strange call from another person posing as a granddaughter in trouble and asking for money. Penny nor Barbara filed no police paperwork but rather, Penny asks her friend, Don, who happens to be connected to the FBI to run records on her mom's phone and then follow up with the name and address of the person who called as the granddaughter. If Don follows through with this, what is a possible outcome?

○ Don will be known as the hero because he helped a friend and found the culprit.

● Don will be charged with criminal penalties because he had to obtain the information under false pretenses.

○ Don will be charged with civil penalties because he gained access for a record after receiving a proper request.

Question 6

CUI is protected by restrictions of how, who, and when information can be shared and used.

● True

○ False