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From the Editors

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From the Editors

Abstract

A message from the editors.

Keywords

editorial

FROM THE EDITORS:

Greetings and welcome to the eighth issue of the Journal of Cybersecurity Education, Research and Practice (JCERP). In Volume 2019 Issue 2, we are pleased to share the following articles:

- Te-Shun Chou's article "An Assessment of Practical Hands-On Lab Activities in Network Security Management" identifies ways educators can bring hands-on learning activities in network security management into their curriculum,
- Sandra Cereola's article "Investigating the impact of publicly announced information security breaches on corporate risk factor disclosure tendencies" explores the relationship between security breach notifications and the behavior of organizations in disclosing risk factors,
- Sarah Kirk's article "Sit Back, Relax, And Tell Me All Your Secrets" relates an active learning opportunity where students were empowered to conduct social engineering activities in a business setting,
- Scott Belshaw's article "Teaching About the Dark Web in Criminal Justice or Related Programs at The Community College and University Levels" discusses the need to incorporate courses discussing the Dark Web into criminal justice curriculum, and
- Susan E. Ramlo's article "Divergent student views of cybersecurity" where she examines the divergent views held by students regarding what is meant by cybersecurity.

A topic of interest to many of us teaching information security and assurance in higher education is the role and relationship of professional certification. While the journal article we are about to discuss did not get published in this journal, it is an interesting exploration of the role of professional certifications and the relationship between our programs of instruction and these industry credentials. You can find the complete paper here:

Knapp, K. J., Maurer, C., & Plachkinova, M. (2017). Maintaining a Cybersecurity Curriculum: Professional Certifications as Valuable Guidance. *Journal of Information Systems Education*, 28(2), pp. 101-114.

This paper's focus is on how existing security curricula can use information derived from professional certification common bodies of knowledge (CBK) and trends in those CBKs to direct their evolution. Just as maintenances of professional skills is a critical success factor for those employed in the field, programs of study must also work to keep up with the shifting environment in which graduates of these programs will find themselves. The paper points out that "professional certifications in the cybersecurity industry offer an opportunity for institutions of higher learning to maintain a current curriculum." The paper includes a case study about an undergraduate cybersecurity program in a mid-sized university in the United States.

I recommend this paper to all of you that consider professional certifications able to offer some value to our programs of study, even when we do not make direct linkages to specific certifications in the curriculum.

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