

1: Cabrillo College Online Courses

Step 4: Access to Canvas courses will begin on the first day of classes. Use your Cabrillo ID/password to log in. Step 5: If you wish to add a class after the term begins, contact your instructor for an Add Code and add on WebAdvisor.

Does that mean I am in the class? When added to a waitlist you are not yet registered in the course. Learn more about how waitlists work. What is the hold for? If you need to find out what hold may have been placed on your account and what to do about it, please contact us at Common reasons why students might be prevented from registering: The student owes the college money. The student has a bad address on file. The student has not attended for a year and needs to submit a new application. What if I already completed the co-requisite? A corequisite is a course that must be taken at the same time as concurrently with another course. When you register for a class that requires a corequisite class, you must register for both classes at the same time or your registration will not be processed. If you think you have already met the corequisite requirement, contact us at or ask us your question online. How can I register for this course? A prerequisite is a course you must satisfactorily complete, or a body of knowledge you must master, before you can register for the course you want. You may still be able to enroll in the course if you can demonstrate that you have completed the prerequisite elsewhere or have already achieved adequate preparation in the subject. Some prerequisites may be completed by taking an Assessment Test provided by the Assessment Center or by challenging a course through the Matriculation Office What should I do? Your assessment scores may not have been entered in the system yet. Please contact the Assessment Center at The course I want to take is a repeat, how do I register? Music majors may not need a repeat petition, but must still register in-person. I want to take two courses that slightly overlap in time. Can I do this? It is possible to register for two classes that overlap if the courses do not overlap more than ten minutes per week, and the two instructors involved agree. Follow the instructions on the form carefully. Be sure to have both instructors sign it. Title 5 regulations require you to specify how the overlap time will be made up. My section was canceled. Will I get a refund? Yes, you will receive a refund. If you originally paid your fees by credit card, we will refund the card. In all other cases, refunds will be delivered in the method you chose at refundselection. Typically, it takes 1 - 2 business days for the receiving bank to credit the money to your account. Sometimes changes are made after the Schedule of Classes has been printed or published on the web. Your registration statement is valid as of the day it was printed. To find the most current information visit Search for Sections within WebAdvisor. Your BOG may not be entered into the system. Please note that BOG covers Enrollment fees only. What does this mean? You have a hold on your account. You have a delinquent balance. Log on to WebAdvisor , click on Student Menu, then click on Make a Payment to pay your balance using a debit or credit card. You will be able to register immediately after paying online.

2: Schedule of Classes - Cabrillo College

View our printed schedule of classes or search for classes using WebAdvisor. Learn all about important dates, deadlines, final exams, and more.

Poter Gulch Review What do teachers teach? English 1A Course Descriptions Every instructor chooses specific topics for discussion in English 1A; scroll down and discover what topics teachers teach. Not all instructors teach every semester. Check the "Schedule of Classes" fto identify who is teaching that semester, and then read the course description here. What does an ecologist see when facing the ocean at Point Lobos? Who were the first peoples who lived there? What immigrant groups came here to work the fields and how were they treated? What stories and poetry has this place inspired? The class promises provocative readings, field trips, hard work and fun! We will begin looking at systems of inequality from a historical and theoretical perspective, followed by weekly course segments dealing with a selected range of contemporary issues. Because this is a course that requires research-based writing, students will conduct extensive library investigative work. By the end of the course, students should be able to think critically about complex political issues, successfully perform library research, select and organize materials, compile and integrate information, cite bibliographic references, and write effective research papers. Your instructor, peers, and librarian will help you navigate through the research and writing process. This course will help you sharpen your skills as a thoughtful reader, thinker, and writer. You will read the works of accomplished authors, write in and out-of-class essays, respond to readings, participate in class discussions, work collaboratively, engage in writing and editing workshops, and learn how to incorporate research with your own ideas. As we progress, English 1A will provide you with the tools necessary to write coherently and clearly as you explore the process of writing and find your voice and style. Emphasizes the expository essay and research paper; readings serve as models and topics for discussion. Students write at least 6, words, focusing on clarity and accuracy. Through journaling, academic research papers, and classroom discussions, students will develop their own ideas on such questions as democracy and education, race and identity, and surveillance and social control. The final research project will be an ethnographic study of sub-cultures in the United States. Thus, there will be a scaffolding of writing assignments pursuant to developing that paper as the term goes on: Travel can make global citizens and provide a glimpse into the unknown. But is it a good idea to scuba dive the Great Barrier Reef? To join the crowds at the top of the Eiffel Tower? Is there such a thing as a traveler or is everyone a tourist? Is it more responsible to stay at home? Looking at the impact of travel on the individual, environment, and community, students will read historical texts and contemporary travel pieces and write a variety of essays, including a research proposal and a 10 page research paper on any aspect of travel and tourism " topics could include anything from dark tourism to theme parks to adventure travel to cruise ships. Now, what exactly does that mean? Ultimately, English 1A will be what we make of the course objectives, both on the individual and communal level. For this reason, I have chosen to focus our class readings and discussions on language and individual identity in order to examine their particular connection. We will explore in various reading material, such as the novel, Snow Flower and the Secret Fan, how human beings have negotiated their identity through language, more particularly how they do that through Subversive Discourse, or rather secret language. In addition to considering and exploring this topic, we will be studying a variety of essay genres and styles that you will adopt for a series of assignments in order to investigate these issues for yourself. My goal is to provide stimulating material and discussion to excite your intellectual participation, and in turn, allow for assignments where you can practice at conventions of academic writing in order to prepare you to write at the collegiate level. For your Unit II paper, you will write your own memoir piece and create your own graphic novel excerpt. This fascinating book examines how social and cultural context impact communication between groups. For your Unit III paper, you will use library resources to add analysis of social and cultural context to your Unit I interview paper. Finally, in Unit IV, you will write a memoir of a profound life experience, weaving in library research to illuminate our subject matter. As you work on these areas through readings, discussions, projects, and especially writing, you can develop your own

voice. Within that broad theme, you may choose your own research topic and related readings. We will analyze and evaluate assigned and researched texts on our topic, food, that will lead us to examine issues as important and diverse as immigration; the environment; race, class, and gender; social justice, oil dependency; health care; our relationships with animals, and how we affect our world through our food choices. We will grow as writers, thinkers, and community members as we write essays, including research-based writing, that demonstrate rhetorical strategies, source documentation, and critical analysis. We will discover the personal and political relevance of our topic as we examine how the fact that "Food has changed more in the last 50 years than in the last 10," Micahel Pollan, *Food Inc.* Please visit our class website to learn more: The class presents strategies for analytical essay writing and critical analysis of non-fiction. Students are expected to be familiar with basic essay structure and grammatical conventions prior to entering English 1A. Using expository writing strategies taught in the class, English 1A students write words during the semester, which culminates in a research project with MLA citations. We will culminate in an intense study of this world, surveying of some basics of the world economy after *What do we mean when we speak of morality and ethics? How do we engage power? What is the purpose of a college education?* Students, moreover, write several critical close reading responses to assigned readings, but the interdisciplinary structure of the course simultaneously encourages students to explore cultural issues of interest in the extended research papers. The extended research essay assignments emphasize the synthesis of secondary sources according to the MLA guidelines. Students are encouraged to assess discursive postmodern structures connected to notions of race, class, gender, sexual orientation, religion, nationalism, animal rights, food production, and the environment, among other pressing issues. As we write, we will aspire to communicate with each other in a hospitable environment that is open to all experiences and impressions about life. This course is designed specifically for students interested in building a community of writers and thinkers. At the end of the semester, students will be asked to show total competence in college level research and writing abilities. There will be a chance to learn about each mode by studying and discussing examples of its use in student and professional essays, doing in-class writing exercises, fulfilling a writing assignment focused on use of that mode, workshopping it in small groups with each other, and revising it to hand in for grading. *Shaking Off the Dead Hand of History* and then get into the research paper project and develop it carefully step by step. This paper will be outlined to include support from all four of the modes we have studied and from careful research on one of the key topics in that book. How does the Hero or Heroine deal with revolutions and upheaval in his or her culture, family, relationships, or cultural and political society? How do we incorporate the lessons of life in order to increase our understanding, our tolerance, our communication, and our general happiness and well being? These are some of the questions and topics we will think, read, and write about in English 1A. We will contribute to the existing body of US Latino literature by compiling a class book that will contain one piece of writing by each class member. Most class sessions include group work where you may be asked to share your writing. The course readings and videos offer a survey of social issues and human experiences from the margins and the center locations of the United States of America. Our course readings are from various genres that include social theory, history, short stories, autobiography, and more. Listed are some of our goals and learner outcomes: Work together as a community of writers. Create a safe space for taking risks, since speaking and writing for public consumption are risky ventures. Emphasize revision as a part of the writing process. Foster close readings of texts and other materials for comprehension and the further development of critical reading, thinking, speaking and writing skills. Develop critical and analytical thinking skills in writing, reading and speaking. Engage in your own writing as process and product. That is, you will free write, share your writing in class, submit formal essays, give critical feedback to other students, and keep a Reader-Response Journal. Work with grammatical and rhetorical structures for the benefit of overall clarity and cohesiveness in presentations of arguments and researched data. Foster the development of your sense of self as a writer who is engaged in creating and speaking in various discourses that circulate publicly, politically, and socially. This section of English 1A will focus on writing as exploration and discovery. By exploring the writings of others, we will enter into conversations, both oral and written, to discover where we stand on contemporary issues. This course emphasizes the expository essay and research paper; readings serve as models and topics for

discussion. You will write at least 6, words, focusing on clarity and accuracy, paying particular attention to the power of the word. You will write essays, including research-based writing demonstrating academic rhetorical strategies, documentation of sources, and critical analysis. You will also analyze and evaluate assigned and researched texts. By the end of the semester, students should be able to write essays that are consistently thorough and thoughtfully conceived, conscious of the demands of the assignment, purposeful and controlled, effectively developed and edited. Topics include media, technology, gender, and popular culture. Students read and discuss different points-of-view on sustainability early in the semester and then craft a substantial research essay over several weeks. Students will identify their own research topics related to class themes and recommend possible solutions to the problems posed in their papers. Sometimes forming the question is half of the work. This class will focus on creating questions and then exploring the answers through expository and research papers. You will focus on clarity and accuracy in your quest to further your skills, thinking, and knowledge. You consider a number of different perspectives on writing and develop critical reading and thinking skills as you craft arguments based on your own interests. Interaction is the heart of communication, and the heart of this class. Through readings about children and families and the community organizations that sustain them, students will develop research projects resulting in a final paper. You will study logical principles, fallacies, and techniques in the writings of many satirists, and you will produce your own absurdly well-argued, hare-brained schemes for ridding the world of its social problems. Since critical thinking involves thinking critically about the biases and assumptions which underlie any spoken or written position, including your own, this class will ask you not only to argue for positions you believe in, but for positions which you cannot abide. You need not be funny to write satire! David Sedaris hilariously recounts his difficulties with obsessive-compulsive behavior. James Baldwin reflects on a lifetime of changing family and race relations. Steven Johnson claims that video games are good for kids. Each writer presents a clear and compelling picture of his or her perspective, and none of them takes more than twenty pages to do it.

3: Assistive Technology - Cabrillo College

Search for Courses and Course Sections Back To Course Catalog Search for Courses by Keyword Search for Courses by Keyword -

Post Jobs Cabrillo College Contact: To request course information, please complete this form. You may receive information from just one program, or several. Before making decisions about your future, compare programs carefully. Think about what career is best suited for you, and where you want to study. Request more information now. Academic scholarships are highly competitive, and are usually awarded either by the admissions office, or individual academic departments. Because private loans are based on the credit history of the applicant, the overhead charge may vary. Trade unions may offer scholarships for union members and their dependent children. Get info about Cabrillo College, registering in a technical training program, and taking free practice tests online. Which college degrees give you the best chances of finding employment after graduation? Some students select a major because it may be valuable in the workplace. Other students choose their major simply because they enjoy the subject. Admissions officers seek to learn how a given applicant thinks, and what kind of person they are. If you remain true to your career interests, not just going after salary, your overall job earnings will increase as you gain experience. Technical training programs are a low-cost alternative to attending a regular four-year college, and still you may earn good money as a highly-skilled, technical specialist. By taking some of your required degree courses online, you may be able to graduate earlier, thus saving money on tuition. An online degree may be just as marketable as a college degree that was earned on campus. Udemy online learning is a new startup with backing from the founders of Groupon. Similarly, Khan Academy now offers over 4, micro-lectures served through YouTube. Coursera, a competing software platform, has millions of enrolled students from around the world. Online Tests - Free Practice! This section offers practice tests in a variety of subject areas. Each of the following multiple-choice tests has 10 questions to work on. No sign-up required, just straight to the test.

4: Help - Registering for Classes - Admissions & Records - Cabrillo College

CABRILLO BEACH YACHT CLUB SAILING INSTRUCTIONS AND COURSE CHART SECTION 1. RACING RULES A. All races shall be governed by Racing Rules of Sailing , Including US Sailing Prescriptions.

Cabrillo College Home Laws Relating to Assistive Technology The primary laws relating to assistive technology at the college level are federal, and they are designed to "level the playing field" by providing equal access for students with disabilities. Not special access, not better access, just equal access. However, public colleges often receive both federal and state funds, and therefore must meet the legal requirements set forth by their state as well. Federal laws Rehabilitation Act of As part of the Rehabilitation Act of , Section became the first federal civil rights law to protect the rights of individuals with disabilities. Section provides that: Final regulations were published in , which are applicable to colleges receiving federal funds. It extends Section by prohibiting discrimination in public and private sector employment, public accommodation, transportation, state and local government services and telecommunications. For students with disabilities, the ADA prohibits discrimination on the basis of their disability and extends the right of access to ALL educational programs and services whether or not the school receives federal funding. It required states and territories to develop statewide, consumer-responsive programs of technology-related services for individuals with disabilities of all ages. Assistive Technology Act of P. The Act affirms that technology is a valuable tool that can be used to improve the lives of Americans with disabilities. It continues the funding of the 50 states and six territories to develop permanent, comprehensive, statewide programs of technology-related assistance. Services are provided primarily through the Department of Rehabilitation. Back to Top State Laws State laws which relate specifically to students with disabilities in college settings fall into a few broad categories: This bill allocated funding to the California Community Colleges for them to provide access to its services, classes and programs without regard to race, religious creed, color, national origin, ancestry, handicap, or sex. This bill added Sections to the California Education Code. AB , Chapter , Statutes of This bill offers protections for disabled college students. Specifies principles that a state funded activity is required to observe to promote equal access for disabled students. It requires college and university officials to adopt rules and regulations and develop and implement a system for evaluating programs and services for disabled students. AB requires every individual, firm, partnership or corporation publishing or manufacturing printed instructional materials, as defined, for students attending the University of California, the California State University, or a California Community College to provide to the university, college, or particular campus of the university or college, for use by qualified students with a print disability blind or visually impaired students, students with learning disabilities or an inability to turn pages in a book due to a physical disability at no additional cost and in a timely manner, any printed instructional material in unencrypted electronic form upon the receipt of a written request, provided that the university or college complies with certain conditions. Back to Top What is Alternate Media? Who qualifies to receive it? Alternate media refers to printed material converted to electronic text in order to make it accessible for a person with a disability. AB requires that textbook publishers, working with colleges and universities, make textbooks available in electronic format for qualified students with disabilities. A "qualified" student is one who can not access printed material because of a disability. A college or university has to certify, or qualify, the student before they can make a request on to their campus to receive alternate media. The student also has to purchase a printed copy of the book that they request be converted to an alternate format.

5: Unauthorized Request - Cabrillo Self Service

Check each section listing on this page for on-campus or in-person meetings. Additional information can be found on the Schedule of Classes, Student Planning, Course Catalog, or WebAdvisor. Visit the Assessment Center's webpage for the testing schedule.

6: Early Childhood Education - Cabrillo College

Fees listed here are in addition to general tuition and fees charged at registration.

7: Cabrillo College Section Search Tool

At Cabrillo College, you can complete your degree faster by taking some classes online. Online courses foster faculty innovation in teaching, by requiring professors to develop new course materials.

8: Cabrillo College Distance Education Schedule

>Section Search Find classes with space still available, fast. > Textbook Lists By course and section. > Trade Textbooks Via our website. Search by department. > Press Releases Discover what's happening at Cabrillo!

9: Cabrillo College

Check the "Schedule of Classes" to identify who is teaching that semester, and then read the course description here. Alan Craig M. - "Monterey Bay" This class is a celebration of the beauties and mysteries of the Monterey Bay region.

*Men who knew Christ. Evolutionary approach to Jesus of Nazareth Sky Atlas 2000.0, 2nd Field Unlaminated Version
Dbt informed art therapy Local communities and post-communist transformation edited by Simon Smith Analysis for
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Agency and ethics Study and Solutions Guide for Understandable Statistics Angkor, a manual for the past, present, and
the future Sufism an introduction to the mystical tradition of islam Sanitary landfill leachate Cost accounting a managerial
emphasis 14th edition solution Thought as a system Century of women cartoonists Hot Whispers of an Irishman
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Index. P-prim. 3 We come and go. Everything Elvis Joni Mabe The European Emblem Shakespeare, Bacon, and the
Great Unknown (Dodo Press)*