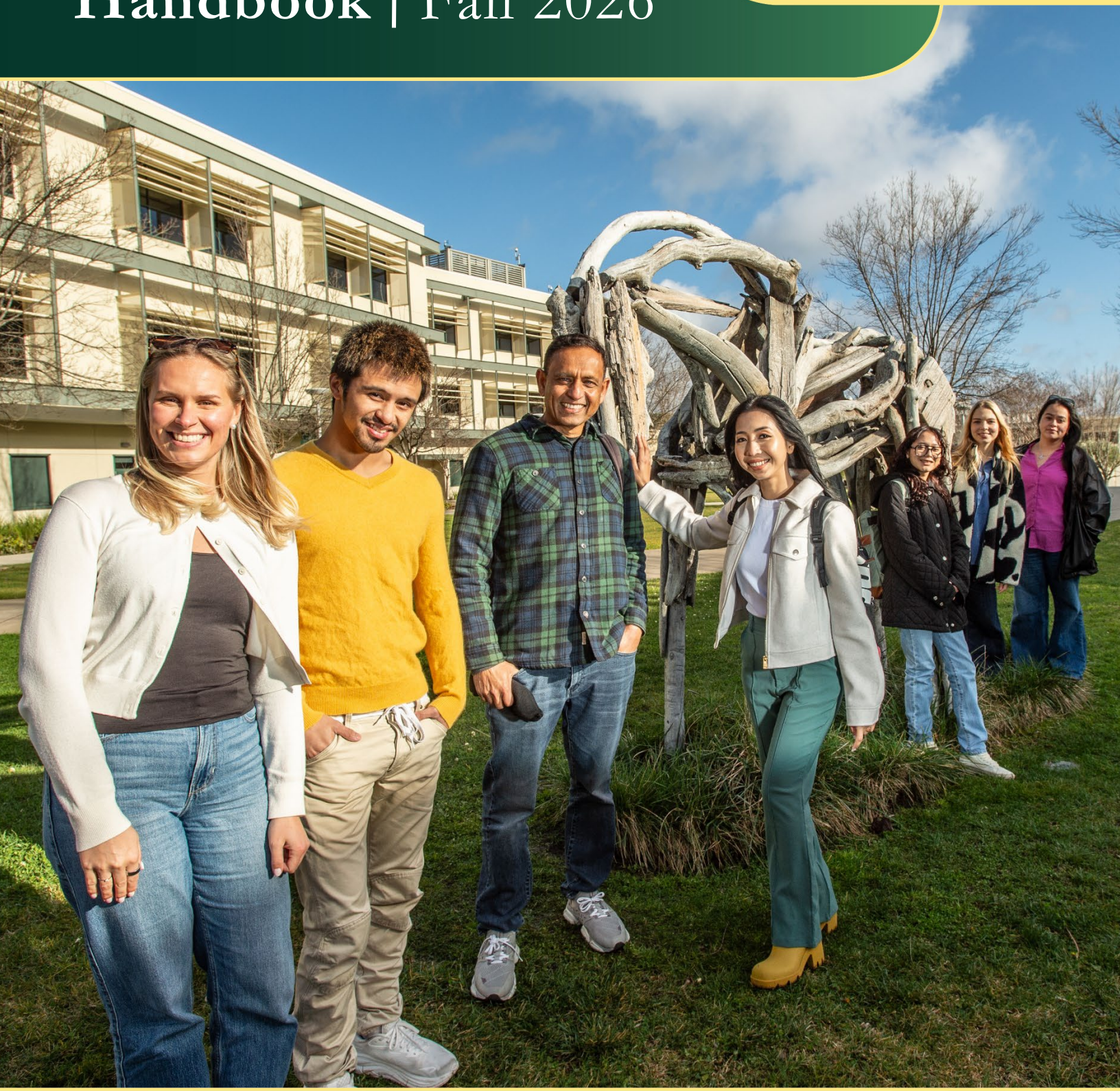
Cañada College

# GENERAL EDUCATION Handbook | Fall 2026



*Cañada College Curriculum Committee*

**Version Revised:** *11/3/2026*

# Table of Contents

Overview ..... 3

Cañada College Graduation Requirements ..... 4

Option 1: Cañada Local General Education Pattern ..... 5

Area 1: English Composition, Oral Communication, and Critical Thinking ..... 5

Area 2: Mathematical Concepts and Quantitative Reasoning ..... 5

Area 3: Arts & Humanities ..... 6

Area 4: Social and Behavioral Science ..... 6

Area 5: Natural Science with Lab ..... 6

Area 6: Ethnic Studies ..... 7

Area 7: Physical, Personal, and Academic Development ..... 7

7A: Physical Education Activity Courses ..... 7

7B: Personal and Academic Development ..... 7

Option 2: California General Education Transfer Curriculum (Cal-GETC) Pattern ..... 8

PROCEDURE - Recommending a Course for a General Education Area at Cañada College ..... 9

Transferability to CSU ..... 9

Transferability to UC ..... 9

California General Education Transfer Curriculum (Cal-GETC) ..... 9

# Overview

The General Education Program at Cañada College is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

General Education is the part of an educational program which introduces students to areas of study that develop breadth of outlook and contribute to balanced development. This General Education is complementary to, but different in emphasis from, the specialized education received for a job, a profession, or from focusing on a particular field of study. The purpose of the program in General Education is to assist students in moving toward the following goals:

- Developing critical and constructive thinking for problem solving and value judgement.
- Understanding their relationship to their biological, physical, and cultural environment.
- Understanding the creative activity of others and participating to some extent in creative activity.
- Using basic mechanical, mathematical, and communication skills to solve everyday problems, understand the ideas of others, and express ideas effectively.
- Developing a code for personal and civic life as a responsible citizen in a democracy.
- Maintaining good mental and physical health and social adaptability.
- Critically examine the social and historical significance of race, ethnicity, identity, and difference in a diverse society.

Beginning Fall 2025, students may complete any one of the following patterns to meet the general education requirement for associate degree completion:

- Cañada local general education pattern - 25 units minimum
- California General Education Transfer Curriculum (Cal-GETC) – 34 units minimum

# Cañada College Graduation Requirements

The requirements for the Associate in Arts or Associate in Science Degrees include completion of the following:

1. No fewer than 60 units in prescribed courses
2. Cumulative GPA of 2.0
3. Major requirements: minimum of 18 units; either 12 units or 50 percent of the units applied to the major, whichever is fewer, must be completed in the San Mateo Community College District. For major requirements, please refer to the College Catalog.
4. General Education requirements:
    - Option 1: Cañada local general education pattern - 25 units minimum
    - Option 2: California General Education Transfer Curriculum (Cal-GETC) – 34 units minimum

# Option 1: Cañada Local General Education Pattern

**Area 1:** English Composition, Oral Communication, and Critical Thinking

**Area 1A:** English Composition

**Area 1B:** Oral Communication and Critical Thinking

**Area 2:** Mathematical Concepts and Quantitative Reasoning

**Area 3:** Arts & Humanities

- **Area 3A:** Arts
- **Area 3B:** Humanities

**Area 4:** Social and Behavioral Science

**Area 5:** Natural Science with Lab

**Area 6:** Ethnic Studies

**Area 7:** Physical, Personal, and Academic Development

- **7A:** Physical Education Activity Courses
- **7B:** Personal and Academic Development

**NOTE:** Courses approved for the Cal-GETC will be automatically placed into the corresponding Cañada GE Area.

## Area 1: English Composition, Oral Communication, and Critical Thinking

Students in English Composition (1A) and Oral Communication & Critical Thinking (1B) will develop skills in both written and oral communication, focusing on the form, content, context, and effectiveness of communication. They will enhance proficiency in English by examining communication from a rhetorical perspective and by practicing reasoning, advocacy, organization, and accuracy. Coursework will include active participation in written and oral communication, and students will also improve their ability to discover, critically evaluate, and report information. Courses must be baccalaureate-level and include expository and argumentative writing.

In Oral Communication and Critical Thinking (1B) courses, students will learn logic, including inductive and deductive reasoning, and identify formal and informal fallacies of language and thought. They will develop the ability to analyze, critique, and advocate for ideas, distinguish facts from judgment or opinion, and reach well-supported factual or judgmental conclusions. These courses may also include oral communication and critical thinking elements and must be baccalaureate-level.

## Area 2: Mathematical Concepts and Quantitative Reasoning

In Area 2 courses, students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics, courses may include computer science, personal finance, statistics or discipline-based or quantitative reasoning courses. Courses fulfilling this requirement must be at least baccalaureate-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

## Area 3: Arts & Humanities

In Area 3 courses, students study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

## Area 4: Social and Behavioral Science

Courses in the Social and Behavioral Sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines. Courses that emphasize skills development and professional preparation are excluded from Area 4.

## Area 5: Natural Science with Lab

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

4-unit science courses with an embedded laboratory may be used to meet the laboratory requirements. Stand-alone laboratories shall be a minimum of 1 semester unit and shall have a prerequisite or co-requisite of the associated lecture course.

## Area 6: Ethnic Studies

Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno- centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Courses fulfilling this requirement include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

## Area 7: Physical, Personal, and Academic Development

Courses in Physical Education Activity (7A) and Personal and Academic Development (7B) equip students for lifelong development of themselves as integrated physiological, social, psychological and academic beings. Students must complete a minimum of one unit from area 7A.

Any courses in area 7 shall not be approved for another local GE area.

## 7A: Physical Education Activity Courses

Courses in 7A will include physical activity as an integral component of the course. Courses emphasize the development of physical skills and knowledge that support physical health and wellness.

## 7B: Personal and Academic Development

Courses in 7B emphasize the development of knowledge, skills, and competencies that support students' personal, academic, career, health, or lifelong development.

Course content in areas 7A and 7B may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, death and dying, and avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities, and dispositions that contribute to students' personal, academic, physical, and lifelong development.

## Option 2: California General Education Transfer Curriculum (Cal-GETC) Pattern

Courses for Cal-GETC follow the Cal-GETC standards as outlined in this document: https://icas-ca.org/wp-content/uploads/2026/07/Cal-GETC_Standards_1v4_Final_r.pdf (updated in May, 2026)

# PROCEDURE - Recommending a Course for a General Education Area at Cañada College

To recommend a course to satisfy a General Education area for an AA/AS at Cañada College, check out the Transferability/GE option on the Checklist in CurricUNET. The option is available when creating a new course or modifying an existing course in the CurricUNET system. The Curriculum Committee considers courses for General Education inclusion when the course is considered for approval. However, to have any changes included for the upcoming catalog, requests and approvals must meet the December catalog deadline. All requests after December will be included in the following year's catalog. The evaluation of a course for inclusion in the Cañada College AA/AS General Education pattern is based on the criteria stated in this document.

## Transferability to CSU

The Cañada College Curriculum Committee decides whether a course is CSU-transferable.

## Transferability to UC

Although the Cañada College Curriculum Committee approves courses as CSU transferable, for a course to be UC transferable it must go through the UC approval process. Every June, the Articulation Officer submits new or modified courses for UC approval. Results from that submission are usually available in early August and are UC transferable beginning the following fall semester. If you are writing a course for which you want to secure UC transferability, it is advisable to meet with the Articulation Officer while developing the course and prior to submission to the curriculum committee to make sure UC transferability guidelines are met.

### California General Education Transfer Curriculum (Cal-GETC)

Beginning in Fall 2025, the Cal-GETC is the singular general education pathway as noted above. All courses submitted for Cal-GETC must first be approved as UC transferable (see UC Transferability and timeline above). Once the course is approved as UC transferable, it can be included in the annual Cal-GETC submission in December.

Full Cal-GETC articulation takes two years to achieve. See the example below.

- **Step 1** - COURSE A is approved by the Cañada College Curriculum Committee in September 2026, and the faculty member would like the course to appear on the Cal-GETC pattern.
- **Step 2 –** COURSE A is submitted in June 2027 for UC transferability. The course is approved and is UC transferable beginning Fall 2027.
- **Step 3 –** COURSE A is submitted in December 2027 for Cal-GETC approval. The course is approved and is part of Cal-GETC beginning Fall 2028.



4200 Farm Hill Blvd., Redwood City, CA
Fall 2026 Edition