

**CMST 138 – Media Digital Law & Ethics
FALL 2013**

(5 Credits)

Course Content by Michael Korolenko or Jacob London unless otherwise noted.

Instructor	Jacob London
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Instructor Availability	As this is an on-line class, I teach it from a remote location. I am rarely on Bellevue College campus. Therefore, I typically do not schedule face to face meetings with students. The best way to reach me is via the following means: (a) the messaging tool in Canvas; or (b) the e-mail address above.

THE INFORMATION IN THIS SYLLABUS IS SUBJECT TO CHANGE

PLEASE READ THIS SYLLABUS CAREFULLY

The vast majority of questions about this course can be answered by reading this syllabus carefully. Please take the time to do so. In an on-line course, where we don't see each other face to face a few times a week in the classroom, you'll really help yourself out by reading this syllabus through a couple of times.

STUDENT EXPECTATIONS POLICY

Students enrolling in this class are subject to the Student Expectations Policy of the BCC Arts and Humanities Division. Please review it [here](#).

TEXTBOOKS:

ANARCHY ONLINE: NET CRIME NET SEX by Charles Platt*

* ANARCHY ONLINE: NET CRIME NET SEX is currently out of print. However, with permission of the author, all reading assignments will be posted online. If you would rather have the printed textbook, you can try checking Amazon.com, Barnes and Noble.com or Half.com for a copy. They may have a few copies still in circulation. (There is no BCC affiliation with any of these dealers.)

FREE CULTURE by Lawrence Lessig*

* Free Culture is available in a variety of formats. If you prefer to have it as a regular book, you can buy a copy at Amazon, Barnes and Noble, Borders, or many other booksellers (there is no BCC affiliation with any of these dealers). Professor Lessig has also made *Free Culture* available on-line pursuant to the [Creative Commons Licence](#). Under the Creative Commons License, you may redistribute, copy, or otherwise reuse/remix *Free Culture* provided that you do so for non-commercial purposes and credit Professor Lessig.

You can download a copy of *Free Culture* in a variety of formats here (e.g., pdf, html, plaintext, audiobook, etc): <http://www.free-culture.cc/remixes/>. It also appears to be available in a variety of

formats, including eReader formats here:

http://www.manybooks.net/titles/lessiglother04free_culture.html. I will be using the pagination from the regular book in making assignments from it. So whatever format you get the book in, be clear you understand exactly what the assignment is.

TALES FROM THE PUBLIC DOMAIN: BOUND BY LAW?* by Keith Aoki, James Boyle, and Jennifer Jenkins

* This is a comic book about copyright law. It is brought to you by the Center for the Study of the Public Domain at the Duke University Law School. It is also available free on-line pursuant to a [Creative Commons Attribution-Non-Commercial-ShareAlike license](#). Under the Creative Commons License, you may redistribute, copy, or otherwise reuse/remix *Bound by Law* provided that you do so for non-commercial purposes and credit the authors.

You can download a free digital copy of *Bound by Law* in a variety of formats here:

<http://www.law.duke.edu/cspd/comics/digital.html>. Or if you'd prefer to buy a hard copy there is information here on doing that: <http://www.law.duke.edu/cspd/comics/buy.html>. Just FYI, the comic book draws upon certain aspects of Lessig's book above. So don't be surprised if certain things get covered in both places. This is on purpose.

CANVAS WEBSITE LEARNING MODULES

In addition to the materials above, you will also be expected to read the weekly learning modules on the course's Canvas website. An overview of these readings is listed below in the course schedule. The Canvas learning modules can be found by clicking on the "[Modules](#)" link in the navigation bar to your left. I don't post all of the content for the entire quarter at the beginning of the term. So as the quarter progresses, additional links will appear to later weeks in the course.

COURSE SUMMARY

This survey course provides an overview of current and emerging communications technologies and what impact these technologies are having on our nation's laws and ethics. It also examines the justice system's attempts to keep up with the ever increasing pace of technological development.

COURSE LEARNING OBJECTIVES:

Upon completion of the class, the students will be able to do the following:

1. List the various sources of law in the American Legal system.
2. Cite a recent case concerning copyright and the law
3. Discuss the Digital Copyright Millennium Act and its effects on emerging technologies.
4. Cite a specific case concerning the law and obscenity on the internet.
5. Define various terms concerning new media technology, including "internet," "cyberspace," "cyberporn," "hacking," and "spamming."
6. Define the meaning of ethics.
7. Discuss how ethics apply to broadcasting on both television and radio.
8. Discuss how ethics apply to new media technology.
9. Define "net crime" in the legal sense of the term.
10. Discuss at least three major principles of media law.
11. Discuss various government attempts to regulate the Internet including the 1996

Communications Decency Act, the Child Online Protection Act of 1998, the USA Patriot Act and Carnivore.

WEEKLY TOPICS AND DISCUSSIONS:

Week 1 Sept 23-29

Assignment:

Types of Law

- Constitutional
- Common Law
- Statutory Law
- Administrative
- Actions in Equity

The Court System

- District Courts
- Circuit Courts of Appeals
- U.S. Supreme Court
- State Courts

State vs. Federal Jurisdiction

- Criminal and Civil Cases

The Future of Freedom

Week 2 Sept 30-Oct 6

Assignment

Is There A Need for Broadcast Ethics?

Modern "Prior Restraints"

Censorship, Ethics, and The Law

Read Week 2 assignment on website and pp 31-61 in *Free Culture*

- Historical Perspectives
- The Pentagon Papers Censoring Former CIA
- Turner Diaries
- Censoring "Hate Speech"

Libel and Slander

- Libel and Slander defined
- Defenses for and against

Week 3 Oct 7-13

Assignment

Copyrights and Trademarks

Read Week 3 assignment on website; pp 62-79 in *Free Culture*; and begin reading the *Bound by Law?* comic book. You should finish reading the comic book by the end of week 4, but I'd suggest just sitting down and reading it in one sitting, as you'll probably retain more that way.

Quiz #1

Professional Codes

Intellectual Property Primer
Overview of Copyright Law

- Obtaining Copyright
- Copyright Infringement
- Fair Use

Overview of Digital Copyright
Millennium Act

- Effects on Research and Education

Week 4 Oct 14-20
Assignment

Copyrights and Trademarks Continued
Read Week 4 assignment on the
website and pp. 83-99 in *Free Culture*

Patent Law
Trademark Law
Trade Secret Law
Publicity, Libel & Other Laws
Rights & Licensing
Technological Innovation, Copyright,
and the Music Business in the 21st
Century

Terri Welles v. Playboy

Week 5 Oct 21-27
Assignment

Regulation of Electronic Media
Read Anarchy Online: [Net Crime, pp. 7-34](#) in Platt's
book. You will be expected to have read from pp. 1
- 156 by the beginning of Week 7 (you will be told
which sections will be covered on Quiz 2).

Read Week 5 on website

Overview of the FCC
Broadcast Licensing and Content
Regulation

- Radio Broadcasting and Values
- Television Programming and Values

Obscenity and The Law

Week 6 Oct 28-Nov 3
Assignment

Regulation of New Electronic and Digital Media
Read Anarchy Online: [Net Crime, pp. 34-74](#) in
Platt's book. Read Week 6 assignment on the
website. Presentations and Groups Assigned.

Cable Television Regulation
High Definition Television
High Stakes in Cyberspace

Week 7 Nov 4-10
Assignment

Sex, Laws, and Cyberspace
Read Anarchy Online: [Net Crime, pp. 118-156](#) in
Platt's book. Read Week 7 assignment on website.

The Internet - An Overview

- Development and History of the Net
- The Evolution of Usenet

Netiquette
Anarchy Online - Net Crime

- What Is A Hacker?

- A Concise History of Hacking and some of its positive attributes

Kevin Mitnick - modern myth or modern criminal?

Quiz 2

Week 8 Nov 11-17

Assignment

Free Speech on the Internet

Viruses and the Net
Limits of the Law

Week 9 Nov 18-24

Assignment

Anarchy Online - net sex

Community Standards - what is Obscene?

Rimm and his "study" about Cyberporn

The Thomases and Memphis

Bob Emerson vs. The Law
Cornell University vs. Freedom of Speech?

FINAL QUIZ THIS WEEK

Week 10 Nov 25-Dec 1

Assignment

Legislative Attempts to Regulate Internet Content

Nightmare Scenarios for the Future

Sex, Laws, and Cyberspace - Net Crime Continued

Read Anarchy Online: [Net Sex, pp. 141-159](#) in Platt's book. Read Week 8 assignment on the website.

- Stalkers in Cyberspace: Jake Baker
- Stratton Against Prodigy
- Scientology vs. Freedom of Information
- Hate Groups

Sex, Laws, and Cyberspace - Net Sex

Read Anarchy Online: [Net Sex, pp. 3-41](#) and Anarchy Online: [Net Sex, pp. 133-140](#). Read Week 9 assignment on the website.

- Who is Senator Exon?
- The Carnegie-Mellon crackdown on Usenet groups

- The Trial
- The Issues

Threats Online: The Law and Ethics

Read Anarchy Online: [Net Sex, pp. 66-106](#) in Platt's book. Read Week 10 assignment on the website

- Communications Decency Act
- Child Online Protection Act of 1998

Advice for the Perplexed

- Suggestions for dealing with New Technology and The Law

FINAL QUIZ THIS WEEK

Week Dec 2-8
11

FINAL PRESENTATIONS DUE, URL to be posted to bulletin board by 5:00 p.m., PST, Tues, December 3. All late assignments must be submitted by 5:00 PM, PST, Tuesday, Tues, December 3 for credit.

MAJOR ASSIGNMENTS:

- * There will be three quizzes, each worth 100 points (format of quizzes TBA). Each quiz covers roughly 3 weeks of course material. Quizzes will be available by clicking the Quizzes tab in the left side Nav Bar of Canvas. I'll have more details on quizzes as we get closer to the first quiz.
- * Students will be required to work in teams towards giving a final group online presentation, worth a total of 200 points.
- * Students must also be prepared to discuss all reading assignments in assigned texts on both the bulletin board and in the chat room.
- * As a part of the class participation grade, students must post at least two messages per week on the bulletin board (see Course Policies below).
- * As a part of the class participation grade, students will submit at least one web link per week relating to the subject of the course module being discussed (.e.,g if we are discussing free speech and the 1st Amendment, you might submit a link to a blog post discussing censorship on the Internet).
- * There is no final exam. Just the final project.

GRADING will be as follows: The three quizzes will each count 100 points. The final group online presentation will count 200 points. Class participation will equal another 100 points. Grading will be on a curve.

ONLINE EXPECTATIONS AND ETIQUETTE:

- * Please be prepared to at least check into this course site at least 3 - 4 times per week for pertinent course information.
- * Canvas has much better connectivity than Blackboard Vista had. When you connect your outside e-mail address to Canvas, it is a two-way connection. So you can both read and respond to e-mail from your outside address and from other services like Facebook and Twitter. Learn how to make these connections. This [Canvas Guide](#) provides some basic info
- * I don't typically do chat sessions, but if you have agreed to participate in one, be there on time. If you cannot make it, be sure to let the instructor know at least a day in advance - *otherwise, you will lose an entire grade point.*
- * If an e-mail requires a response within a particular time-frame, please respond in a timely fashion. My expectation is that you will be checking in on the course at least every other day. I also highly suggest that you forward Canvas e-mail to the outside e-mail account you check most frequently. Your failure to respond in a timely fashion to a message I send can have a

negative effect on your grade. This is particularly true if we need to schedule a make-up exam or check in on some other time sensitive issue. So please be aware of it.

** For each day an assignment is late without a medical or family crisis excuse, up to ten points will be taken off the grade, up to a maximum of 50 points for a late deduction. No late assignments will be accepted after 5:00 P.M., PST Tues, December 3.*

** You must be a contributing member of your group for the final presentation in order to receive any points for content or individual participation. Non-contributing members will receive zeros for both portions of the final grade.*

** There will be no spamming or flame wars conducted by any student in this class - any kind of disruption will cause the students involved to be removed from the class.*

COURSE POLICIES:

** Students must post at least two messages a week to the class bulletin board*

** One message will be a personal view of the material for that week*

** One message will be a comment on another student's view of the material.*

** If you do not post at least two messages a week you will lose at least fifty points on your final grade and at my discretion you could receive a "0" for class participation.*

** If I note a pattern of late discussion message submissions, I may, at my discretion, lower your class participation score as a penalty.*

** Please check Canvas e-mail regularly for upcoming events or for updates to any course materials (see link above on how to connect your Canvas e-mail to an outside e-mail address or other service.*

** You must be a contributing member of your group for the final presentation in order to receive any points for content or individual participation. Non-contributing members will receive zeros for both portions of the final grade. You must make certain "milestones" during the project duration to earn individual participation points.*

ADDITIONAL NOTES ON CLASS PARTICIPATION (please read carefully):

I'd like to amplify a few things set out above, because there have been questions in the past.

Where Does Discussion Happen?

In this class, participation happens on the discussion board. For each week's assignment, students are required to post at least twice on the board (but are certainly encouraged to participate more). The people who get the best class participation grades generally do more than the two posts a week minimum.

There should be a separate area on the board for discussion of each week's material. If you do not see one, please let me know. Sometimes there can be technical difficulties rolling out the discussion sections. Please post your comments for the week in the area devoted to the

week in question. One post should be your reaction to the reading. Another post should be in reaction to other students' posts. Feel free to add more posts after that, as seems appropriate.

At a minimum, your first post reacting to the reading should be made during the week in which the reading was assigned. While I will give some latitude on reaction submissions, if I see a pattern of someone posting their second post more than two weeks after the reading was assigned, I may at my discretion, penalize that student for lateness. My preference is to allow some flexibility in the discussion. Sometimes good discussions flow over a number of weeks. But if things get too stretched out, that can be bad too. So do your best to make posts reasonably contemporaneous to the assignment date of the reading you are commenting on.

A Few Specific Thoughts on Your Discussion Posts.

When putting your posts together, think about the sort of things you might try to talk about in a live class. I'm not necessarily looking for a fully formed essay (although it never hurts to take some time to proofread your posts). But spending 5 minutes dashing off a couple of sentences on the reading isn't likely to garner you a great class participation score (just like someone who rarely says anything in class may not get many points either).

If you are looking for some rough guidelines as far as posts are concerned, here are a few things you might want to consider. A double spaced typed page has about 250 words on it. For your post reacting to the week's assignment, something in this range is the minimum you should be shooting for. If you need to go longer, that's fine. If you cut it much shorter than that, I think you're probably not digging deep enough into the material.

Having said that, there is some flexibility in what you do in your post reacting to the reading. Part of the post may consist of questions you have about the readings. Part of it could be things you'd like to discuss further. The point of this initial post is to lay groundwork for having a discussion.

Your second post reacting to another student's post may be somewhat shorter than the first post. But once again it's probably better to avoid two and three sentence responses (and as I said above, two posts is the minimum; you can certainly post more and hope people do).

Notwithstanding that, I will look at the totality of the posts a student makes on a given discussion thread. So for example, if somebody's initial post reacting to the reading is a little short, but they end up posting a number of times in a discussion thread and really adding to the discourse, I will take that into account.

The goal is to generate a robust discussion. I've found the on-line environment to be a really great place for discussing and learning. But it only works if people make an effort to really participate seriously in it. If you have any questions, please let me know.

Also, just because I don't immediately comment on a post you make, don't assume that I'm not keeping my eye on things. I like to get a gestalt overview of what you folks think of the material before I weigh in too heavily. When I think back to my own college experience, my favorite classes where I learned the most were often the ones where we as students did a lot more talking than the professor did. My hope is that I can give you folks a similar opportunity, along with some direction when it makes sense.

So my comments will typically come toward the end of a discussion arc rather than at the beginning. For this reason, it's important to always read all the new messages in every week of

the discussion area. Some threads can persist for a number of weeks, and you may miss some useful info, if you don't make an effort to read all the new messages.

Having said all that, if you are looking for a more immediate response from me on something you have posted and you are not getting one, e-mail me.

Additional thoughts on Class Discussion and your Questions.

- * The discussion board is a good place to communicate with me and the other students in the class. It's a great place to get questions answered too. I want you to feel comfortable e-mailing me directly with questions, but before you do, ask yourself the following: "Would the answer to my question be valuable to other people in this class?" If the answer is "yes," consider posting your question to the board. That way everyone will have the benefit of any dialogue about it. Also, sometimes another student actually has a better and more useful answer than I do.
- * If there is a broken link or some other technical problem with site, please make sure to post a question on the board and copy me by e-mail too (so I can address technical problems asap).
- * If you e-mail me directly, be prepared for me to tell you sometimes that your question would be better raised on the discussion board.
- * I really want people to participate in this class. It's much better and more fun for everyone if this happens. So I hesitate to bring this up, because I don't want to discourage participation, but I'm going to anyway. It is possible to participate too much. Many people who take on-line courses work full-time. They are busy, and it can get frustrating if the signal to noise ratio on the discussion board gets out of whack. So try to value the time of your fellow students and the instructor.
- * Don't be lazy. If you don't know the definition of a word or a historical reference in the materials, see what you can find out on your own first (e.g., try doing a Google or Bing search). If you are still confused, then write a post explaining your own conclusions so far and asking other people what they think. People will be much more receptive to that.
- * Spend time thinking about the material on your own. There is more to learning than reading the assignment, generating a list of questions, dumping them on the discussion board and waiting for other people to answer them for you. Sometimes the best learning happens when you have to puzzle through things on your own and deal with that uncertainty. It's the only way you learn to trust your own judgment. I make a concerted effort to be helpful. But there may be times when you ask me a question and I tell you to spend additional time thinking about it yourself (or to discuss it with the rest of the class and see what you come up with). I don't do this to be mean or difficult. I do it to encourage you to think and learn.
- * There may be times when I cannot accommodate all of your needs. I try to treat each student as an individual with individual needs. I work hard to meet those needs as they arise. Nevertheless, fairness dictates that I invest a relatively equal amount of energy in each student I teach. Unfortunately, the resources do not exist for me to individually tutor every student in the class. Therefore, it is unfair for me to do it for any single student. If you are having difficulties in the course and you meet certain requirements, BC has avenues for getting you extra help. If you feel you need extra help, let me know and I will try to facilitate getting it for you.

Is There A Particular Schedule I Should Keep For This Class?

Starting with week 2, I'd like to see your initial posts about the readings go up by the Thursday of that week. This will allow for a few days of discussion after these posts have gone up. If you're trying to plan your studying, probably the best idea is to get the reading done over the weekend or in the first few days of the week.

So if you are reading this during the first few days of the quarter (or before it has started), I'd do the following during the first weekend of the quarter:

- (1) Try to finish the week one reading and post your comments; and
- (2) move on to week two and try to have that reading done by Tuesday or Wednesday of week two.

Then you can post your initial comments on the week two readings on Wednesday or Thursday of week two.

If you bite the bullet and do what I suggest above during the first weekend of the quarter, then the rest of the quarter will go much more smoothly, because you'll establish a pattern of reading the new material early in a week and then discussing it later in the week while beginning the new reading. Remember, the quarter is kind of sprint. It goes by really quickly. So it really helps to get off on the right foot.

Please try not to get behind on the discussion posts. If occasionally you aren't able to strictly adhere to the above schedule, I'm probably not going to ding you for that. I like to allow a bit of flexibility, especially in an on-line course. But if I notice a pattern of people always posting late, I may have to adjust your participation grade accordingly.

Broken Links on the Site.

As I'm sure you're all aware, the web is a dynamic thing. It changes, and links do sometimes break. I know this can be frustrating. So if this happens, please let me know directly by e-mail. It may be that an updated link can be found and I will share it with everyone. Or it may be that the link wasn't critically important, and I'll let you know that. Whatever you do, try not to stress out about it. It's just part of the on-line course experience.

Know the Academic Calendar.

My hope is to see all of you at the end of the quarter. But sometimes people do need to drop a class. Please familiarize yourself with the various deadlines for withdrawing, etc. It makes me very sad when I have to give a bad grade to someone, because they missed a deadline. If you have any questions, feel free to ask me. I'll do my best to explain the deadlines to you, or find someone else who can.

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

" Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.

" College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/1314.asp>. This calendar

gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

OTHER ISSUES:

Modifications to the Syllabus.

Over the course of the quarter, it often becomes necessary for me to make adjustments to the syllabus. If there is a conflict between what the syllabus says and a later e-mail I send out changing something in the syllabus, the e-mail will control rather than this syllabus. While I will use the Canvas calendar, e-mail notifications of schedule changes will always take precedence.

THEREFORE, IT IS CRUCIALLY IMPORTANT THAT YOU CHECK YOUR E-MAIL REGULARLY. Otherwise, you may miss something important, like a deadline change. PLEASE DON'T LET MORE THAN 2 DAYS GO BY WITHOUT CHECKING CANVAS E-MAIL.

IT IS POSSIBLE TO SET UP CANVAS E-MAIL SO IT FORWARDS TO YOUR REGULAR E-MAIL ACCOUNT. I suggest you configure Canvas to do this. If you have any questions, let me know. Canvas is a great improvement over Vista in that you can both send and receive Canvas e-mail from your outside e-mail address.

Common Course Numbering

Starting with Fall Quarter 2008, BC has switched to the common course numbering system. This course used to be called Comm 108. I have done my best to replace all references to Comm 108 on the site with CMST 138. But it's possible I've missed some. If I have, please let me know.

Quiz Scheduling and Accessing Quizzes

Typically, I make quizzes available on the weekends for a 48 hour window beginning at 11:59pm on Friday and ending Sunday at 11:59pm. The allotted time for the quizzes is generally 40-45 minutes.

Quizzes will be made available to you as a link in the Quizzes area the course site. You get to this area by clicking the "Quizzes" link in the left nav bar of the site. If for any reason a quiz is scheduled and you are not seeing the links or they are inaccessible for some reason, please let me know asap by e-mail (both through Canvas and at my bellevuecollege.edu account). I have to take a number of steps in Canvas to make a quiz available. Sometimes, a button inadvertently doesn't get pushed correctly or something else happens. If there is a technical problem relating to a mistake or oversight on my part, I will give people extra time to complete the quiz.

I have never had any trouble with the above referenced schedule, and most people seem to find this schedule provides enough flexibility that they can find a convenient time to take the quizzes. But if this scheduling creates a difficulty for you, please let me know ASAP. I will try, within reason, to work with you if the default scheduling creates a legitimate hardship.

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. In fact, I believe you are now required to have a Bellevue College e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to:

<https://bellevuecollege.edu/sam>.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

Student Concerns

Should you have concerns about any aspect of the class, I encourage you to come to me with them. If for any reason you don't feel comfortable raising your concerns with me, the usual next step would be to speak with the program chair (Katherine Oleson, koleson@bellevuecollege.edu). You can refer concerns about this class to the Arts and Humanities Division Dean, Maggie Harada (maggie.harada@bellevuecollege.edu) or the Assistant Dean, Scott Bessho (scott.bessho@bellevuecollege.edu) in the Arts and Humanities division office (R230). An additional resource for concerns you find aren't being addressed by faculty or administration is the Ombuds Office (<http://www.bellevuecollege.edu/ombuds/default.html>).

Special Notes.

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in the Library Media Center or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit the DRC website for application information into the DRC's program and other helpful links at www.bellevuecollege.edu/drc/

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>