

Wilco Area Career Center
CA106 Applied Food Service Sanitation
Fall 2026

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Course Description

A comprehensive study of food sanitation and food safety for the hospitality industry. Areas of discussion include cause and prevention of foodborne illness, desired personal hygiene practices, proper procedures for cleaning and sanitizing, and pest control and prevention. In addition, basic HACCP procedures will be introduced.

Credit and Contact Hours

Credit Hours: 2

Lecture/Demonstration: 2
Lab/Studio/Clinical: 0
Course Prerequisites: None

Books, Supplies, and Supplementary Materials

Required Textbooks and Reading List

ServSafe 9th Edition Coursebook with Online Access Code updated 2026 FDA Food Code
ISBN: 978-1-58280-513-9
ServSafe Allergens Online Access Code
Student is responsible for the current book AND exam access code

Supplementary texts and materials

ServSafe Allergens Online Access Code

Other resources

During this course students may be asked to use Google Classroom.

Welcome!

Sanitation is one of the most important parts of any food service establishments. It doesn't matter if you are the dishwasher, server, bus person, expeditor, line cook, pastry chef, owner or executive chef it is important for employees at all levels to know their role in sanitation. Great sanitation is truly a team effort.

A vital part of the sanitation process starts with education, which is why you are taking this course. Throughout this course you will learn sanitation fundamentals such as proper hand washing, safe food handling and even how to properly wash dishes. You will also learn about more complex topics such as foodborne pathogens, biological toxins and food allergens.

This course is intended to provide you with the information, tools and resources you need to be a manager in the

food service industry. By the end of this course, you will be prepared to take the National Restaurant Association's (NRA) ServSafe Food Protection Manager certification exam, a nationally recognized industry credential. As part of this course, you will also complete your ServSafe Allergen Awareness training and earn your certificate completion.

The next 6 weeks will prepare you to be a valuable asset to the food service and hospitality industry, no matter where your career path takes you.

Technical Requirements

- Daily reliable internet access
- A word processing program (Microsoft Word is strongly recommended)
- A modern web browser (Google Classroom courses work best with [Google Chrome](#)). The latest information on Google browsers is available on the [CA 106 Google Classroom](#)
- Courses may be accessed using the Google Classroom, available from the [Google Play Store](#) or [iTunes](#). Not all features of every course will work using the App. It may be necessary to access a web browser when using a mobile device.

Methods of Instruction/Delivery

Online/Hybrid

Course Level Objectives

1. Students will be able to analyze evidence to determine the presence of food borne illness outbreaks
2. Students will be able to identify characteristics of Potentially Hazardous Foods
3. Students will be able to identify chemical and physical contaminants and methods of prevention
4. Students will be able to identify proper hand-washing procedures
5. Students will be able to identify methods of preventing time-temperature abuse
6. Students will be able to identify characteristics of an approved food source
7. Students will be able to store food to prevent cross contamination
8. Students will be able to identify proper methods for thawing food
9. Students will be able to prevent employees from contaminating food
10. Students will be able to identify when a HACCP plan is required
11. Students will be able to identify when a plan review is necessary
12. Students will be able to identify approved sanitizers
13. Students will be able to identify the signs of pest infestation
14. Students will be able to recognize the key components of an inspection

General Education Student Learning Outcomes:

1. Applied Knowledge: Students draw from learning experiences/concepts to solve a variety of problems or challenges.

Graded Assignments and Policies

Graded Assignments

1. Chapter Posting Assignments - 10
2. Discussion Forums - 10

3. Sanitation Poster Project-1
4. Chapter Google Assignments – 15
5. Quizzes- 10
6. Allergen Training Certificate – 1
7. ServSafe Manager Exam – 1

Major Tests and Quizzes

1. ServSafe Manager Certification Exam
2. ServSafe Allergen Awareness Certification

Proctored Exams

The ServSafe Manager Exam must be proctored by a ServSafe Certified Proctor and requires students to complete the exam in-person. The exam will be scheduled and proctored by your instructor.

Notes on Certificates

Passing the class and earning both the ServSafe Certified Food Protection Manager (CFPM) and Allergen Awareness Training certificates are required for graduation from the Culinary Arts Management Program. To be eligible to take the ServSafe Manager Exam, you must have completed your ServSafe Allergen Awareness Training and submitted a copy of your certificate to your instructor PRIOR to the scheduled ServSafe Manager exam date.

Grading Policy

Assessment Type Frequency Value

Chapter Posting Assignments 9 15%
Discussion Forums 9 15%
Sanitation Poster Project 1 10%
Quizzes 10 15%
Chapter Dropbox Assignments 15 15%
ServSafe Allergen Training 1 15%
ServSafe Manager Exam 1 15%
Grand Total 100%

Final Course Grading Scale

Grade Percentage

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F lower than 60%

Classroom Policies and Procedures

Attendance Policy

Illinois law requires the college to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and request appropriate accommodations. This should be done in the first two weeks of classes.

Make-up Policy

With instructor approval.

Extra-credit Policy

None

Final Exam Information:

The final exam for this course consists of completing the ServSafe Manager Exam. The exam is required to be proctored in-person by a Certified ServSafe Proctor. Additional information specific to the exam is provided on the Google classroom course website.

Faculty Commitment

As a faculty member, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by returning emails and phone calls within 24 to 48 hours during the school week and returning graded course work within a week. Furthermore, I am committed to selecting appropriate course materials and making them available in an organized and timely manner.

Student Commitment

For every credit hour a student is enrolled in, they should expect to spend at least 2 hours outside of class studying, working on assignments, and preparing for class each week of 6 week Servsafe Course. For example, for this three credit-hour class, students can expect to spend three hours per week in class actively engaged in learning the material by participating in face-to-face classes or viewing lectures and instructional material online. In addition, students should expect to spend another 6 hours per week outside of class completing homework and assignments, posting to discussion boards online, and studying for quizzes and tests. This means students should spend a minimum of 9 hours per week engaged in achieving the learning outcomes for this course. If you are not achieving your desired results in this class, you should consider increasing your prep time outside of class, in addition to using available resources such as instructor office hours and tutoring services.

By registering for this course, you commit yourself to active participation in course activities as well as the submission of all assignments and exams on time. Furthermore, you commit to accessing the course site and checking your Wilco Area Career center email several times a week. Each module will be available starting on Monday and ending on Friday.

Supportive Resources**[Student Services](#)****Safety**

Students with an impaired ability to concentrate may jeopardize safety in this classroom for themselves, their classmates and their instructor. If your ability to concentrate is impaired you should discuss this matter with your instructor prior to operating equipment or performing a laboratory procedure. Students are responsible for reporting to their instructor any condition that would impair the ability to concentrate. Failure to notify your instructor of this issue may be a violation of the Student Code of Conduct.

College Documentation Styles

MLA

Academic Honor Code

The objective of the [Honor Code](#) is to sustain a learning-centered environment in which all students are expected to demonstrate integrity, honor, and responsibility, and recognize the importance of being accountable for one's academic behavior. Any misconduct will be reported to the department chair, department dean, and dean of student affairs and may result in suspension or receiving a failing grade for the assignment and/or course.

Student Code of Conduct

Each student is responsible for reading and adhering to the [Student Code of Conduct](#) as stated in the Wilco Student/Parent Handbook.

Responsible Use Policy

Students are responsible for knowing and following the terms and conditions of Wilco Area Career Centers' "Responsible Use of Information Technology." This policy may be found in the [Parent/Student Handbook](#).

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine and [TEACH Act](#) in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Intellectual Property

Students own and hold the copyright to the original work they produce in class. It is a widely accepted practice to use student work as part of the Wilco Area Career Center internal self-evaluation, assessment procedures, or other efforts to improve teaching and learning and in promoting programs and recruiting new students. If you do not wish your work to be used in this manner, please inform your instructor.

Communication Standards

Proper spelling, grammar, and [netiquette](#) are expected in all course communication. Writing should be in complete sentences, use punctuation, and be formatted at a level consistent with college expectations. All interactions and communications within the course should be mindful of tone and reflect how your message may be interpreted by others. Asking questions and seeking clarification is acceptable and encouraged, but must be done in a polite and civil manner. This policy applies to all forms of communication.

Others with Access

Individuals such as guest speakers, course evaluators, and technical support staff may access the online course site when necessary and appropriate.

Turn-It-In Notice

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (through submission within the Google Classroom Learning Management System or otherwise) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference databases solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the [Usage Policy](#) posted on the Turnitin.com site. Easy Bib offers some excellent guidance on how to properly cite sources.

General Education Outcome Rubrics

Table 1 General Education Outcome Applied Knowledge

Comprehension Exploration (Indicator A)	3 points Student identifies enough of the existing/relevant knowledge needed to solve all/almost all of the problem(s)/challenge(s)	2 points Student identifies enough of the existing/relevant knowledge to solve more than half of the problem(s)/challenge(s)	1 point Student identifies enough of the existing/relevant knowledge to solve less than half of the problem(s)/challenge(s)	0 points Did not attempt to identify existing/relevant knowledge needed to solve problem(s)/challenge(s)
Transferring Learning (Indicator B)	3 points All or almost all of the expected connections are made and a successful transfer of learning to new situation(s) is made.	2 points More than half of the expected connections are made and attempts to transfer of learning to new situation(s) demonstrated.	1 point Less than half of the expected connections are made and no transfer of learning to new situation(s).	0 points Did not attempt to make connections or transfer learning.
Informed Conclusions (Indicator C)	3 points Employed inductive/deductive reasoning and arrived at a fully appropriate conclusion(s).	2 points Employed inductive/deductive reasoning but arrived at only a partially appropriate conclusion(s).	1 point Attempted to employ inductive/deductive reasoning but arrived at an inappropriate conclusion(s).	0 points Did not attempt to employ inductive/deductive reasoning.

COURSE RUBRICS

Discussion Board Grading Rubrics:

Discussion Board Rubric: Initial Post

Grading Rubric:

To earn full credit for this assignment, three total posts are required for the week.

Initial Post: 10 pts. maximum

First post is due Thursday and remaining two posts are due by Sunday. Each post is graded per the discussion board rubric.

Grading Rubric

Criteria	Meets Expectations	Developing	Needs Work
Content	Initial post and responses fully address the question, and replies to fellow students were well-thought-out and encourage further discussion. Posts meet proper spelling and grammar requirements. (8 pts.)	Initial post and responses are missing some of the content criterion and/or the replies to other students' posts were missing. Minor spelling or grammatical errors. (3-7 pts.)	Discussion and responses were missing most of the content criterion or no post was made. Major spelling and grammatical errors. (0-2 pts.)
Timelines	All posts were made on or before the due date listed in course calendar. (2 pts.)	Some of the discussion and responses were posted and/or posted after the due date. (0-1 pts.)	Initial post and responses were made after the posted due date or student did not participate. (0 pt.)

Discussion Board Rubric: Replies

Grading Rubric:

To earn full credit for this assignment, three total posts are required for the week.

Replies: 2 ea.; 5 pts. maximum per post

First post is due Thursday and remaining two posts are due by Sunday. Each post is graded per the discussion board rubric.

Grading Rubric

Criteria	Meets Expectations	Developing	Needs Work
Content	Initial post and responses fully address the question, and replies to fellow students were well-thought-out and encourage further discussion. Posts meet proper spelling and grammar requirements. (3 pts.)	Initial post and responses were missing some of the content criterion and/or the replies to other students' posts were missing. Minor spelling or grammatical errors. (1-2 pts.)	Discussion and responses were missing most of the content criterion or no post was made. Major spelling and grammatical errors. (0-1 pts.)

Timeliness All posts were made on or before the due date listed in course calendar. (2 pts.)

Grading Rubric**Points Possible:** 10

Some of the discussion and

responses were posted and/or posted

after the due date. (0-1 pts.)

Initial post and responses were made

after the posted due date or student

did not participate. (0 pt.)**Posting Assignment Rubric**

Criteria	Meets Expectations	Developing	Needs Work
Content	Post fully addresses the question, represents student's ability to apply knowledge and content aligns with chapter reading. Posts meet proper spelling and grammar requirements. (8 pts.)	Post addresses 50-99% the question, does not fully represent student's ability to apply knowledge and post content does not fully align with chapter reading. Posts may not meet proper spelling and grammar requirements. (3-7 pts. possible)	Post addresses 0-49% of the question, does not fully represent student's ability to apply knowledge and post content does not align with chapter reading, or no post was made by student. Posts do not meet proper spelling and grammar requirements (0-2 pts.)
Timeliness	All posts are made on or before the due date listed in course calendar. (2 pts.)	No posts are made or are made after the due date. (0 pt.)	No posts are made or are made after the due date. (0 pt.)

Student Chapter Notes Rubric

Criteria	Possible Pts
Assignment Timeliness Assignment is submitted on-time or early. No points will be awarded for assignments submitted after due date.	5
Student Responses -100% of student responses to questions are consistent with ServSafe Coursebook content (10 pts.). -75-99% of student responses to questions are consistent with ServSafe Coursebook content (5-9 pts.) -50-74% of student responses are consistent with ServSafe Coursebook content (1-4 pts.) -Content is not relevant to ServSafe Coursebook content or missing or no submission (0 pts.)	10
Submission Details -To earn full points, all fields must be completed to the best of the student's ability (10 pts.). -75-99% of fields are complete (5-9 pts.) -50-74% of fields are complete (1-4 pts.) -No fields are completed or no submission (0 pts.)	10

Total Possible Points 25

SCHEDULE OF ACTIVITIES

Within each module there are learning materials beyond the textbook reading expectations. These materials may include PowerPoint presentations, videos, websites, or other resources. Make sure you review all of the contents before completing any assessments (such as the weekly quiz, discussion board, or writing assignment).

Schedule of Activities

Module	Learning Materials	Course Learning Objectives	Assignments	Due Dates
Module 1	1) Read Chapter 1 in the ServSafe Coursebook 2) Review Chapter 1 ServSafe PowerPoint slides	#1, 2	1) Participate in Ice Breaker Discussion Board 2) Participate in Chapter 1 Discussion Board 3) Chapter 1 Student Notes Google classroom 4) Introduction and Chapter 1 Quiz	1) Initial post due Wed, 3pm ; responses due wed 2) Initial post due ; responses due Friday , 3pm. 3) Notes due 4) Quiz due

Module 2	1) Read Chapter 2 in the ServSafe Coursebook 2) Review Chapter 2 ServSafe PowerPoint slides	#1, 2	1) Submit Chapter 2 Student Notes via Google classroom 2) Participate in Chapter 2 Posting Assignment bad bug book 3) Chapter 2 Quiz 4) Team Sanitation poster project	1) Thurs, 3pm., 2) Friday, 3pm., 3) Friday, 3pm., 4) Monday 3pm
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Module3	1) Read Chapter3 in the ServSafe Coursebook 2) Review Chapter3 ServSafe PowerPoint slides	#3	1) Complete ServSafe Allergen Training 2) Submit ServSafe Allergen Training Certificate via Google Classroom 3) Submit Chapter 3 Student Notes via Google Classroom 4) Participate in Chapter3 Posting Assignment 5) Chapter3 Quiz	1)Wed,3 p.m. 2)Wed,3 p.m. 3)Wed,3 p.m. 4)Wed,3 p.m. 5)Wed,3 p.m.
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Module4	1) Read Chapter4 in the ServSafe Coursebook 2) Review Chapter4 ServSafe PowerPoint slides	#4, 14	1) Submit Chapter 4 Student Notes via Google Classroom 2) Participate in the Chapter4 Posting Assignment 3) Chapter4 Quiz	1) Friday 3pm, 2) Friday 3pm, 3) Friday 3pm,
Module5	1) Read Chapter5 in the ServSafe Coursebook 2) Review Chapter5 ServSafe PowerPoint slides	#5	1) Participate in Chapter5 Discussion Forum 2) Submit Chapter 5 Student Notes via Google Classroom 3) Chapter5 Quiz	1) Initial post due Wed, p.m.; responses due, 3 p.m. 2) Wed 3) Wed 3pm
Module6	1) Read Chapter6 in the ServSafe Coursebook 2) Review Chapter6 ServSafe PowerPoint slides	#6	1) Submit Chapter 6 Student Notes via Google Classroom 2) Participate in the Chapter6 Posting Assignment 3) Chapter6 Quiz	1) Fri, 3 p.m. 2) Fri, 3 p.m. 3) Fri, 3pm.

Module7	1) Read Chapter7 in the ServSafe Coursebook 2) Review Chapter7 ServSafe PowerPoint slides	#7	1) Submit Chapter 7 Student Notes via Google Classroom 2) Participate in Chapter7 Posting	1) Wed, 3 p.m. 2) Wed 3 p.m. 3) Wed, 3 p.m.
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			Assignment 3) Chapter7 Quiz	
Module8	1) Read Chapter8 in the ServSafe Coursebook 2) Review Chapter8 ServSafe PowerPoint slides	#5,8	1) Participate in Chapter8 Discussion Forum 2) Submit Chapter 1 Student Notes via Google Classroom 3) Chapter8 Quiz	1) Initial post due Wed, 3 p.m.,; responses due Fri, 3 p.m., 2) Fri, 3 p.m., 3) Fri, 3pm,
Module9	1) Read Chapter9 in the ServSafe Coursebook 2) Review Chapter9 ServSafe PowerPoint slides	#9	1) Participate in Chapter9 Discussion Forum 2) Submit Chapter 9 Student Notes via Google Classroom 3) Chapter9 Quiz	1) Initial post due Mon, 3 p.m.; responses due Wed, 3 p.m. 2) Wed, 3 p.m. 3) Wed, 3 p.m.
Module 10	1) Read Chapter 10 in the ServSafe Coursebook 2) Review Chapter 10 ServSafe PowerPoint slides	#10	1) Participate in Chapter 10 Posting Assignment 2) Submit Chapter 10 Student Notes Google Classroom 3) Chapter 10 Quiz	1) Due Fri, 3 p.m. 2) Fri, 3 p.m. 3) Fri, 3 p.m.

Servsafe Manager test	Class review and ServSafe Manager Exam		1) Review servsafe: take pretest. 2) Review Servsafe; take Diagnostic test 3) Kahoot/Quizzes review 4) ServSafe Manager Exam proctored in-person by instructor	1) Due Mon, 3pm, 2) Due Tues, 3pm, 3) Review Wed 4) Servsafe Exam
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