



CUL-110: FOOD SAFETY AND SANITATION

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

CUL - Culinary Arts

Course Number

110

Course Title

Food Safety and Sanitation

Short Title

Food Safety and Sanitation

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Total Units

2.00

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Total Contact Hours

32 - 36

Total Out of Class Hours

64 - 72

Total Student Learning Hours

96 - 108

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course covers basic principles of safety and sanitation in a food service establishment. Topics include safe food handling during its receiving, storing, preparing, holding, and serving, along with accident prevention and pest control. Students that pass the course will have the opportunity to take the ServSafe examination. This certificate is recognized all across the United States and is necessary for employment as a manager.

Codes

TOP Code (CB 03)

1306.30* - *Culinary Arts

CIP Code

12.0504 - Restaurant, Culinary, and Catering Management/Manager.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Demonstrate and maintain proper safety and sanitation procedures.
2. Validate the effectiveness of implementing a HACCP plan.
3. Demonstrate how to properly receive, store, prepare and serve food items.
4. Create a program to effectively control pest in a food service establishment.
5. Compare the effectiveness of proper hand washing versus the use of hand sanitizer.
6. Develop a procedure to record temperatures during all steps of the food preparation process.
7. Compare cross contamination versus poor personal hygiene to determine which of these cause more cases of foodborne illness.
8. Foster an awareness of how food safety systems influence environmental sustainability, economic equity, and social justice within diverse communities.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. The student will be able to identify and apply proper sanitation methods during the handling, preparation, cooking, and storage of foods.
2. The student will identify and implement proper personal hygiene skills.
3. The student will be able to serve food in a sanitary manner and abide by all rules set forth by their local health department.
4. The student will attain the ServSafe Manager's Certificate.

Program Learning Outcomes

Learning Outcome
Demonstrate and maintain proper safety and sanitation procedures by understanding and applying the principles of HACCP.
Apply proper use of kitchen terminology.
Prepare standardized recipes using a variety of cooking, baking and pastry techniques that meet industry standards.
Demonstrate and explain how to calculate food costs, properly procure, purchase and receive and store food and non-food items.
Adapt communication skills to be effective within a professional kitchen.
Exhibit proper knife cuts, along with proper use and maintenance of knives.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Providing Safe Food
2. Foodborne Illnesses
3. How Foodborne Illnesses Occur
4. Keeping Food Safe
5. Forms of Contamination
 - a. Biological, Chemical & Physical Contaminants
6. Responding to a Foodborne-Illness Outbreak
7. Food Allergens
8. The Safe Food Handler
 - a. How Food Handlers Can Contaminate Food
 - b. Good Personal Hygiene
 - i. Hygiene habits
9. HACCP
 - a. The Flow of Food: Introduction
 - i. Hazards in the Flow of Food
 - ii. Monitoring Time and Temperature
 - b. The Flow of Food: Purchasing & Receiving
 - i. General Purchasing and Receiving Principles
 - c. The Flow of Food: Storing
 - d. The Flow of Food: Preparation

- i. Preparation
 - ii. Cooking Food
 - iii. Cooling and Reheating Food
- e. The Flow of Food: Service
 - i. Holding and Serving Food
- 10. Food Safety Management Systems
 - a. Environmental, economic, and social impacts
 - i. Environmental sustainability, economic equity, and social justice within diverse communities
 - b. Variance across different cultures and regions
 - i. Equitable food safety systems
- 11. Safe Facilities and Pest Management
- 12. Interior Requirements for a Safe Operation
- 13. Pest Management
- 14. Cleaning and Sanitizing
 - a. Dishwashing & Sanitizing in the Operation

Methods of Instruction

Method

Online Activity/Discussion

Integration

Students will participate in online activities and discussion. The students will discuss and understand the various types of foodborne illness and the different ways it is transmitted. These exercises will allow students to work on projects such as HACCP plans, developing techniques for teaching employees proper sanitation, and preparing for their ServSafe examination. There is a rubric for this assessment. Feedback can be expected within two weeks of the due date.

DE Adaptations for MOI

Students will work on activities and discussions through the CMS discussion boards. Through these discussions, students will discuss and understand the various types of foodborne illness and the different ways it is transmitted. The instructor will monitor the participation of each student and will provide feedback within two weeks via the CMS.

Method

Lecture

Integration

Lectures will consist of PowerPoint presentations and videos. These presentations will address the topics for the lesson plan that week. Both the PowerPoint presentation and a video will introduce students to the proper methods for receiving, storing, preparing and serving food. Proper temperatures and an emphasis on hygiene will also be emphasized.

DE Adaptations for MOI

Lectures will be recorded for all students to watch asynchronously. Lectures online will consist of accessible presentations and videos. Accessible presentations and videos include digital accessible slides that are closed captioned. Presentations will address the topics for the lesson plan that week. Both the presentations and videos will introduce students to the proper methods for receiving, storing, preparing and serving food.

Methods of Evaluation

Method

Class Participation

Integration

Students will learn about the effectiveness of proper hand washing versus the use of hand sanitizer. Through discussions students will discuss which method is more effective and when it is acceptable to use one method instead of the other. The instructor will monitor the discussions to ensure participation and if needed will ask questions to navigate the discussion in the right direction. There is a rubric for this assessment that focuses on the accuracy of information shared along with management and corrective actions of certain situations. Feedback can be expected within two weeks of the due date.

DE Adaptations for MOE

Each week students must watch the lessons and interact with other students through CMS threaded discussions. Students will learn about the effectiveness of proper hand washing versus the use of hand sanitizer. Through threaded discussions students will discuss which method is more effective and when it is acceptable to use one method instead of the other. The instructor will monitor the discussions to ensure participation and if needed will ask questions to navigate the discussion in the right direction.

Method

Class Work

Integration

Students will submit weekly class assignments to the instructor. Each week chapter questions about food safety and sanitation need to be answered and submitted. The instructor will review and grade the assignments. Grades and feedback will be returned to each student individually and students will have the opportunity to ask questions regarding the feedback from the instructor. This will also alert the instructor if any topics need to be revisited to be sure all students have a clear understanding of the topics. There are rubrics for each assessment focused on comprehension of the subject matter. Interpretation of data from a managerial perspective is key. Feedback can be expected within two weeks of the due date.

DE Adaptations for MOE

Students will upload weekly class assignments to the instructor. Each week chapter questions need to be answered and submitted. The instructor will review and grade the uploaded assignments. Grades and feedback will be provided via the CMS within two weeks. Students will have the opportunity to submit questions regarding the feedback from the instructor. This will also alert the instructor if any topics need to be revisited to be sure all students have a clear understanding of the topics.

Method

Exams/Tests

Integration

Exams will be graded by the instructor. Exams will have comprehensive questions that are specific to the material covered from the prior week. The instructor will review all grades and if needed will address any topics that may have been not thoroughly comprehended by the class. There is a rubric for this assessment. Exams will be graded based on accuracy of answers and exhibition of critical thinking. Individual feedback will also be provided to each student. Feedback can be expected within two weeks of the due date.

DE Adaptations for MOE

Exams will be auto graded through the CMS gradebook, and will receive a grade immediately upon submitting the test. The instructor will review all grades within two weeks, and if needed will address any topics that may have been not thoroughly comprehended by the class. Exams will be graded on the accuracy of the answers. Individual feedback via the CMS will also be provided through an accessible teleconference. Students may request an accessible teleconference by emailing the instructor.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Visit a fast food establishment and evaluate the overall sanitation. Write a report that includes all of your observations, be sure to include positive observations as well as any violations you noticed. Be sure to include the proper corrective actions that the establishment needs to take to fix the violation. You will submit your report via the CMS system, your assignment will be returned with feedback from your instructor within two weeks.

How assignment will be adapted in online format

The assignment is accessed through the CMS with a detailed page of instruction. Teleconferencing is available for any students requiring further assistance. Students will submit reports via the CMS system, and the assignment will be returned with feedback from the instructor within two weeks.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Create a checklist for properly receiving and storing all food deliveries. Include all temperatures and times that are necessary to be aware of. You will submit your assignment via CMS and it will be returned to you with feedback from your instructor within two weeks.

How assignment will be adapted in online format

The assignment is delivered to the CMS with a detailed page of instructions. The assignment page will have links for students to access readings and videos that connect to developing standard operating procedures. The assignment will also be discussed in a recorded lecture. Teleconferencing is also available for any students requiring assistance. The assignment is accessed through the CMS with a detailed page of instruction. Students will submit the assignment via the CMS system, and the assignment will be returned with feedback from the instructor within two weeks.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

The ServSafe Manager's Certification Exam will be the primary option as the final examination. The exam offers you the opportunity to become ServSafe certified, a nationally recognized certification in the culinary industry. The exam is comprehensive and administered by the National Restaurant Association. Topics include seven domains: (1)management of food safety practices, (2)hygiene and health, (3)safe receipt, storage, transport, and disposal of food, (4)safe prep and cooking of food, (5)safe service and display of food, (6)cleanliness and sanitation, (7)facilities and equipment. The exam must be conducted in-person, meaning you must attend one of the two examination times during the semester. The exam fee will be covered by the Culinary Arts program.

How assignment will be adapted in online format

For students that cannot attend the ServSafe Manager's Certification Exam, a final exam will be provided via the CMS. The final exam is a comprehensive exam of material learned throughout the entirety of the course. The final exam will be taken and submitted within the CMS. There is no feedback, results are given immediately.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the article "The Need for A Multidisciplinary Approach to Face Challenges Related to Food, Health, and Sustainability" (2021). The article focuses on the impact of the food system on human health and how interconnected factors such as diet and nutrition, environment, economic, and social aspects play a part. Also, how food safety practices can vary across different cultures and regions, and the implications for food safety. The article will be read outside of class, but discussed in class and online. The discussion will be recorded.

How assignment will be adapted in online format

The reading assignment is delivered online with a detail page of instructions. The DEI assignment will be discussed in a recorded lecture as to its importance in developing equitable food safety systems. Teleconferencing is also available for any students requiring assistance.

Course Materials

Textbooks

National Restaurant Association (2020). ServSafe Manager National Restaurant Association. ISBN: 978-0134812366

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course is interactive and encourages students to embrace diverse viewpoints. Students examine how food safety practices can vary across different cultures and regions, and discuss the implications for food safety. Students work in teams and are encouraged to be creative among each other. Each student's diverse viewpoint contributes to the team's overall makeup.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students enter the course at various skill levels, so we begin from a contextualized starting point. The course is designed to start everyone at the most fundamental concepts, and as it progresses, student progression will vary. In lecture, students are given instruction through various means: discussion, presentations, demonstrations, accessible videos, and readings. Students are assessed on these materials through personal critical understanding and reflection, making each assessment unique to each individual.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will participate within the live online lectures; questions will be posed and active discussion will be encouraged. Students will also participate in asynchronous discussions on topics ranging from how training can affect hygiene habits to how management demonstrates ethical standards.

Students work in teams of three or four to meet HACCP Project objectives. Students are also given leadership roles and must rely on each other to accomplish tasks.

Explain how the course will incorporate instructor-to-student interaction.

Feedback from the instructor includes instructor-to-class assessment, instructor-to-group assessment, and instructor-to-student assessment. A live lecture is conducted most weeks for students to receive acute instruction and it allows for live discussion. All lectures are recorded for students to be able to view at any time. Students receive individual feedback on assignments and are offered individual instruction if applicable. In particular, students tend to struggle with developing a HACCP Plan and require one-on-one instruction. Announcements are made on a weekly basis to keep students aware of what is occurring in the class, along with major assignments, and to promote student engagement.

Explain how the course will incorporate student-to-content interaction.

Students are given instruction through various means: discussion, presentations, demonstrations, accessible videos, and readings. Students demonstrate their interpretation of course materials through discussions on the CMS, discussions during live teleconferenced lectures, short-answer quizzes, written assignments, and exams.

Explain how the course will incorporate student-to-self interaction (metacognitive).

As a part of the course project, students reflect and self-assess what was successful, what was not successful, and what they may do differently going forward. Students are required to critically consider how their HACCP Plan guided them and if their restaurant concept is viable.

Key: 1099