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Homeland Security

United States
Coast Guard

Food Service Specialist, Third Class Performance Qualification Guide



Course Introduction Student Pamphlet

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Course Introduction

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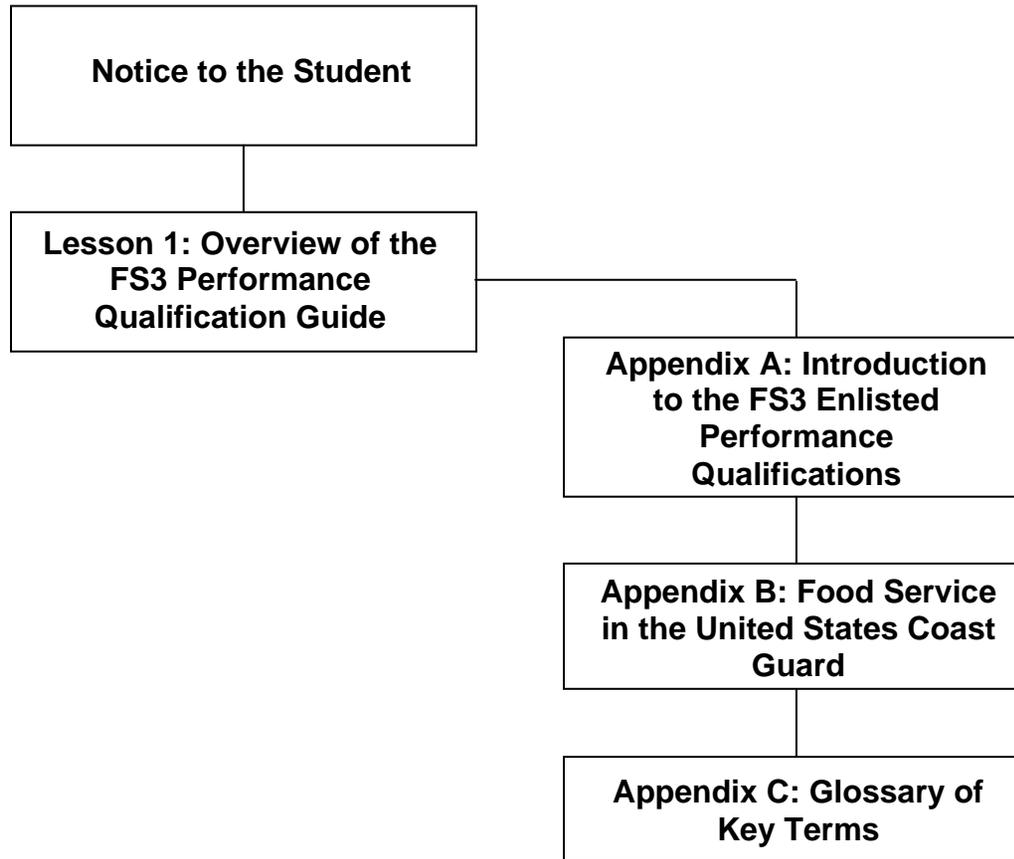
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**QUESTIONS ABOUT THIS TEXT SHOULD BE
ADDRESSED TO THE SUBJECT MATTER SPECIALIST
FOR THE FOOD SERVICE RATING.**

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Unit 1: Introduction to the Performance Qualification Guide



Notice to the Students

Introduction

Welcome to the FS3 Performance Qualification Guide (PQG). This document serves as a brief introduction to the guide. It has three sections:

- Notice to the students
 - Recommended learning techniques
 - Progress tracking chart
-

Overview

This first section, Notice to the Students, covers the following:

- Purpose of the guide
 - Disclaimer
 - Content of the guide
 - Steps for completing the guide
 - About the review questions
 - About the End of Course Test (EOCT)
 - Studying for the Service Wide Exam (SWE)
 - Acknowledgements
 - Lists of references
 - Glossary of key terms
 - Questions or comments
-

Purpose of the Guide

The purpose of this guide is to help you gain the general knowledge and skills required to perform the duties and responsibilities of an entry level Food Service Specialist, FS3.

Disclaimer

The text in this guide has been compiled for TRAINING ONLY and should NOT be used in place of official directives or publications. The performance evaluation information is current according to the references listed. You should, however, remember that it is YOUR responsibility to keep up with the latest professional information available for your rating. Current information is available from the Enlisted Qualifications Manual, COMDTINST M1414.8 (series) and the Record of Performance Qualification Form, CG-3303C-10.

Notice to the Students, continued

Content of the Guide

The content of this guide is based on the requirements stated in the Enlisted Performance Qualifications Manual, COMDTINST M1414.8 (series) for the FS3 rate. The content is organized into eight units:

CONTENT OF THE GUIDE	
UNIT	TITLE
1.	Introduction to the Performance Qualification Guide
2.	Tools and Equipment
3.	Sanitation and Safety
4.	Introduction to Food Preparation
5.	Breakfast Foods and Drinks
6.	Meat, Poultry, Seafood, and Sauces
7.	Soups, Salads, Starches, and Vegetables
8.	Baked Goods

Steps for Completing the Guide

In order to become an FS3, you must complete all requirements for the Enlisted Professional Military Education (E-PME) as well as complete this guide, demonstrate on-the-job mastery of the rating-specific Enlisted Performance Qualifications (EPQs), and pass the End of Course Test (EOCT).

In the table below you will find explanations of the steps for completing the guide.

HOW TO COMPLETE THE GUIDE		
NO.	STEP	DESCRIPTION
1.	Read the content of each lesson	Reading the content of each lesson means more than just reading. For each lesson, do the following: <ul style="list-style-type: none"> ■ Read the content of the lesson.
Continued next page		

Notice to the Students, continued

**Steps for
Completing the
Guide, contd.**

NO.	STEP	DESCRIPTION
	<p>Read the content of each lesson, contd.</p>	<ul style="list-style-type: none"> ■ Complete the lesson review at the end of the lesson, noting what you answered correctly and what you answered incorrectly. ■ Observe demonstrations of the core tasks of the lesson as performed by your supervisor. ■ Practice the core tasks of the lesson until you attain at least a moderate level of competency. <p>For example, in Unit 5 you will be asked to prepare biscuits from raw ingredients following a specified procedure and meeting certain criteria for accuracy and safety. You should be reasonably confident in your ability to prepare biscuits in this manner BEFORE moving to the next step.</p>
<p>2.</p>	<p>Complete the Performance Evaluations</p>	<p>Once you have mastered a core task, you are ready to demonstrate your mastery in front of a qualified observer (your supervisor). If you perform the core task satisfactorily, you will receive a sign-off on your performance evaluation for that task.</p> <p>Note: You must complete the guide AND pass your performance evaluations BEFORE moving to the next step.</p>
<p>3.</p>	<p>Pass the End of Course Test (EOCT)</p>	<p>Once you have completed the guide and received a sign-off, a “go,” on all the EPQs in the guide, you are ready to take the EOCT. The EOCT is the final exam for the course. More about the EOCT can be found later in this section.</p> <p>Note: DO NOT attempt to order an EOCT without having completed steps 1 and 2 above for each lesson in the course.</p>
<p>End of procedure</p>		

Notice to the Students, continued

About the Review Questions

While reading the lessons, you will find that there are two types of reviews in the lessons:

- Topic reviews
- Lesson and/or unit reviews

Topic reviews are dispersed throughout the lessons. These reviews, as their name suggests, are designed to help you review major topics. They do not occur in all lessons.

Lesson and/or unit reviews follow most lessons. They are designed to help you check your comprehension of more than one topic.

For all reviews, answers to the questions in the review are provided in a section at the end of each lesson called “Feedback.” For example, the answers to the items in a “Lesson Review” will be found in a section called “Lesson Review Feedback.”

If you are having problems understanding a topic, lesson, or unit, go through it again or ask your supervisor for help.

About the End of Course Test (EOCT)

Once you have completed the course, including having your EPQs signed off, you may order an EOCT. The EOCT is used to measure your achievement of the course objectives. EOCT questions follow a multiple-choice format. The test is scored at the CG Institute:

- If you pass (80% correct or greater), you will receive a letter of completion.
 - If you fail, you will receive a profile letter showing your scores on individual sections of the test.
-

Studying for the Service Wide Exam (SWE)

The Service Wide Examination (SWE) for your rate and pay grade is based on the Food Service Enlisted Performance Qualifications found in the Enlisted Qualifications Manual, COMDTINST M1414.8 (series) and Enlisted Professional Military Education performance and knowledge requirements found in the Enlisted Professional Military Education (E-PME) Manual, COMDTINST M1510.2 (series).

A SWE is a rank order tool used when competing for advancement to E-5 thru E-9.

Notice to the Students, continued

Acknowledgments

Material included in Unit 3 of this guide is provided through the courtesy of the designated source. The Coast Guard appreciates permission of the source to use this material, which contributes greatly to the effectiveness of the course. No copies or reproductions of the material are authorized without permission of the appropriate source.

Lists of References

This guide contains original material developed at the Coast Guard Training Center in Petaluma, California and excerpts from the technical publications listed in the “Tools and References” sections of the lessons in the course. Please refer to the specific lessons to view the reference information.

Key Terms

Throughout this guide, you will be introduced to many new terms. These terms and their definitions may be found in “Appendix C, Glossary of Key Terms” in this unit.

Questions or Comments

Any questions or comments regarding this material should be directed to the Food Service Subject Matter Specialist (SMS). You can contact the SMS by telephone at (707) 765-7142 or by e-mail using the SMS e-mail address at <http://cgweb.tcpet.uscg.mil/tpf/fssms/fssms.htm>.

Learning Techniques

Overview

Use this section to help you learn more about learning. This section covers the following:

- ❑ Using the learning objectives
 - ❑ Scanning before you read
 - ❑ Taking notes
 - ❑ Tracking your progress
-

Using the Learning Objectives

You will find learning objectives for a lesson at the beginning the lesson. These objectives act as a guide, pointing out the most important behaviors to be learned during the lesson. Read the learning objectives carefully before you begin reading the text of the lesson.

Scanning Before You Read

Preview a lesson before you read it. This helps you calculate how much time you need to set aside to complete a lesson. In addition, scanning before you read helps you begin to prepare mentally for what you are about to read. To scan the scope of the guide as a whole (all lessons and units), you may wish to review the Progress Tracking Chart included at the end of this section.

Taking Notes

Taking handwritten notes is key in helping to move information from short-term to long-term memory.

Write down any questions that come to mind while you are reading the material.

Refer to your supervisor to discuss the questions you have written and any other questions you may have about the material.

Asking Questions

As you read the material of this guide, and questions occur to you, write them down—in a journal, in a notebook, in the pages of the guide, etc. It doesn't matter where you write your questions, the important thing is simply to generate them and write them down. Asking and answering questions is helpful for increasing your learning.

The act of asking a question helps you “engage” with the content of the guide. Writing down your questions helps you remember them and increases the likelihood of getting answers to them. Once you've written down your questions, be sure to discuss them with your supervisor.

Learning Techniques

Tracking Your Progress

Having all the course material in your hands and scanning it at the beginning of the course can become overwhelming—this course contains a lot of material! The material, however, is presented in small chunks, bite-sized pieces if you will, to help make it easier for you to work your way through it.

In the next section you will find a Progress Tracking Chart designed to help you and your supervisor monitor your progress through the course. Using it can help you and your supervisor ensure you have completed each lesson and each performance evaluation.

Use the chart to maintain a record of your activity by writing the following in the spaces provided:

- The date you start each lesson
- The date you complete each lesson
- The date you complete each performance evaluation

Once you have completed a lesson and/or the performance evaluations for that lesson, have your supervisor initial your tracking chart for that lesson.

Here is an example from a partially completed section of a progress chart. It shows the progress of a student who is working on Unit 5. It shows that he has completed five of the six lessons of that unit and three of the five performance evaluations. His supervisor has initialed four of the lessons—the two lessons that have not yet been initialed still require completion of lesson components and/or performance evaluations.

Unit	Lesson	Lesson Start Date	Lesson Complete Date	Performance Evals Complete Date	Supervisor's Initials
5 Breakfast Foods and Drinks	1 Overview	4/5/XX	4/10/XX		AR
	2 How to Prepare Eggs	4/12/XX	4/17/XX	4/21/XX	AR
	3 How to Prepare Quick Breads	4/19/XX	4/24/XX	4/28/XX	AR
	4 How to Prepare Breakfast Cereals	4/26/XX	4/31/XX		
	5 How to Prepare Breakfast Meats	5/6/XX	5/9/XX	5/12/XX	AR
	6 How to Prepare Breakfast Drinks	5/13/XX			

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Progress Tracking Chart

Student Name _____ Start Date _____

Supervisor's Name _____

Unit	Lesson	Lesson Start Date	Lesson Complete Date	Perf. Complete Date	Supervisor's Initials
1 - Overview	Notice to the Student				
	1 - Overview of the FS3 PQG				
	Appendix A - Introduction to the FS3 EPQs				
	Appendix B - Food Service and the USCG				
	Appendix C - Glossary of Key Terms				
2 - Tools and Equipment	1 - Overview				
	2 - Cooking Equipment				
	3 - Processing Equipment				
	4 - Holding, Serving, and Storing Equipment				
	5 - Cleaning and Sanitizing Equipment				
	6 - Pots, Pans, and Containers				
	7 - Measuring Devices				
	8 - Knives and Hand Tools				
3 - Sanitation and Safety	1 - Overview				
	2 - How Food Becomes Unsafe				
	3 - Personal Hygiene and the Food Handler				
	4 - How to Keep Food Safe				
	5 - Cleaning and Sanitizing the FS Facility				
	6 - How to Clean and Sanitize Dishes and Utensils				
	7 - Safety in the Workplace				
	8 - How to Sharpen and Maintain Knives				
4 - Intro to Food Preparation	1 - Overview				
	2 - Basic Cooking Principles				
	3 - Introduction to Recipes and Recipe Conversions				
	4 - How to Perform Recipe Conversions				
	5 - How to Handle Fruits and Vegetables				

Continued next page

Progress Tracking Chart, continued

Unit	Lesson	Lesson Start Date	Lesson Complete Date	Performer Complete Date	Supervisor's Initials
5 - Breakfast Foods and Drinks	1 - Overview				
	2 - How to Prepare Eggs				
	3 - How to Prepare Quick Breads				
	4 - How to Prepare Breakfast Cereals				
	5 - How to Prepare Breakfast Meats				
	6 - How to Prepare Breakfast Drinks				
6 - Meat, Poultry, Seafood and Sauces	1 - Overview				
	2 - How to Prepare Pork and Beef				
	3 - How to Prepare Poultry				
	4 - How to Prepare Seafood and Sauces				
7 - Soups, Salads, Vegetables and Starches	1 - Overview				
	2 - How to Prepare Vegetables and Salads				
	3 - How to Prepare Rice and Soups				
	4 - How to Prepare Pasta and Sauces				
	5 - How to Prepare Potatoes and Brown Sauces				
8 - Baked Goods	1 - Overview				
	2 - Baking Principles				
	3 - How to Prepare Cookies				
	4 - How to Prepare Cakes and Frostings				
	5 - How to Prepare Pies				
	6 - How to Prepare Soft Rolls and Sweet Rolls				

LESSON 1

Overview of the FS3 Performance Qualification Guide

Introduction

Overview

This lesson introduces you to the FS3 Striker Performance Qualification Guide (PQG). It explains what the guide is, how it is organized, and how the PQG will help you through the course.

This section of the lesson includes:

- ❑ Objectives
 - ❑ Tools and references
 - ❑ Topics covered by this lesson
-

Objectives

Upon completion of this lesson, you will:

- ❑ Describe how the “Recipe for Learning” and the Performance Qualification Guide (PQG) are used to complete the FS3 Performance Qualifications
 - ❑ Locate and interpret the FS Striker PQG Map
 - ❑ Describe the structure of the PQG
 - ❑ Describe the structure of the student pamphlets
 - ❑ Locate and interpret the list of EPQs for the guide
-

Tools and References

The tools and references for this lesson include:

- ❑ Record of Performance Qualifications Form (FS), Department of Homeland Security, U. S. Coast Guard, CG-3303C-10 (Rev. 10-04)
<http://www.uscg.mil/hq/g-w/g-wt/g-wtt/g-wtt-2/trapol/FS.pdf>
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
The AFRS and other food service references may be found at the Food Service Library Online at <http://cgweb.tcpet.uscg.mil/fslibrary/> under the heading Publications and Directives.
 - ❑ *Professional Cooking*, by Wayne Gisslen
For assistance in obtaining a current copy of *Professional Cooking*, contact your Food Service Subject Matter Specialist (FSSMS) by telephone at (707) 765-7142 or via the e-mail address found at <http://cgweb.tcpet.uscg.mil/tpf/fssms/fssms.htm>.
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Introduction, continued

Topics Covered by This Lesson

This lesson covers the following topics:

- ❑ Welcome from the Food Service Rating Force Master Chief
 - A Message from the Rating Force Master Chief
 - My Goal for the FS3 Non-Resident Course
 - ❑ Introduction to the FS3 Performance Qualification Guide (PQG)
 - Recipe for Learning
 - Organization of the Guide
 - Overview of the Units
 - Guide Map
 - Introduction to the Student Pamphlets
 - Components of the Student Pamphlets
 - A Word About Safety
 - ❑ FS3 performance qualifications
 - Category A. Food Preparation
 - Category B. Tools and Equipment
 - Category C. Safety and Sanitation
 - Performance Qualifications Unit Matrix
-

Welcome from the Food Service Rating Force Master Chief

A Message from the Rating Force Master Chief

The following letter is addressed to you; it is from the Food Service Rating Force Master Chief. Take a few minutes and read the letter.

To: Food Service Striker

Congratulations on your choice to become a Food Service Specialist (FS)! The vocation you have chosen, specifically within the Coast Guard, is entering into an extraordinary time for growth, advancement, and professional development. We, as a rating, have grown significantly since I entered the service over 20 years ago, we have a long way to go, but the opportunities are there for the taking.

You will have many opportunities. You should consider taking advantage of every single one of them, even though they will require personal sacrifice, they will be challenging, and some will even be unpleasant. Your personal and professional growth is no one's responsibility but your own. As your primary enlisted advocate in the FS community, I will ensure that you are provided every training and professional development opportunity, but you will have to make the effort to learn the system, what it requires and how to get what you want. None of this is new or hard. Many people have taken shortcuts on their career paths by being unwilling to be proactive in pursuing their goals or worse, they did not set goals and accepted the minimum from the system while their shipmates took advantage of the opportunities presented to them. Your time in the service will be over before you know it, I recommend getting everything you can from the organization, because it will certainly be expecting everything you have.

You will certainly face challenges that many of your shipmates don't face (working on holidays, never attending a Change of Command Ceremony, etc). Like I said, there are many challenges. You will also have the opportunity to make an immediate and positive effect on your crew and command. You will see many different styles of management and culinary techniques. You should find out what each person does best, put that "tool" in your tool bag and use it when you can. This can be a method or style you admire about your Commanding Officer or fellow watch stander.

Our (Coast Guard and FS) "service culture", in my opinion, is that we do a lot of things (think multi-tasking) in addition to working in your specialized field. You (as an FS) will most certainly have co-lateral duties; I encourage you to give any collateral duty your best effort. No matter how unpleasant or challenging it may be, you will be a better Coast Guardsman and FS for the experience.

Our Core Values of: Honor, Respect, and Devotion to Duty, exemplify the very best we have within our workforce. You are a part of that workforce; you will be expected to always adhere to this code. You will also make a lot of mistakes over the course of your career. What you do about these mistakes will make a significant difference about where your career is ended or resurrected. If you make a mistake, make every effort to not make the same mistake again, ask questions, this is your career, your future. Never, never, never lie or misrepresent the facts. The consequences will be severe, far worse than if you had just faced the music and accepted responsibility for your actions.

Again, congratulations on your decision to enter our rating, I look forward to working with you in the future. Semper Paratus, Shipmate.

FOOD SERVICE RATING FORCE MASTER CHIEF

Welcome from the Food Service Rating Force Master Chief, continued

**My Goal for the
FS3 Non-
Resident
Course**

Take a few minutes and reflect on what the Rating Force Master Chief said. In the space below, write down at least one goal that you want to achieve while working with the FS3 (Striker) Performance Qualification Guide.

My goal:

Include two or three personal benefits you expect to receive from this training.

Introduction to the FS3 Performance Qualification Guide (PQG)

Overview

The Performance Qualification Guide (PQG) is a set of documents (student pamphlets, handouts, performance evaluations, etc.), organized into units and lessons. It guides you through the course of study required to complete all FS3 EPQs.

In this section, you will learn about:

- ❑ The recipe for learning
 - ❑ Organization of the guide
 - ❑ Overview of the units
 - ❑ Guide map
 - ❑ Introduction to the student pamphlet
 - ❑ Components of a student pamphlet
 - ❑ A word about safety
 - ❑ FS3 performance qualifications
 - ❑ Performance qualifications unit matrix
-

Introduction to the FS3 Performance Qualification Guide, continued

Recipe for Learning

One of the best ways to learn about the contents of this guide is to study a model of it. The Recipe for Learning serves as a model for the guide, summarizing for you in single page the eight major topics (the units) of the PQG.

The first half of the recipe—the first four units—is made up of introductory lessons that explain what you need to know in order to prepare many different foods and drinks. The second half of the recipe—the final four units—is made up of “how to” lessons that help you put into practice those things you learned in the first four units. In the second half of the course you will find that you are “doing” more and reading less, taking useful ideas and putting them into practice.



Unit 8
Baked Goods



Unit 1
Introduction



Unit 2
Tools and Equipment



Unit 7
Soups, Salads,
Vegetables, and
Starches

<i>Recipe for Learning</i>	
<i>Basic Ingredients:</i>	
- <i>Tools and Equipment</i>	
- <i>Sanitation and Safety</i>	
- <i>Introduction to Food Preparation</i>	
<i>Combine these ingredients with:</i>	
- <i>Breakfast Food and Drinks</i>	
- <i>Meat, Poultry, Seafood, and Sauces</i>	
- <i>Soups, Salads, Vegetables, and Starches</i>	
- <i>Baked Goods</i>	



Unit 3
Sanitation
and Safety



Unit 6
Meat, Poultry,
Seafood, and Sauces



Unit 5
Breakfast Food
and Drinks



Unit 4
Introduction to
Food Preparation

Introduction to the FS3 Performance Qualification Guide, continued

Organization of the Guide

The training material of this guide is made up of three types of components: units, lessons, and topics.

The table below explains these components.

THE COMPONENTS OF THE GUIDE	
COMPONENT	DESCRIPTION
Unit	A part or section of the guide that focuses on a central theme. For example, Unit 5 focuses on how to prepare breakfast foods. Units are made up of lessons.
Lesson	Increments of training within a unit. For example, one of the lessons in Unit 5 is “How to Prepare Eggs.” A lesson contains one or more topics.
Topic	The smallest increment of training, presenting the optimum set of behaviors for initial acquisition by a student. For example, one of the topics in the lesson “How to prepare eggs” is how to prepare fried eggs.

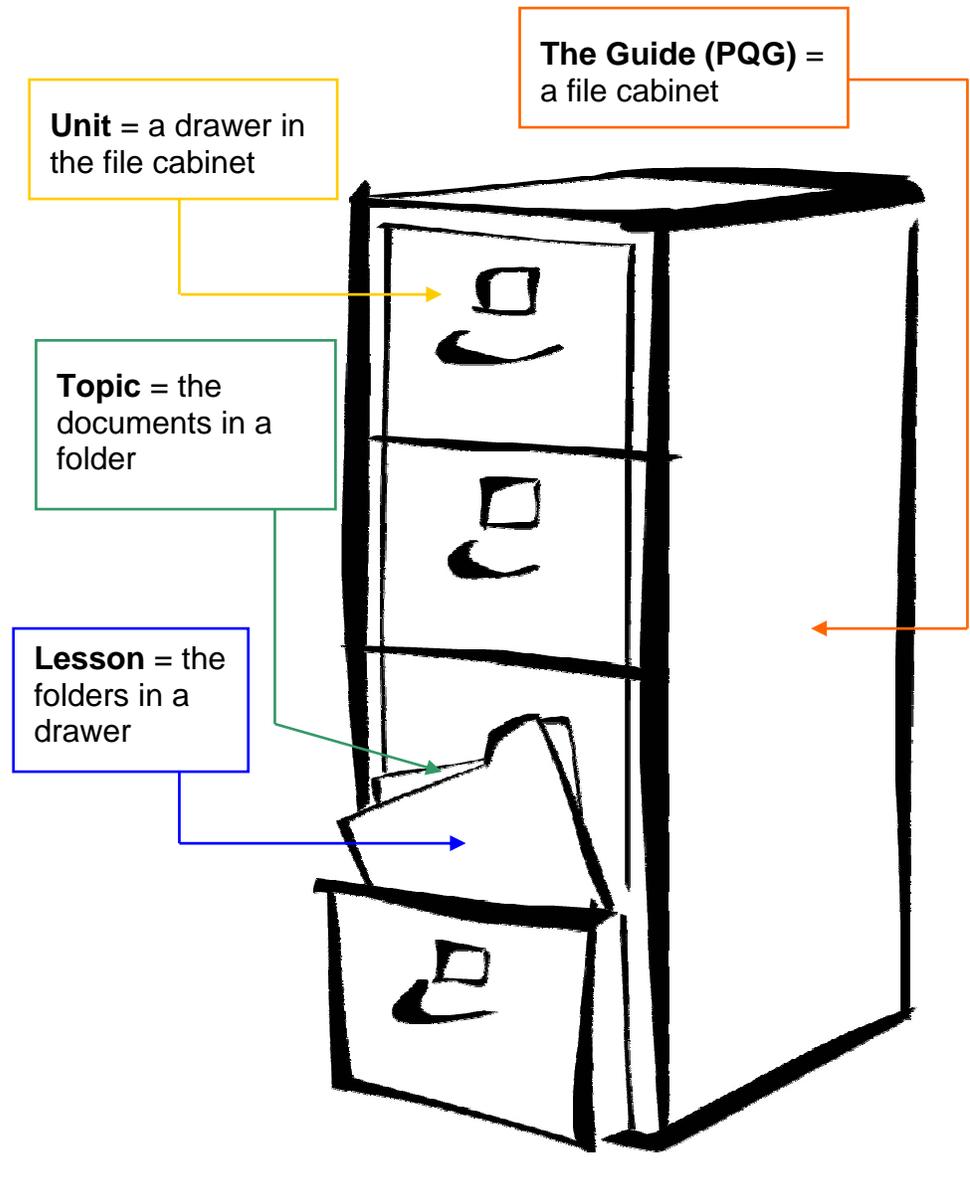
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Introduction to the FS3 Performance Qualification Guide, continued

Organization of the Guide, contd.

The units, lesson, and topics are organized in a “nested” manner, an arrangement similar to that of a file cabinet. For instance, if we consider the guide to be a file cabinet, then the units in the guide would be the individual drawers in the file cabinet. The lessons in a unit would be the folders in a drawer, and the topics in a lesson would be the documents in that folder.

This diagram illustrates the organization of the guide.



Introduction to the FS3 Performance Qualification Guide, continued

Overview of the Units

The units of this guide were developed from the E-4 rating EPQs (Enlisted Performance Qualifications), the standards (manuals, directives, policies, etc.) for the FS3 rate, as well as observations of and interviews with Accomplished Performers (APs).

The table below provides details on the units of the guide.

UNIT DESCRIPTIONS	
UNIT NAME	DESCRIPTION
Unit 1 – Course Introduction	This unit provides an introduction to the Food Service Specialist’s striker course, and introduces FS3 EPQs, course content, and structure.
Unit 2 – Tools and Equipment	This unit introduces the concepts of food and non-food contact surfaces and the various types of food service tools, equipment, and utensils (including knives) used in preparing, holding, serving, and storing food.
Unit 3 – Sanitation and Safety	This unit provides instruction on how food becomes unsafe and guidelines for keeping food safe, including personal hygiene. This unit also provides instruction and practice exercises for cleaning and sanitizing the food service facility as well as sharpening and maintaining knives.
Unit 4 – Introduction to Food Preparation	This unit introduces the basic cooking principles (including the transfer of heat, cooking methods and cooking times, and the seasoning and flavoring of food). In addition, this unit introduces the planning and organizing of food production using standardized recipes and recipe conversion. This unit also provides instruction on how to prepare fresh fruits and vegetables, as well as how to chop, dice, slice, and mince food.
Unit 5 – Breakfast Foods and Drinks	This unit provides instruction and hands-on practice on how to cook with dairy products, select and prepare eggs, prepare quick breads and breakfast cereals, and prepare breakfast meats and drinks.
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Introduction to the FS3 Performance Qualification Guide, continued

Overview of the Units, contd.

UNIT NAME	DESCRIPTION
Unit 6 – Meat, Poultry, Seafood, and Sauces	This unit introduces you to the basic composition, cuts, and forms of meat, poultry, and seafood, as well as how to handle, prepare, and carve meat, poultry, and seafood. You will also learn how to create stocks and sauces.
Unit 7 – Soups, Salads, Starches, and Vegetables	This unit introduces the procedures for preparing, cooking, and storing soups, salads, starches, and vegetables. This unit also provides instruction and hands-on practice in preparing potatoes, rice, and pasta products.
Unit 8 – Baked Goods	In this unit, you will learn how to bake one and two-crust pies, sheet cakes, three kinds of cookies, soft rolls, and sweet rolls.

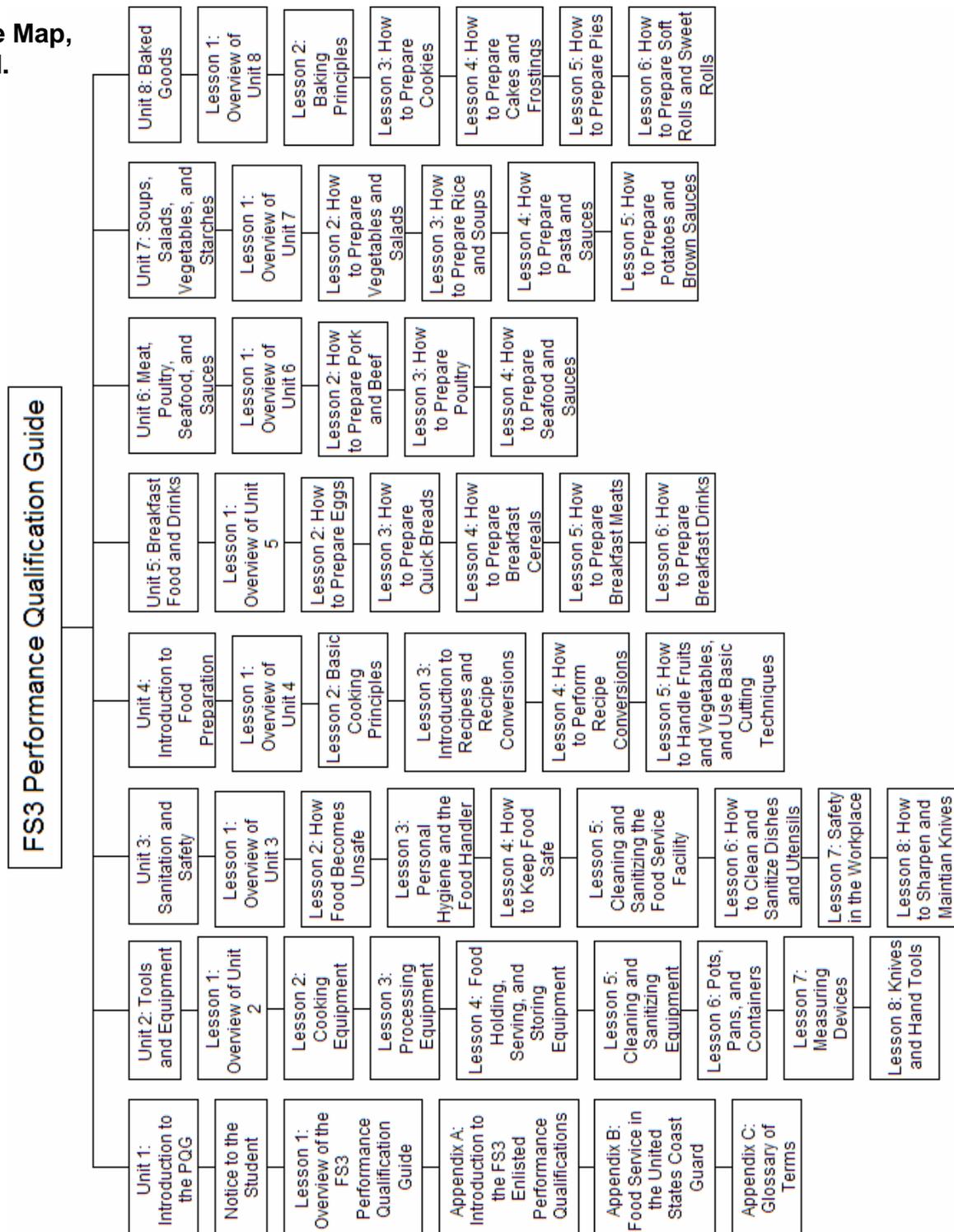
Guide Map

To view the units and lessons in greater detail, use the guide map on the following page. It contains a listing all of the lessons in the guide organized by unit. The top box shows the course title, the next layer shows the titles of the eight units, and the remaining layers under each unit show the lesson titles.

Continued next page

Introduction to the FS3 Performance Qualification Guide, continued

Guide Map, contd.



Introduction to the FS3 Performance Qualification Guide, continued

Introduction to the Student Pamphlets

The Performance Qualification Guide is broken down into pamphlets, with one pamphlet or set of pamphlets (for large units) per unit. The student pamphlets contain all the material for the guide. For example, this document—the one you are working with right now—is part of a student pamphlet. Each pamphlet or set of pamphlets contains an overview of the unit, followed by a varying number of lessons to teach the major accomplishments associated with the EPQ.

Components of the Student Pamphlets

Each student pamphlet of this guide, except Unit 1, has three components. Unit 1 is different only because it is an overview of the entire guide. The components of a student pamphlet are:

- ❑ Lesson 1
- ❑ Lessons 2 – X
- ❑ Performance Evaluation

See the table below for explanations of these components.

COMPONENTS OF THE STUDENT PAMPHLETS	
COMPONENT	DESCRIPTION
Lesson 1	Lesson 1 is the first component of each student pamphlet and provides the following: <ul style="list-style-type: none"> • Overview of the unit • EPQ(s) addressed in the unit • Tools and references • Policies, procedures, and processes
Lessons 2 – X	The remaining lessons make up the middle section of the pamphlet and provide: <ul style="list-style-type: none"> • Content for learning about the for major accomplishments, or EPQs, of the lesson • EPQ(s) addressed in the lesson • Tools and references specific to the lesson
Continued next page	

Introduction to the FS3 Performance Qualification Guide, continued

Components of the Student Pamphlets, contd.	COMPONENT	DESCRIPTION
	Lessons 2 – X, contd.	<ul style="list-style-type: none"> • Job aids that explain: <ul style="list-style-type: none"> ○ What to do ○ How to do it ○ When to do it ○ Sequence of the steps ○ Criteria for success • Review Exercises – self-evaluations to help you apply your new knowledge • Practice Exercises – exercises to help you rehearse the new behavior (new skills), perform the new tasks using the job aid
	Performance Evaluations (PEs)	<p>The Performance Evaluations component is found in the back of the student pamphlet and contains an overview for each set of performance evaluations as well as checklists for evaluating your performance.</p> <p>The Performance Evaluation is the last step in the learning process and provides an opportunity for the instructor to observe you performing the task to see if the learning has transferred. This is the test. After completing the PE, the instructor provides feedback to you.</p> <p>The Performance Checklist provides the criteria for measuring success and the standards for performing the task correctly.</p>

Introduction to the FS3 Performance Qualification Guide, continued

A Word About Safety

For this course, the safety criteria are the same for all the units:

- ❑ When operating any tools or equipment, follow the safety guidelines as explained to you by the instructor.
- ❑ If you are unsure, ask before operating any equipment or tool. This is the only time these criteria are stated in this course.

Follow policies and procedures stated in the Safety and Occupational Health Manual. See the following documentation for more information:

- ❑ Naval Engineering Manual, COMDTINST M9000.6 (series)
 - ❑ Safety and Environmental Health Manual, COMDTINST M5100.47 (series)
-

FS3 Performance Qualifications

Overview

The following performance qualifications job categories are for the Food Service Specialist:

1. Food preparation
2. Utensils and equipment
3. Safety and sanitation
4. Procurement*
5. Receipt and storage*
6. Training*
7. Paperwork and inventory management*

* For the FS3, there are no EPQs in these job categories. However, there are EPQs for the Food Service Specialist rate at the Journeyman level (E-5 and E-6).

To review all of the performance qualifications, see the Record of Performance Qualifications Form (FS), Department of Homeland Security, U.S. Coast Guard, CG-3303C-10 (Rev. 12-03). You can access this document at the following site:

<http://www.uscg.mil/hq/g-w/g-wt/g-wtt/g-wtt-2/trapol/FS.pdf>

Category A. Food Preparation

4.A.01 Perform the three types of recipe adjustments IAW Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.02 Perform the following cutting techniques on at least two different food items IAW “Professional Cooking” by Wayne Gisslen:

- Dice
- Mince
- Chop
- Slice

SupGuide: Member will be required to display two proper techniques using the appropriate knife for each.

4.A.03 Cook, progressively, two items from an approved weekly menu IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

FS3 Performance Qualifications, continued

Category A. Food Preparation, contd.

4.A.04 Prepare brewed coffee, drink-mix, and brewed iced tea IAW “Professional Cooking” by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

4.A.05 Prepare at least one of the following meats using dry heat cooking method. IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poultry
- Beef
- Pork
- Seafood

SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.

4.A.06 Prepare at least one of the following meats using moist heat cooking method IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poultry
- Beef
- Pork
- Seafood

SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.

4.A.07 Prepare at least one of the following meats with the dry heat using fat/frying cooking method IAW “Professional Cooking” by Wayne Gisslen:

- Poultry
- Beef
- Pork
- Seafood

SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.

FS3 Performance Qualifications, continued

**Category A.
Food
Preparation,
contd.**

4.A.08 Prepare the following sauces IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Brown sauce
 - White sauce
 - Tomato sauce
-

4.A.09 Prepare the following cold sauces IAW “Professional Cooking” by Wayne Gisslen:

- Tartar sauce
 - Cocktail sauce
-

4.A.10 Prepare a clear/light soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.11 Prepare a heavy/thick soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.12 Carve the following cooked meats IAW “Professional Cooking” by Wayne Gisslen:

- Whole turkey
 - Roast beef or pork
-

4.A.13 Prepare the following eggs cooked to order IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
 - Over medium
 - Over hard
 - Scrambled
 - Omelet
-

FS3 Performance Qualifications, continued

**Category A.
Food
Preparation,
contd.**

4.A.14 Prepare the following simmered egg products IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
 - Soft cooked/boiled
 - Hard cooked/boiled
-

4.A.15 Wash fresh fruits and vegetables for consumption IAW “Professional Cooking” by Wayne Gisslen and the Food Service Sanitation Manual, COMDTINST M6240.4 (series).

4.A.16 Prepare at least one uncooked salad IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.17 Prepare at least one cooked salad IAW. “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.18 Prepare a fresh and frozen vegetable product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.19 Prepare at least one rice product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.20 Prepare at least one pasta product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

FS3 Performance Qualifications, continued

Category A. Food Preparation, contd.

4.A.21 Prepare potato products utilizing the following cooking methods IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Baked
 - Boiled/Simmered
 - Dry heat using fat/frying
-

4.A.22 Prepare the following from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- One-crust pie
 - Two-crust pie
-

4.A.23 Prepare a frosted sheet cake IAW “Professional Cooking” by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

SupGuide: Member will be required to bake a sheet cake, prepare from raw ingredients a butter cream frosting/icing, and frost the cake.

4.A.24 Prepare at least three of the following types of cookies from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Bars
 - Ice Box/Refrigerated
 - Rolled
 - Dropped
 - Sheet
-

4.A.25 Prepare the following yeast-raised products from raw ingredients IAW “Professional Cooking” by Wayne Gisslen:

- Soft Rolls
 - Sweet Roll Dough
-

FS3 Performance Qualifications, continued

Category A. Food Preparation, contd.

4.A.26 Prepare the following cooked cereals IAW product instructions:

- Oatmeal
- Grits
- Cream of Wheat

SupGuide: Ensure member DOES NOT use instant products.

4.A.27 Prepare the following quick bread products from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Pancakes
 - Muffins
 - Biscuits
-

Category B. Tools and Equipment

4.B.01 Maintain safe serving temperatures utilizing the following IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486:

- Steam Table
- Chilled Salad Bar

SupGuide: Ensure that member continues to monitor equipment for safe serving temperatures throughout serving period.

4.B.02 Maintain the following knives using a sharpening stone and steel IAW “Professional Cooking” by Wayne Gisslen:

- Chef’s knife
 - Boning knife
 - Paring knife
-

Category C. Safety and Sanitation

4.C.01 Store leftover food IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series).

FS3 Performance Qualifications, continued

**Category C.
Safety and
Sanitation,
contd.**

4.C.02 Clean/Sanitize all food and non-food contact surfaces within food service spaces IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series).

SupGuide: Ensure trashcans are included while performing this task.

4.C.03 Wash dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

SupGuide: The member will assemble operate, de-scale, and disassemble the dishwashing machine.

4.C.04 Wash dishes utilizing manual dishwashing procedures IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

4.C.05 Clean/Sanitize ice machines IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

4.C.06 Clean/Sanitize reefers/freezers IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

FS3 Performance Qualifications, continued

Performance Qualifications Unit Matrix

The table below identifies the EPQs and the units where they are taught. Please refer to Appendix 2, Performance Qualifications, included in this unit for further details about the EPQs.

EPQ	UNIT							
	1	2	3	4	5	6	7	8
4.A.01				X				
4.A.02				X				
4.A.03					X			
4.A.04					X			
4.A.05						X		
4.A.06						X		
4.A.07						X		
4.A.08							X	
4.A.09						X		
4.A.10							X	
4.A.11							X	
4.A.12						X		
4.A.13					X			
4.A.14					X			
4.A.15				X				
4.A.16							X	
4.A.17							X	
4.A.18				X			X	
4.A.19							X	
4.A.20							X	

Continued next page

FS3 Performance Qualifications, continued

Performance Qualifications Unit Matrix, contd.

EPQ	UNIT							
	1	2	3	4	5	6	7	8
4.A.21							X	
4.A.22								X
4.A.23								X
4.A.24								X
4.A.25								X
4.A.26					X			
4.A.27					X			
4.B.01			X					
4.B.02			X					
4.C.01			X					
4.C.02			X					
4.C.03			X					
4.C.04			X					
4.C.05			X					
4.C.06			X					

Summary

Lesson Summary

In this lesson, you learned about the content and structure of the FS3 Performance Qualification Guide as it relates to FS3 EPQs. You also learned about the structure of the Student Pamphlets.

You were introduced to the Guide Map, which provides a “road map” of the sequence of units in this guide. Refer to the Guide Map to see where you are in the learning process (at the unit level) of the course.

In addition, you were introduced to the structure of the guide, a section of which will be on the inside of the cover page of each Student Pamphlet for each of the remaining units in this guide so that you will be able to know easily where you are within each unit (at the lesson level) of the course.

You also learned about performance-based training. You learned that this type of training has some specific characteristics such as:

- ❑ It teaches the actual accomplishment and behaviors produced on the job
- ❑ It provides “near real-world” practice opportunities whenever possible
- ❑ It assesses the student’s ability to actually perform the task or produce the behavior required on the job and to do it to the job criteria

Next in this Unit

Following this lesson you will find two appendices containing supplementary material. Although there are no performance qualifications for these appendices, they are important as they explain in detail the components of an EPQ and Food Service in the Coast Guard.

Before starting Unit 2, Tools and Equipment, be sure to read the appendices.



APPENDIX A

Introduction to the FS3 Enlisted Performance Qualifications

Introduction

Overview

This appendix covers the following topics:

- ❑ What is an EPQ?
 - ❑ Anatomy of an EPQ
 - ❑ FS performance qualifications
-

Tools and References

The tools and references for these topics include:

- ❑ Record of Performance Qualifications Form (FS), Department of Homeland Security, U. S. Coast Guard, CG-3303C-10 (Rev. 10-04)
<http://www.uscg.mil/hq/g-w/g-wt/g-wtt/g-wtt-2/trapol/FS.pdf>
 - ❑ Enlisted Performance Qualifications Manual, COMDTINST M1414.8 (series)
http://cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/CIM/CIM_1414_8C.pdf
 - ❑ Enlisted Professional Military Education (E-PME)
<http://learning.uscg.mil>
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
-

EPQs and You

What is an EPQ?

An Enlisted Performance Qualification (EPQ) is a concise description of a job task that enlisted personnel in a specific rating and pay grade are expected to perform. In other words, it is a statement of what you do to perform a specific task, for a specific rate, within a specified standard.

EPQs are directly reflective of job tasks required for mission accomplishment. EPQs address the “core skills” that each person in a rating (such as FS3) must perform for advancement to the next higher pay grade. In fact, they are the foundational element to the enlisted advancement system.

Note: There are two types of performance qualifications:

- ❑ Rating Specific – also known as enlisted performance qualifications (EPQs) or “quals”; defined above and addressed in this course material.
- ❑ Military Specific – known as the Enlisted Professional Military Education (E-PME). The E-PME’s specify core performance standards common to all enlisted personnel in the Coast Guard. While you are participating in the Non-Resident course, you are expected to complete these performance qualifications for E4, based on your current pay grade.

Preparation Equals Performance—Why EPQs are Important

EPQs provide performance standards to enable you to perform your job correctly and help you prepare for advancement. Your supervisor will ensure all of the performance qualifications are completed in accordance with the standards for your associated rate and “sign-off” when you have successfully performed each of the EPQs. The EPQs also are the basis for the questions on the Service Wide Examination (SWE) offered in May and November each year. The SWE is the method used for advancement in pay grades for E-5 through E-9 for each rating.

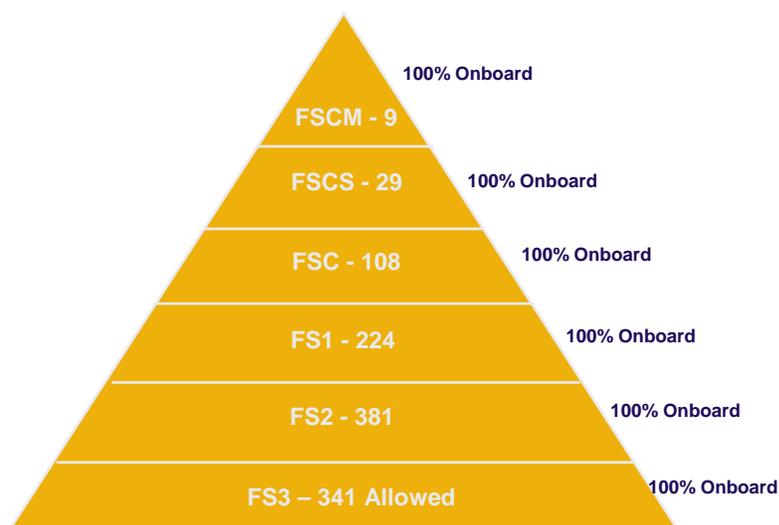
EPQs provide:

- ❑ Skill and Knowledge requirements to do the task
 - ❑ Criteria to perform the task correctly (that is, to a specified standard)
 - ❑ Standards used to prepare for advancement
-

EPQs and You, continued

How Do the EPQs Affect You?

How well you score on the Service Wide Examination is just one of many factors used to determine your placement on your rating's advancement list. As you can see from the following diagram, opportunities become more competitive as you climb the ladder of success. Understanding the EPQs and performing them correctly will only improve your chances for continued success in the Coast Guard.



Current billet numbers for FY04

All three levels of the Food Service Specialist rate are represented in this graph: the apprentice, the journeyman, and the master level.

- ❑ Apprentice (E3 and E4) will have a broad understanding of skills needed to perform entry-level work. (SN and FS3).
 - ❑ Journeyman (E5 and E6) will possess the skills and experience needed to perform most complex tasks associated with the FS rate (FS2 and FS1).
 - ❑ Master level (E7, E8, and E9) will possess the skills to perform all complex tasks associated with the FS rate. Positions such as Officer in Charge, Rating Force Master Chief, Command Master Chief and Program Manager are typical assignments at the master level (FSC, FSCS, and FSCM).
-

Anatomy of an EPQ

How are EPQs Used?

The performance qualifications can be used in a number of ways, as stated in the Enlisted Performance Qualifications Manual, COMDTINST M1414.8 (series). The uses are as follows:

1. The EPQs serve as a permanent record of an enlisted person's attainment of the required rating and military qualifications.
2. EPQs are used as a standard for making enlisted advancement recommendations.
3. EPQs serve as a "work order" to training centers for developing curriculum and training. The FS3 Non-Resident course is designed to satisfy the FS3 performance qualifications for the Apprentice (E2 through E4). We will take a look at the FS performance qualifications later in this lesson.
4. They provide analysts with a baseline for a workforce's required performance standard.
5. They provide the rating force managers, program managers, facility managers, assignment officers, etc. and a catalog of performance standards.

It should be noted that the RFMC, Rating Force Master Chief, owns the EPQs for the specific rate (such as Food Service Specialist).

The RFMC oversees the validity of the EPQs by:

- Reviewing and analyzing them annually for EPQ shortcomings
- Developing plans to address the findings
- Responding to workforce changes

The RFMC also oversees the Occupational Analysis (OA) process used to update/change the EPQs. An OA is a comprehensive report of a rating's current work.

For the FS rate, an OA is done every four years, or sooner if the annual review indicates the need.

Anatomy of an EPQ, continued

Parts of an EPQ An enlisted performance qualification consists of the following:

1. **Action Statement** – the action performed on the job.
2. **Condition** – describes the surroundings or circumstances under which the performance occurs. Conditions include resources, manuals, equipment, tools, etc., which are required to perform the job task correctly.
3. **Standard** – each performance qualification is based on a prescribed acceptable level of performance. The criterion for measuring performance is typically found in manuals, policy, instructions, laws, etc. The standard is stated as part of the EPQ and generally follows the phrase “IAW” (in accordance with).
4. **Supervisory Guidelines** – in some cases, an additional statement is added to help amplify the meaning or intent of an EPQ called an **Intent Statement**.

For example:

Action Statement:

Wash dishes utilizing a dishwashing machine. *Condition:*
Soiled dishes.

Standard:

IAW manuals, policies, directives, etc.

Intent Statement (Supervisor Guidelines):

The member will operate, descale, and disassemble the dishwashing machine.

Summary of EPQs in General

The Enlisted Performance Qualifications (EPQs) address the “core skills” that each enlisted person in a rating (i.e. BM3, YNC, FS2, etc.) must perform for advancement to the next higher pay grade (E-4, E-9, etc.).

The common goal for all rates is to ensure that enlisted performance has standards that are current and meet the needs of Coast Guard mission requirements. Now take a look at the EPQs as they relate specifically to the Food Service Specialist rate.

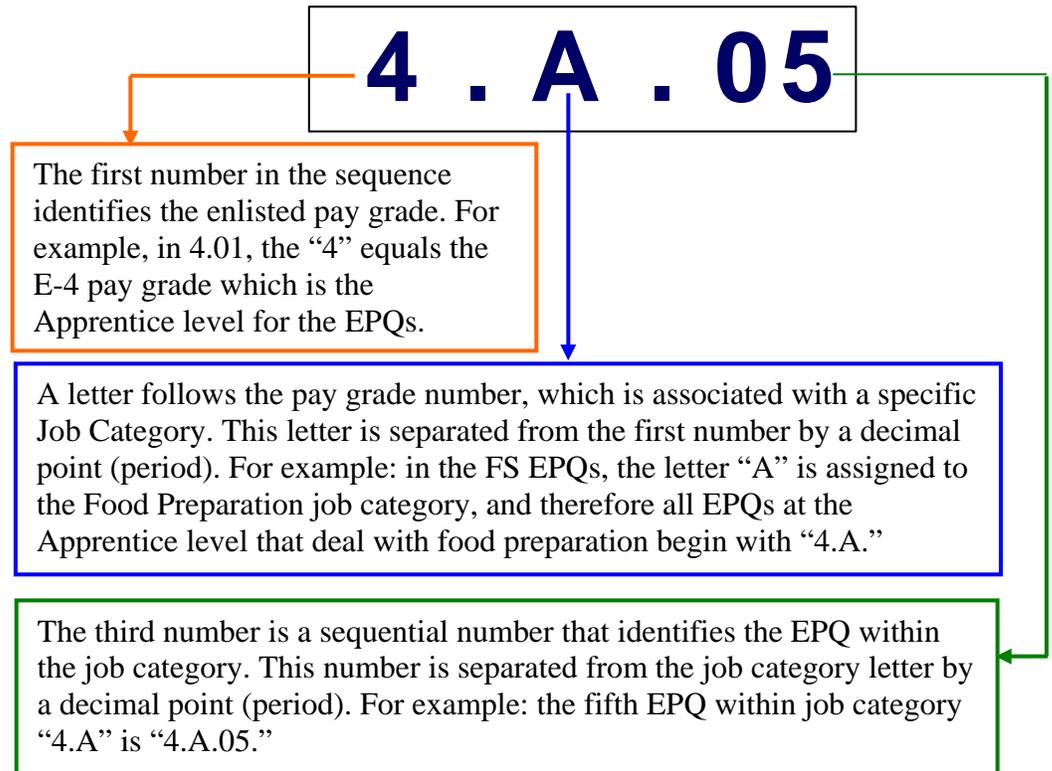
Anatomy of an EPQ, continued

Components of an EPQ Number

An EPQ consists of a Job Category and a numbering sequence. The Job Category groups the performance qualifications together by major areas such as Administration, Safety, Engineering, etc.

EPQs contain three components:

1. Pay Grade
2. Job Category
3. Sequence Number



More Examples:

If the EPQ number was 4.B.04 and “B” is the category for Administration, then this number would be interpreted as follows:

For the E4 pay grade, for the category Administration, the fourth performance qualification in the category of Administration.

Topic Review

Directions

In Lesson 1 of this unit, you have the EPQs and job categories listed down. As a review of this topic, identify each of its components writing your answer in the space provided.

After you have finished, compare your answers with the answers provided on the review feedback included in the next page.

Job Categories

The job categories are:

A. Food Preparation

B. Tools and Equipment

C. Safety and Sanitation

EPQs

4.A.11	4	
	A	
	11	
5.A.06	5	
	A	
	06	
4.B.02	4	
	B	
	02	
4.C.06	4	
	C	
	06	

Topic Review Feedback

Directions

Look at the EPQs and job categories listed below. As a review of this topic, identify each of its components writing your answer in the space provided.

Job Categories

The job categories are:

- A. Food Preparation
 - B. Tools and Equipment
 - C. Safety and Sanitation
-

EPQs

4.A.11	4	Represents the E4 pay rate
	A	Food Preparation Job Category
	11	The eleventh performance qualification for this job category

5.A.06	5	Represents the E5 pay rate
	A	Food Preparation Job Category
	06	The sixth performance qualification for this job category

4.B.02	4	Represents the E4 pay rate
	B	Tools and Equipment Job Category
	02	The second performance qualification for this job category

4.C.06	4	Represents the E4 pay rate
	C	Safety and Sanitation Job Category
	06	The sixth performance qualification for this job category

Summary

Summary

You have learned that the EPQs address the “core skills” that each enlisted person must be able to perform in order to advance to the next level in that pay grade (E3, E4, etc.). EPQs establish the performance standards (criteria) for the rating (BM2, MK1, FS3, etc.).

You reviewed the FS3 EPQs, which are the focus of this course.

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APPENDIX B

Food Service in the United States Coast Guard

Introduction

Overview

This appendix introduces you to the basic skills and knowledge needed to successfully perform the duties associated with the apprentice level of a Food Service Specialist, the FS3. Included in this appendix are the following:

- ❑ Food Service in the United States Coast Guard
 - ❑ Examination of the Food Service Chain of Command in the Coast Guard
 - ❑ Introduction to the environment, organization and roles of Food Service as it relates to the individual Coast Guard Unit
 - ❑ Review of the food service industry as it relates to Food Service in the Coast Guard
-

Tools and References

The tools and references for this lesson include:

- ❑ Record of Performance Qualifications Form (FS), Department of Homeland Security, U. S. Coast Guard, CG-3303C-10 (Rev. 10-04)
<http://www.uscg.mil/hq/g-w/g-wt/g-wtt/g-wtt-2/trapol/FS.pdf>
 - ❑ Enlisted Performance Qualifications Manual, COMDTINST M1414.8 (series)
http://cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/CIM/CIM_1414_8C.pdf
 - ❑ Enlisted Professional Military Education (E-PME) Program
<http://learning.uscg.mil>
 - ❑ Food Services Manual, COMDTINST 4061.5 (Series)
http://www.uscg.mil/ccs/cit/cim/directives/CIM/CIM_4061_5.pdf
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
-

Food Service in the United States Coast Guard

Introduction

Food Service Specialists can be found in just about every Coast Guard duty station available throughout the United States and various locations overseas. Food Service Specialists serve on almost every Coast Guard Cutter, from river tenders to sea-going icebreakers.

Food Service Specialist Attributes

Qualifications for the Food Service Specialist include:

- An interest in food preparation
- Ability to understand and apply instructions and procedures for handling food
- A good mathematical background for recipe conversions
- High standards of honesty and personal cleanliness
- Armed Services Vocational Aptitude Battery (ASVAB) scores of at least Verbal Ability (VE) + Arithmetic Reasoning (AR) = 106 or greater

Previous education or experience in food service and hospitality in food service is helpful, but not required. This course provides you with the necessary entry/apprentice level skills needed to be successful.

Coast Guard Food Service Specialist Training

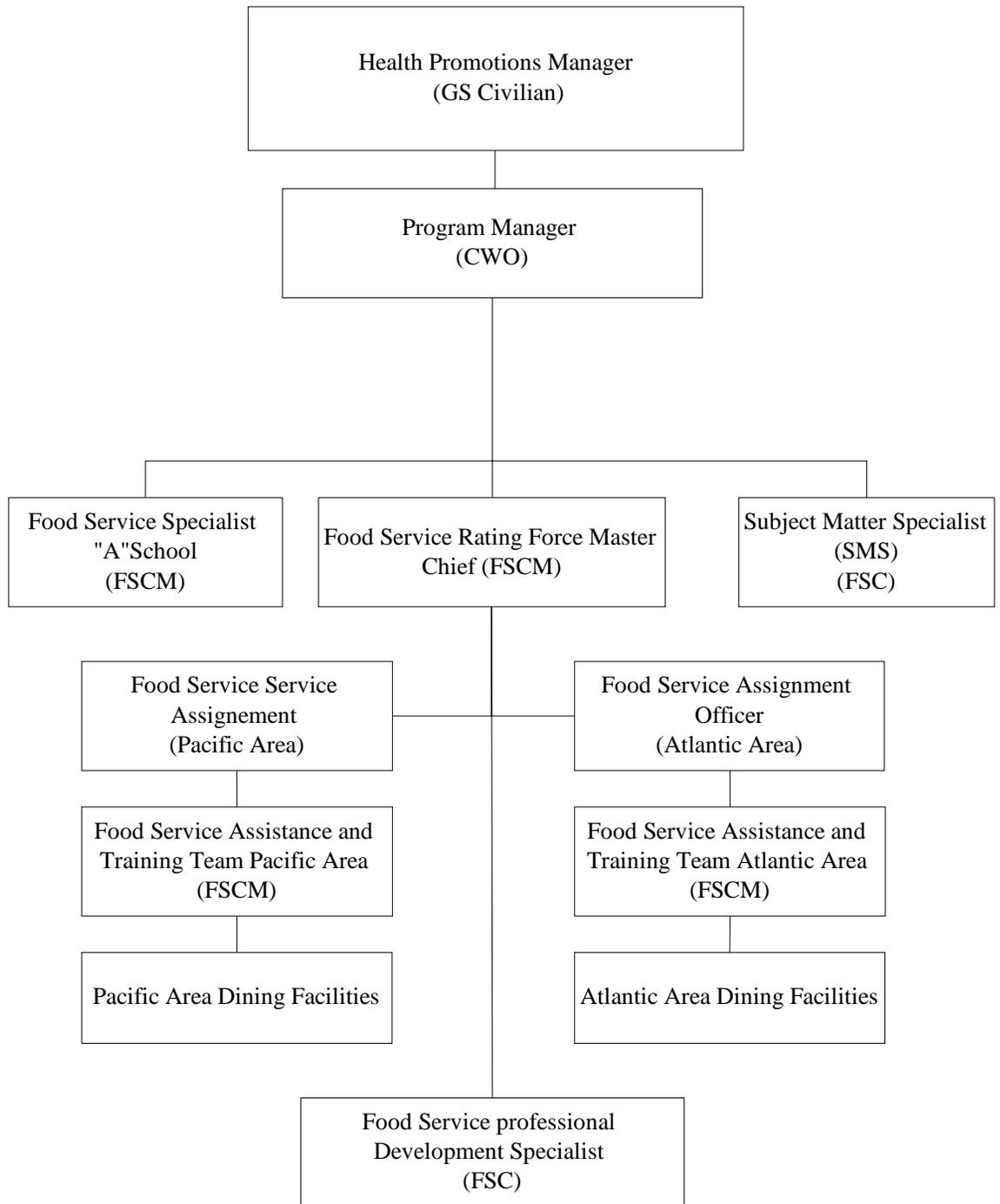
As a Food Service Specialist (FS), you receive top training in:

- Sanitation
 - Tool and equipment safety and use
 - Recipe conversions
 - Basic food preparation terminology
 - Basic food preparation skills (including the ability to organize and carry out many tasks)
 - Cooking skills
 - Baking
 - Leadership
 - Purchasing
 - Storage
 - Accounting, management
 - Nutrition and wellness cooking
 - Dining facility management
-

Food Service Rating Chain of Command

The Coast Guard Food Service Rating Chain of Command

It will be important for you to understand the organizational structure of Food Service. To do that, you should look at the chain of command organizational chart below. A brief description of each position follows in the next few pages.



Food Service Rating Chain of Command, continued

Food Service Chain of Command within the Coast Guard, contd.

A brief explanation of each administrative position follows:

POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
FS Program Manager	<ul style="list-style-type: none"> ■ Provides procedural guidance and operational management ■ Works closely with the RFMC in determining where billets will be assigned ■ Responsible for the quarterly BDFa message ■ Determines eligibility of EOCs for units ■ Approves/disapproves survey for units exceeding 5K
Health Promotions Program Manager	<ul style="list-style-type: none"> ■ Supervises all personnel for FS in G-WKW in office ■ Secures all funding for school and initiatives such as, Automation and Certification programs ■ Works closely with the program manager and RFMC in determining where billets are needed.
Food Service Specialist Assignment Officers	<ul style="list-style-type: none"> ■ Assigns qualified FS personnel to units.
Food Service Specialist “A” School Chief	<ul style="list-style-type: none"> ■ Responsible for the day to day operation of FS “A” School
Continued next page	<ul style="list-style-type: none"> ■
Continued next page	

Food Service Rating Chain of Command, continued

Food Service Rating Chain of Command, contd.

POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
Food Service Rating Force Master Chief	RFMC has a crucial role in unit staffing and communicating Rating and Program issues within the organization. Specific roles include: <ul style="list-style-type: none"> ■ Principal advocate for the FS specialty ■ Responsible for the overall health of the rating ■ Manages the structure of the FS workforce ■ Ensures that personnel are prepared to meet current and future missions to coincide with Program goals
Subject Matter Specialist (SMS)	<ul style="list-style-type: none"> ■ Develops and maintains non-resident courses (E4-E6) ■ Develops and maintains End of Course Tests (EOCT) ■ Develops and maintains service-wide exam (SWE) (E5-E7)
Food Service Assistance and Training Teams (FSAT)	<ul style="list-style-type: none"> ■ Advise local food service operations in improving efficiency, economy, and effectiveness, and evaluate results ■ Train food service personnel, evaluate training effectiveness, and advise Food Service Officer (FSO) on program effectiveness ■ Instill management discipline in all food service personnel in key areas ■ Stimulate professional pride ■ Evaluate and assist in implementing established policies and compliance with directives and publications ■ Review billet levels, and ensure proper staffing ■ Inform Commandant (G-WKW) on Food Service Assistance Surveys, noted deficiencies, staffing levels, CGDF audit status, and award programs
Continued next page	

Food Service Rating Chain of Command, continued

Food Service Rating Chain of Command, contd.

POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
Food Service Professional Development Specialist	<ul style="list-style-type: none"> ■ Manages all formal education and training programs ■ Sets rosters for “C” schools ■ Issues Travel and Order Numbers (TONOS) for “C” schools ■ Serves as the direct liaison with all continuing education schools for the FS rating
Area Dining Facilities	<ul style="list-style-type: none"> ■ Support a unit’s missions by providing subsistence support for all qualified personnel
<p>* Duties/Responsibilities listed are not the complete listing according to the Coast Guard Food Service Manual (COMDTINST).</p>	

Food Service within the Coast Guard Unit

Food Service Environment Overview

Before we look at the specific duties and responsibilities of Food Service Specialists at the unit level, it is important for you to have an idea of the terms used to describe the FS environment and an idea of what that space is used for. By understanding the environment, you can better understand the duties and responsibilities associated with FS.

The Food Service environment (or Food Service Facility) at the unit level can be organized into five distinct areas:

1. Galley
 2. Serving Line
 3. Mess Deck
 4. Scullery
 5. Food Storage (dry storage and cold storage)
-

Galley

The galley includes the spaces used for:

- Food preparation
 - Food holding (to be served)
-

Serving Line

The serving line includes spaces for:

- Plates and eating utensil dispensers
 - Cooking surfaces for cook-to-order food
 - Serving equipment (such as steam tables and cold serving bars)
-

Mess Deck

The mess deck includes space for:

- Hot/cold drink dispensers
 - Chilled salad bar
 - Tables and chairs
-

Scullery

The scullery includes space for:

- Food disposal areas
 - Sinks and dishwashers
-

Food Storage

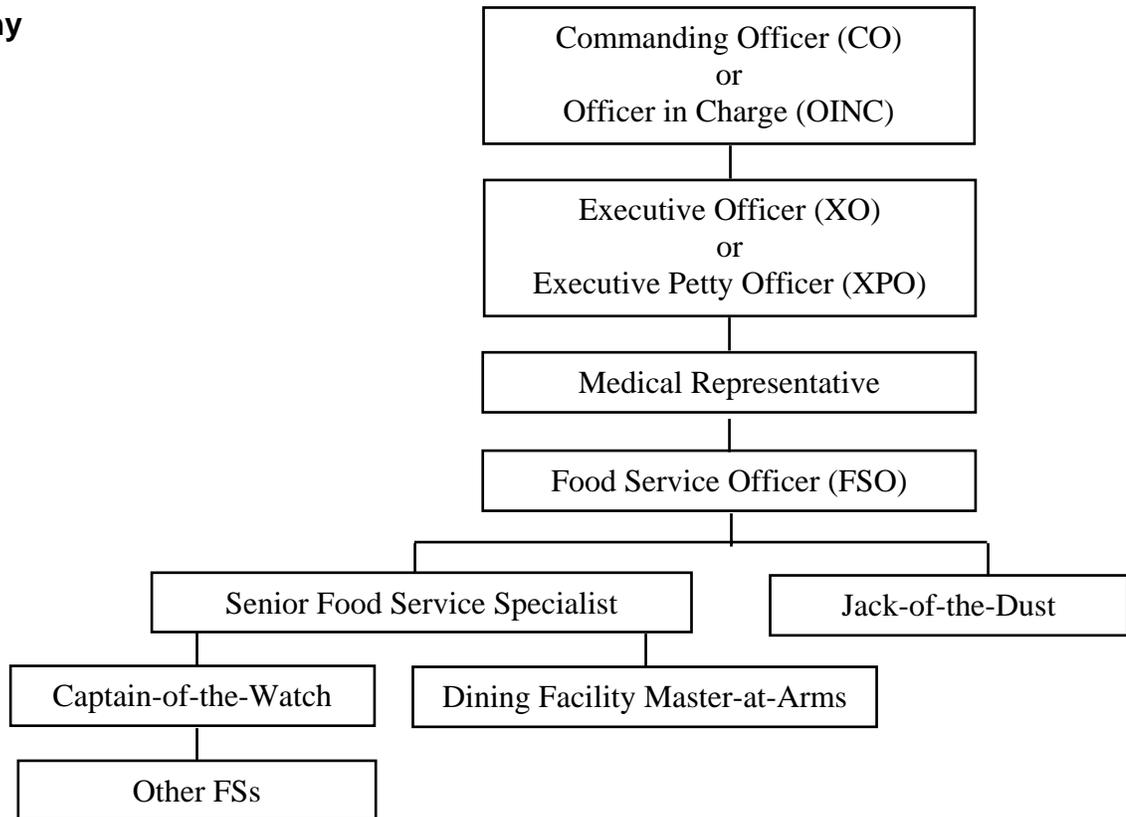
The food storage area includes space for:

- Dry storage
 - Refrigerators and freezers
-

Food Service within the Coast Guard Unit, continued

Coast Guard Unit Food Service Hierarchy

The organization chart below provides the chain of command of the Food Service organization within the Coast Guard unit.



The major responsibilities for each position in the unit organization are provided on the following pages. Keep in mind that this is a summary of the duties and responsibilities just to give you an idea of the responsibilities associated with the position in the unit hierarchy.

Refer to the Coast Guard Food Services Manual, COMDTINST M4061.5 (series) for a complete listing.

Food Service within the Coast Guard Unit, continued

Food Service Duties and Responsibilities at the Unit Level

The Coast Guard *unit* includes the following positions with a summary of the major duties and responsibilities associated with each.

For the complete list see Coast Guard Food Service Manual COMDTINST M4061.5 (series).

POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
Commanding Officer (CO) or Officer in Charge (OINC)	<ul style="list-style-type: none"> ■ Ensure all eligible Coast Guard personnel have sufficient food service support, expenditures remain within allowances, and that CGDF is always available to furnish Subsisted-in-Kind (SIK) meals according to current instructions and USCG Regulations 1992 ■ Ensures food funds do not intermingle with imprest funds, classified material, or other items of intrinsic value ■ Approves the Food Service Officer (FSO)'s written instructions for operating the CGDF ■ Establishes written CGDF policies on selling or transferring food items and meals ■ Approves CGDF menus ■ Establishes meal hours ■ Requires the Officer of the Day (OOD) to sample meals ■ Ensures physical inventories, inventory verifications, and audits are conducted when required ■ Investigates complaints about the CGDF
Executive Officer (XO) or Executive Petty Officer (XPO)	<ul style="list-style-type: none"> ■ Controls and secures keys ■ Assigns CGDF Master-at-Arms ■ Details the proper number of mess attendants required ■ Assigns work parties to load food items ■ Notifies the FSO of any substantial changes in the number of personnel to be fed ■ Certifies the monthly Ration Memorandum
Continued next page	

Food Service within the Coast Guard Unit, continued

Food Service Duties and Responsibilities at the Unit Level, contd.	POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
	Medical Representative	<ul style="list-style-type: none"> ■ Inspects food items if their fitness for human consumption is doubtful, reports unfit food items according to current directives, and immediately disposes of medically dangerous material, except samples required for laboratory analysis ■ Inspects food preparation, service, storage, and refuse disposal spaces weekly and documents inspection findings on Food Service Establishment Inspection Report Form, (CG-5145) ■ Ensures the Food Service Officer procures food items from approved sources ■ Physically examines military and Federal government civilian food service personnel for disease or unclean habits that could cause food-borne illnesses ■ Works with food service personnel on inspections and sanitation procedures ■ Establishes and maintains a food handler's sanitation training program in accordance with the Food Service Sanitation Manual, COMDTINST M6240.4 (series)
	Food Service Officer (FSO)	<ul style="list-style-type: none"> ■ Oversee actual day-to-day CGDF operations and assigned food service personnel's activities ■ Ensure sufficient quantities of quality food items are available at all times to meet normal requirements and emergencies ■ Supervise prescribed physical inventories and ensure charged out but unconsumed food items are returned to the CGDF's inventory ■ Inspect and store food items, ensure the oldest food items are used first, prevent accumulation of excess food items in food preparation areas
Continued next page		

Food Service within the Coast Guard Unit, continued

Food Service Duties and Responsibilities at the Unit Level, contd.	POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
	Food Service Officer, contd.	<ul style="list-style-type: none"> ■ Obtain priced invoices and submit required documents to settle accounts ■ Maintain all food items and funds in custody; collect amounts due, deposit collected funds to the designated Sale of Meals lock-box, and submit invoices to the CG Finance Center ■ Assign CGDF personnel to the duties for which they are best suited according to their personal ability and training ■ Ensure professional and personal job satisfaction is an integral part of the food service support program ■ Ensure food service spaces, equipment, and utensils are clean and sanitary and food wholesome ■ Inspect food items' receipts to ensure accurate quantities, weights, and compliance with specifications ■ Ensure deliveries contain no damaged or spoiled items ■ Protect against food poisoning and infection caused by improper food handling or preparation; ensure the health of all personnel who receive, store, prepare, and handle food items ■ Remove food service personnel from those duties at the first sign of illness or infection, and refer them to the unit medical officer or representative ■ Ensure variety and nutritional adequacy in menus and proper food preparation, service, and conservation ■ Ensure proper completion of required records, forms, and files submitted for all reports ■ Ensure strict compliance with all CGDF regulations and directives
Continued next page		

Food Service within the Coast Guard Unit, continued

Food Service Duties and Responsibilities at the Unit Level, contd.	POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
	Food Service Officer (FSO), contd.	<ul style="list-style-type: none"> ■ Prepare unit-specific written instructions on personnel duties and responsibilities; equipment operation, safety, and sanitation; maintain refrigerated spaces' temperature logs; perform break out and sales procedures; and conduct on-the-job training. ■ Ensure FSs receive on-the-job and division training in all areas of food service and paperwork management ■ Ensure newly assigned personnel are familiar with the unit's procedures for sale of meals and the member's responsibility for prompt payment of monthly ENL BAS bills within five working days after receipt of monthly statement ■ Work with the assigned health service technician or medical representative to develop and provide training to newly assigned mess attendants on basic food sanitation, personal hygiene, food safety, and caring for and operating the food service equipment they are required to use and maintain ■ Train personnel according to the Food Service Sanitation Manual, COMDTINST M6240.4 (series), and the book <i>Professional Cooking</i> by Wayne Gisslen
	Jack-of-the-Dust	<ul style="list-style-type: none"> ■ Receive all food items and stow them properly and neatly ■ Post to stock record cards all food items received, issued, or sold ■ Expend food items on a first in, first-out basis according to their packing date; making authorized issues to the captain-of-the-watch and other authorized persons ■ Ensure all storerooms are clean and orderly
Continued next page		

Food Service within the Coast Guard Unit, continued

Food Service Duties and Responsibilities at the Unit Level, contd.	POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
	Senior Food Service Specialist	<ul style="list-style-type: none"> ■ Assist the FSO in organizing, planning, and directing CGDF operations ■ Coordinate organizing, planning, and directing CGDF operations with the CGDF Master-at-Arms (MAA) ■ Maintain direct charge of the galley and associated CGDF spaces ■ Supervise all personnel assigned to the galley and associated CGDF spaces, including assigned food service personnel's personal hygiene inspections and appearance ■ Ensure all CGDF spaces and equipment are clean and sanitary, operating at maximum efficiency, and free of hazardous conditions ■ Report needed corrective actions, repairs, or alterations to the FSO ■ Prepare watch lists for the FSO's approval ■ Supervise and instruct staff on receiving, storing, preparing, and issuing food items; distributing recipes to the watch for meal preparation ■ Ensure all food service personnel take every precaution to prevent food contamination; carefully inspecting all food before it is prepared or served ■ Immediately report to the FSO any concern about the quality of the food so a competent authority can determine whether to serve the item ■ Ensure all regulations and CGDF orders are enforced ■ Prepare the weekly CGDF menu ■ Submit to the FSO a written report of all food items issued to the CGDF the preceding day ■ Prepare the Food Preparation Worksheet, NAVSUP 1090, (at CGDFs with four or more FSs assigned) ■ Maintain supplementary inventory records of food items received and used as necessary to schedule menus
Continued next page		

Food Service within the Coast Guard Unit, continued

Food Service Duties and Responsibilities at the Unit Level, contd.	POSITION	DUTIES/RESPONSIBILITIES INCLUDE:*
	Dining Facility Master-at-Arms	<ul style="list-style-type: none"> ■ Coordinate duties with the senior FS, the CGDF Master-at-Arms (MAA) ■ Promote personnel's health and well being by ensuring food is properly served under the supervision of the captain-of-the-watch, dinnerware is properly washed and sanitized, and the dining area is clean and orderly ■ Police all dining area spaces, equipment, serving lines, and scullery and garbage-handling areas, except equipment or areas the senior FS specifically supervises ■ Assign mess attendants to serve food, maintain and clean dining areas and equipment, operate the scullery, and dispose of garbage ■ Muster assigned mess attendants daily; thoroughly inspecting them for personal neatness and cleanliness
	Captain-of-the-Watch (Also known as "Watch Captain")	<ul style="list-style-type: none"> ■ Ensure preparing and arranging of food for the serving line ■ Properly supervise food service (if mess attendants are assigned) ■ Ensure proper operating of equipment and cleaning of galley spaces ■ Ensure and supervise galley personnel's cleanliness
	Other FS personnel	<ul style="list-style-type: none"> ■ Perform assigned duties during the watch ■ Supervise mess attendants in performing table service in Private Messes Afloat (PMA) ■ Report to the FSO any illness or infection of any person on watch ■ Be alert for any health hazards
	Mess Attendants	<ul style="list-style-type: none"> ■ Assist with all duties required in CGDF operations except record keeping, issuing food items, and collecting cash accounts or sales
<p>* Duties/Responsibilities listed are not the complete listing according to the Coast Guard Food Service Manual (COMDTINST).</p>		

The Food Service Industry and the Coast Guard

Introduction

You have learned about the the Food Service organization in the Coast Guard, including the Chain of Command. You have learned about the Food Service environment, as well as the roles and responsibilities of Food Service Specialists supporting a unit in the Coast Guard.

In this section, you will review the food service industry as it correlates to the FS striker course. You will learn there are many similarities between Food Service in the Coast Guard and the general food service industry.

Types of Food Service Establishments

As you know, in the public sector for the food services industry there are all types of businesses, each requiring various skills and knowledge depending on the type of food that is prepared and served. The major types of food service establishments are:

- Hotels
 - Institutions (including schools, hospitals, military)
 - Catering and banquet services
 - Fast-food restaurants
 - Carry-out or take-out food facilities
 - Full-service restaurants (including casual and fine dining)
-

Comparing Skills and Knowledge Requirements

With this understanding of the public food service industry, let's begin to compare those skill and knowledge requirements to that of the Food Services Rating. By doing so, you should begin to develop an appreciation for the opportunities that will be made available to you, if you do as the Rating Force Master Chief as encouraged you to do, and that is, to take advantage of all of the training opportunities you will have as a Food Service Specialist.

The Food Service Industry and the Coast Guard, continued

Skill Levels of Food Service Workers

Skill levels of food service workers can be organized into three levels and can be defined as:

LEVEL	DESCRIPTION
BEGINNER	Sometimes called an Apprentice, these entry-level food service workers usually have no particular skills or experience. Entry-level food service workers are normally assigned such tasks as washing vegetables and preparing salad greens. As their knowledge and skills increase, they may be given more complex tasks and eventually become skilled cooks.
INTERMEDIATE	Sometimes referred to as Skilled or Technical food service workers. These individuals usually assist and carry out the preparation and cooking of food, which requires that they have both knowledge and skills in cooking techniques. These individuals also must be able to function and coordinate their efforts with their fellow workers in other areas of food production.
EXPERIENCED	<p>Sometimes referred to as Supervisory, Chef, Sous Chef, Executive Chef, or Manager, these individuals must have management and supervisory experience as well as a thorough knowledge of food production. Skills required include:</p> <ul style="list-style-type: none"> ■ Understanding and motivating people ■ Planning menus and production procedures ■ Controlling costs and managing budgets ■ Purchasing food supplies and equipment <p>The experienced food service worker must have a history of:</p> <ul style="list-style-type: none"> ■ Scheduling production ■ Working well with and instructing food service workers ■ Ensuring quality of the food produced

The Food Service Industry and the Coast Guard, continued

Food Service Career Opportunities

Food service career opportunities in either civilian or military food service establishments depend upon the education and experience of the food service worker. Similarities between careers in civilian and military food service facilities can be seen in the table below:

EXPERIENCE LEVEL	CIVILIAN POSITIONS	COAST GUARD POSITIONS
BEGINNER	Preparation Cook Food server	SNFS/FS3
INTERMEDIATE	Food Preparer Cooks and Assistants	FS3/FS2 FS2/FS1
EXPERIENCED	Station Chef or Chef Chef or Executive Chef Restaurant Manager	FSC/FSCS/FSCM

Training Opportunities

Similarities between civilian and Coast Guard training opportunities can be seen in the table below:

CIVILIAN TRAINING	COAST GUARD TRAINING
Vocational School	FS "A" School
On-the-job training	Internships/USMAP/FS Striker Course
Junior College	FS "C" Schools **
College/University	
Culinary Schools	Colleges/Universities
Specialty Schools	Culinary/Specialty Schools

** FS "C" schools include: Nutrition/Wellness, Paperwork/Management, Shipboard Baking, Advanced Baking.

The Food Service Industry and the Coast Guard, continued

Training Opportunities, Contd.

FS training begins with either the FS Striker Course or FS A School. Whereas the FS Striker Course may take many months to complete, the FS A School only takes 12 weeks. After the initial 12 weeks of instruction and some time improving your skills, additional training is available for:

- ❑ Food service “C” Schools
- ❑ Internships
- ❑ USMAP, which allows you to get work credit for performing your regular duties as a cook or baker. (You may also get work credit for performing food service management duties.) Go to the following web site for additional information:
https://www.cnet.navy.mil/usmap/uscg_trades.html#fs
- ❑ Advanced culinary skills involving nutritional cooking and advanced pastry/baking skills at Junior Colleges, Universities, and Culinary Academies

There is also an annual award program yearly that provides the “FS of the Year” awardees to receive two weeks of culinary training at a prestigious Culinary Arts school. This training may be applied toward becoming a Certified Executive Chef.

Summary

Lesson Summary

In this lesson, you were introduced to the roles and organization of the Food Service Specialist Rate within the Coast Guard and at the unit level. You were also given the opportunity to compare the knowledge and skills relating to the civilian food service industry and the U.S. Coast Guard Food Service Specialist. This material has:

- ❑ Introduced you to Food Service in the United States Coast Guard
- ❑ Reviewed the Food Service hierarchy in the Coast Guard (the Chain of Command)
- ❑ Introduced to the environment, organization and roles of Food Service as it relates to the individual Coast Guard Unit
- ❑ Reviewed of the food service industry as it relates to Food Service in the Coast Guard

By now you should be feeling that the rate you have chosen to become a member of is a very important one in the Coast Guard.

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APPENDIX C

Glossary of Key Terms

Overview

The purpose of this document is to help students working with the FS3 Performance Qualification Guide (PQG) define terms they may be unfamiliar with.

To recommend additions to this list, contact the Food Service Subject Matter Specialist (SMS) by telephone at (707) 765-7142 or by e-mail using the SMS e-mail address found at <http://cgweb.tcpet.uscg.mil/tpf/fssms/fssms.htm>.

Key Terms

The table below holds the key terms for the FS3 PQG.

TERM	DEFINITION
Aerobic	Living or occurring only in the presence of oxygen. Aerobic bacteria require oxygen to grow and reproduce.
Aging	Holding meats in coolers under controlled conditions to allow the meat to tenderize naturally.
Al Dente	Cooked just enough to retain a somewhat firm texture. In Italian it means “to the tooth.”
Anaerobic	Requiring or able to live in the absence of atmospheric oxygen. Anaerobic bacteria do not require oxygen to grow.
Angel Food Method	Cake batter mixing method in which flour and sugar are combined dry, then folded into egg whites.
Anisakiasis	Infection caused by ingestion of uncooked saltwater fish contaminated by nematode larvae. Symptoms can include abdominal pain, nausea and vomiting.
AP Weight	See As Purchased (AP) Weight.
Apprentice (E2 to E4)	Individual with a broad understanding of Coast Guard missions and the requisite skills needed to perform entry-level work as described in the EPQs. They rely on significant mentoring, coaching and supervision. They are just learning their trade.

Glossary of Key Terms

TERM	DEFINITION
End of Course Test (EOCT)	Written tests that ensure members have completed all performance requirements in order to advance to the next pay grade.
EOCT	See End of Course Test (EOCT)
As Purchased (AP) Weight	Weight of a food item as purchased, before any trimming is done.
Aseptically Packaged Food	Food packaged in containers free of microorganisms. Examples include boxed fruit juices, pudding, and some milk products.
Bacteria	Single-celled living microorganisms that can cause food spoilage and foodborne illness. Some form spores and can survive freezing and very high temperatures.
Bain-Marie	Cooking utensil containing heated water into which another container is placed to be kept warm or cooked gently. Plural: bain-maries.
Bake	Cook by dry heat in an oven, either covered or uncovered.
Batch Preparation	In progressive cookery, preparing a predetermined quantity or number of servings of food at selected time intervals for a given meal period. This is done to ensure fresh, high-quality cooked food is available to customers throughout the meal period. See also Progressive Cookery.
Batonnet	Small stick; refers to a type of vegetable cut.
Batter	Semi-liquid mixture containing flour or some other starch, used in making cakes and breads and for coating foods before deep-frying. For mixing methods, see also Angel Food Method, Blending Method, Chiffon Method, Creaming Method, Foaming Method, and Two-Stage Method.
Béchamel	A rich white sauce made with milk infused with herbs and other flavorings.
Benching	A process in which rounded portions of uncooked dough are allowed to rest and ferment on a workbench.
Biological Contaminant	Microbial contaminant that may cause foodborne illness. These contaminants include bacteria, viruses, parasites, fungi, and biological toxins.
Bisque	Thick cream soup made with shellfish or game.

Glossary of Key Terms

TERM	DEFINITION
Blending Method	Cake batter mixing method developed for modern high-ratio shortenings. Liquid ingredients are added in two stages.
Boil	Cook in liquid at the boiling point (212 °F, 100 °C), in which bubbles rapidly rise and break at the surface. Some foods said to be boiled are actually simmered.
Botulism	A severe, sometimes fatal food poisoning caused by ingestion of food containing a neurotoxin secreted by an anaerobic bacterium, <i>Clostridium botulinum</i> .
Bouillon	Clear seasoned soup usually made from lean beef; used broadly to mean broth.
Box Meal	Hot or cold meal individually prepared for one person, especially as flight rations or boat rations. Box meals usually include a sandwich piece of fruit, drink, vegetable sticks, and a snack food.
Braise	Cook meat or vegetables by browning in a small amount of fat, then simmering in a small quantity of liquid in a covered container.
Brew	To prepare by infusion in hot water.
Broil	Cook by direct exposure to heat.
Broth	<ul style="list-style-type: none"> • Water in which meat, fish, or vegetables have been simmered; stock. • Thin, clear soup based on stock, to which rice, barley, meat, or vegetables may be added.
Brown	Produce a brown color on the surface of food by subjecting it to heat.
Brown Sauce	Sauce made of brown stock and flavoring ingredients and thickened with a brown roux.
Bulk Sausage	Sausage that is not divided into parts or packaged in separate units; can be used to mix with other meats or made into patties or balls.
Buttercream	Icing made of butter and/or shortening blended with confectioners' sugar or sugar syrup and possibly other ingredients.
Captain-of-the-Watch	FS in charge of each watch, and responsible to the senior FS for carrying out the daily galley routine. This routine includes preparing and arranging food for the serving line, supervising food service by any mess attendants, operating equipment, cleaning galley spaces, and supervising and ensuring galley personnel's cleanliness.

Glossary of Key Terms

TERM	DEFINITION
Carrier	Person who carries pathogens and infects others, yet never becomes ill him/herself.
Carve	Cut up meat in order to prepare it for serving.
Cereal	Any food prepared from grain, especially a breakfast food.
CGDF	See Coast Guard Dining Facility (CGDF).
Chef	French word for “chief” or “head.” One who is charge of a kitchen or part of a kitchen.
Chemical Contaminant	Chemical substance that can cause a foodborne illness. Food can become contaminated by a variety of chemical substances normally found in foodservice establishments, including toxic metals, pesticides, cleaning products, sanitizers, and lubricants.
Chiffon Method	Cake batter mixing method in which flour, egg yolks, vegetable oil, and water are combined into a wet batter before being folded into egg whites.
China Cap	A conical strainer used to refine the texture of soups and sauces.
Chop	Cut food into small irregular pieces.
Clarified Butter	Purified butterfat, with water and milk solids removed.
Clarify	To clear a cloudy liquid by straining, heating, and simmering gently with egg whites.
Class	For poultry, a subdivision of kind, often age or sex.
Class I Sandwich	Fresh, chilled sandwich prepared for immediate sale over the counter, off a mobile vending truck, or from a vending machine.
Class II Sandwich	Sandwich prepared in the CGDF and intended for use in flight or boat rations, often as part of a box meal.
Class III Sandwich	Sandwich mass-produced, immediately frozen for transportation and storage, and thawed on a daily basis as needed.
Clean	<ul style="list-style-type: none"> • Free from physical, chemicals and microbial substance discernable by ordinary sight or touch, by ultraviolet light, or by artificial light and free from insects, vermin, and debris. • Reduce chemical, microbial, and other impurities to an acceptable level.

Glossary of Key Terms

TERM	DEFINITION
Cleaned	Freed from physical, chemicals and microbial substance discernable by ordinary sight or touch, by ultraviolet light, or by artificial light and free from insects, vermin, and debris.
Cleaning and Sanitation Equipment	Equipment used to clean and sanitize. It includes such items as sinks and dishwashers.
Clear Soup	Soup based on a clear broth or stock that has not been thickened.
Closed Sandwich	Sandwich having one slice of bread at the bottom, another at the top, and the remaining ingredients between.
<i>Clostridium Perfringens</i>	Common anaerobic bacterium that can cause intense abdominal pain, diarrhea, and dehydration. Controllable through proper cooking and through limiting the time food is held at the Food Danger Zone.
Coagulate	Cause a liquid to thicken into or as if into a soft, semisolid, or solid mass.
Coast Guard Dining Facility (CGDF)	Organization normally functioning as a component of the supply department that performs such functions as administration, recording and reporting, storing, preparing, and serving food.
Cocktail Sauce	Tart or tangy red sauce often served as a seafood dip.
Coffee	A strong caffeine-rich drink made from ground or processed coffee beans that has a mildly stimulating effect.
Coffee Mess	Room, space, area, or facility authorized by the commanding officer for the purpose of preparing or dispensing coffee, tea, and similar beverages.
Combination Salad	Salad containing multiple ingredients, or made by combining more than one salad recipe.
Competency	Synonymous with “qualification.” A notation given to members who successfully perform to written standards. Also see Qualification.
Completely Thaw	See Thaw.
Conduction	Transfer of heat from one item to something touching it or a cooler part of the first item.
Connective Tissue	Tissue that forms the supporting and connecting structures of the body, including cartilage and bone.

Glossary of Key Terms

TERM	DEFINITION
Consommé	A clear soup made from well-seasoned stock.
Convection	Transfer of heat by the movement of a liquid or gas. Also, cooking in an oven that heats food by circulating hot air.
Convection Oven	Oven in which hot air is circulated by a fan.
Convenience Food	Food partially or completely prepared or processed by the manufacturer.
Cook	Prepare food for eating, usually using some kind of heat.
Cookery	Art or practice of preparing food.
Cooking Equipment	Equipment used for cooking food, such as ovens, range tops, broilers.
Core Competency (or Skills and Knowledge)	Core competencies are the skills or behaviors that apply to all members of a rating or all enlisted members, and are identified as Enlisted Performance Qualifications for the rating. (Including E-2 and E-3.) Also see EPQs (“Quals”).
Course	A systemized or prescribed series of units designed to guide formal instruction. In the Coast Guard, two or more units make an “A” school course. All “A” school courses are developed from E-4 rating EPQs. Example: FS “A” School. Also see Unit, Lesson, and Topic.
Cracked Cereal	Cereal prepared from crushed grain.
Creaming Method	The basic method for mixing cake batter. Dry and liquid ingredients are added alternately to help absorption.
Crimp	Pinch together in order to seal.
Criteria	Standards, rules or tests by which a correct judgment can be made. Note: Criterion will be used when speaking of one standard. Also see Performance Evaluation, Practice, and Transfer.
Cross-Contamination	Movement of bacteria from one food to another or from equipment to work surfaces.
Cube	Cut into cube-shaped pieces.

Glossary of Key Terms

TERM	DEFINITION
Curriculum	Sum total of training courses and activities for a given group of students. A curriculum is made up of two or more courses (or guides). The “A” school and the “C” school, for example, would be the curriculum for the FS rate. Also see Guide.
Dark Meat	For poultry, the fattier meat of the drumsticks and thighs.
Decorator’s Icing	See Royal Icing.
Deep-Fry	See Dry Heat Fat/Fry Cooking.
Deglaze Emulsion	Swirl a mixture of two unmixable liquids in a pan to dissolve cooked particles or food remaining at the bottom of the mixture.
Destain	To remove stains.
Dice	Cut into cube-shaped pieces.
Dock	In baking, to pierce pastry or pie dough before baking. This allows steam to escape and prevents blistering of the dough.
Doneness	Degree of completion; closeness to the desired state.
Dough Arm	Mixer attachment, classified as an <i>agitator</i> attachment, which is used for mixing and kneading yeast doughs. Also known as a Dough Hook.
Dough Hook	See Dough Arm.
Dredge	Coat with crumbs, flour, sugar, or cornmeal.
Dry Heat Cooking	Cooking by heat conducted to food without using moisture.
Dry Heat Fat/Fry Cooking	Cooking over direct heat while completely immersed in hot oil or fat.
Dry Storage	Storing dry and canned food at temperatures between 50 °F and 70 °F at a relative humidity of 50% to 60%.
Edible Portion (EP) Weight	Weight of a food item after all inedible or non-servable parts are trimmed off.
Egg-Foam Method	See Foaming Method.

Glossary of Key Terms

TERM	DEFINITION
Emulsion	Uniform mixture of two unmixable liquids.
EP Weight	See Edible Portion (EP) Weight.
E-PME	Enlisted Professional Military Education requirements state the military standards for advancement in pay grade.
EPQs (“Quals”)	Enlisted Performance Qualifications—Those core competencies that are observable and measurable, that enlisted personnel in each rating are required to successfully perform.
<i>Escherichia Coli</i>	Bacterium normally found in the human gastrointestinal tract, some strains of which are responsible for diarrheal diseases.
Even Division	Dividing an object into parts of equal size.
Extract	Concentrated preparation of the essential constituents of a food, flavoring, or other substance.
Fat	Soft, solid, or semisolid esters of glycerol and fatty acids occurring in animal tissue and also in seeds, nuts, and fruits. In meats, fat content affects texture, flavor, and juiciness, and can influence how the meat should be cooked.
Fat Fry	See Dry Heat Fat/Fry Cooking.
FATTOM	Acronym for the conditions needed by most foodborne microorganisms to grow: Food, Acidity, Temperature, Time, Oxygen, Moisture.
Feedback	Instructor responses (verbal or written) that can be compared to the student’s own work; these tell the student how the output should have been obtained, as well as the correctness/incorrectness of the output (for example, feedback may also be interpreted as “the correct answer”).
Fermentation	Process by which yeast acts on the sugars and starches in the dough. This produces carbon dioxide gas and alcohol, causing the dough to double in bulk.
Finger Cot	Protective covering used to cover a properly bandaged cut or wound on the finger.
First In, First Out (FIFO)	Method of rotating stock that stores and uses products by their use date or expiration date in order to use the oldest products first.

Glossary of Key Terms

TERM	DEFINITION
Flake	Break lightly into small pieces.
Flaked Cereal	Cereal prepared from flaked grain.
Flat Icing	Icing made from a simple mixture of sugar, water, and possibly corn syrup and flavoring.
Flute	In baking, to make decorative indentations on the rim of a pie crust.
Foam Icing	Icing made as an Italian meringue using boiling syrup.
Foaming Method	A cake mixing method, also known as the sponge method or egg-foam method, that uses little or no shortening and produces cakes that depend for most or all of their leavening on the air trapped in beaten eggs.
Fondant	Smooth, creamy white icing or candy consisting of very finely crystallized sugar paste.
Food	Any raw, cooked, or processed edible substance, beverage, ice, or ingredient used or intended for use or for sale, in whole or in part, for human consumption.
Food Danger Zone	See Temperature Danger Zone (TDZ)
Food Holding, Serving, and Storing Equipment	Equipment used to hold, serve, or store food, such as steam tables, chilled salad bars, freezers, and refrigerators.
Food Processing Equipment	Equipment used for processing food, such as mixers and meat slicers.
Food Service Assistance and Training Team (FSAT)	<p>Team of senior enlisted personnel (E-7, E-8, E-9, or E-6 who is above the cutoff on the current E-7 eligibility list) who meet the criteria: Technical expertise, previous FSO experience, attendance at the CPO academy, and a favorable command endorsement indicating the member has met the above requirements.</p> <p>FSAT responsibilities include assisting local food service operations, providing training, improving operations, enhancing professionalism, promoting efficiency and compliance, implementing policy, reviewing staffing levels, reviewing programs, collecting data and sharing information, documenting activities, providing oversight, auditing and inventorying, and providing details of the annual food service competitions.</p>

Glossary of Key Terms

TERM	DEFINITION
Food Service Facility	A place where food is completely prepared for routine individual service and consumption, whether or not the food is charged for. This term does not include a private home where food is prepared for individual family consumption.
Food Service Officer (FSO)	Usually a commissioned officer or FS E-5 or above designated by the Commanding Officer in writing with the capability to effectively manage food operations, specifically the paperwork and all other duties associated with managing a food service facility.
Food Service Personnel	Individuals working in a food service establishment.
Food Temperature Danger Zone	See Temperature Danger Zone (TDZ)
Foodborne Disease	Illness caused by microorganisms or toxic substances in food. Handling and storing food properly can prevent most food-borne disease.
Foodborne Infection	Result of a person eating food containing pathogens, which then grow in the intestines and cause illness. Typically, symptoms of a foodborne infection do not appear immediately.
Foodborne Intoxication	Result of a person eating food containing toxins (poisons) that cause an illness. The toxins may have been produced by pathogens found on the food or may be the result of a chemical contamination. The toxins might also be a natural part of the plant or animal consumed. Typically the symptoms of foodborne intoxication appear quickly, within a few hours.
Foodstuff	A substance suitable for consumption as food; the raw material of food before or after processing.
Formula	In baking, a recipe. Sometimes in baking recipes are referred to as formulas. This is because baking is not too unlike chemistry both in the scientific accuracy of all the procedures and in the complex reactions that take place during mixing and baking.
Frosting	See Icing.
Frozen Storage	Storing food at temperatures of 0 °F or lower.
Fry	See Dry Heat Fat/Fry Cooking.

Glossary of Key Terms

TERM	DEFINITION
FSO	See Food Service Officer (FSO).
Fudge Icing	Heavy, thick cooked icing that can be flavored with a wide variety of flavorings.
Fungi	Any of various organisms that resemble plants but lack chlorophyll and vascular tissue. Fungi range in size from microscopic, single-celled organisms to very large, multicellular organisms. Fungi most often cause food spoilage. Fungi include molds, yeasts, and mushrooms.
Galley	The food preparation, holding, and storage areas of a Coast Guard Dining Facility (CGDF).
Glaze	<ul style="list-style-type: none"> • Stock that has been reduced by three-fourths or more. Glazes are thick enough to coat the back of a spoon and become nearly solid when refrigerated. • Glossy coat given to foods, as by covering with a sauce or by adding a sugary syrup, icing, etc.
Gluten	Tough, elastic protein that gives dough its strength and ability to retain gas.
Grade	Position in a scale of size, quality, or intensity. In regard to eggs, in the United States for example eggs are graded for quality by the U.S. Department of Agriculture. The three grades are AA, A, and B.
Granular Cereal	Fine-grained cereals such as farina and cornmeal.
Grate	To rub food on a grater and thus break it into tiny pieces.
Griddle	Flat, solid, cooking surface over a heat source. Cook on a flat, solid, cooking surface over a heat source.
Grill	Cook on an open grid over a heat source.
Grit	Roughness of a sharpening stone's grinding surface.
Guide	Course of study; a systemized or prescribed series of units designed to guide formal instruction. This particular guide is developed from E-4 rating EPQs.
Guide Map	Provides the student with a visual framework (a road map) for the guide, showing the units of the guide and the sequence of learning.
Guide Structure	How the guide is organized.

Glossary of Key Terms

TERM	DEFINITION
Guiding Hand	Hand used to press the knife against the stone during sharpening.
Hair Restraint	Device used to keep food handlers' hair away from food and to keep food handlers from touching their hair.
Hand Sanitizer	Liquid used to lower the number of microorganisms on the skin surface. Hand sanitizers should be used after proper hand washing, not in place of it.
Handle	Means of understanding or controlling an item or items.
Hazard	A source of danger or risk, such as a wet floor, which represents a hazard for falling.
Heavy Soup	Soup that has been thickened with a thickening agent (such as a roux) or a purée.
Heel	Part of a knife closest to the handle, and where most knives are the widest. This part is used for heavy cutting.
Hepatitis A	Infection of the liver caused by an RNA virus and is transmitted by ingestion of infected food and water.
Hermetic	Completely sealed, especially against the escape or entry of air.
Honing Oil	Oil applied to a sharpening stone before use to remove metal dust.
Hot Food Storage	Steam tables, warmers, and other hot food holding devices capable of maintaining a safe holding temperature at or above 140 °F.
Hygiene	Conditions and practices that serve to promote or preserve health, especially cleanliness and sanitation.
IAW	In Accordance With—an acronym used in writing the performance qualification statement, which generally precedes the standards information.
Iced Tea	A beverage made of cold, brewed tea and ice. Can be flavored with various fruits (such as lemon or peach) or plants (such as mint) and sweetened with sugar.
Ice-Water Bath	Method used to place a container of hot food into a larger container of ice water.

Glossary of Key Terms

TERM	DEFINITION
Icing	A sweet glaze made of sugar, butter, water, and egg whites or milk, often flavored and cooked and used to cover or decorate baked goods, such as cakes or cookies. See also Buttercream, Flat Icing, Foam Icing, Fudge Icing, and Royal Icing.
Induction	Cooking on a special cook top that magnetically generates heat in the pot.
Induction Cooktop	Cooktop that works by using magnetic energy to make pots hot without getting hot itself.
Infected Lesion	Wound or injury contaminated with a pathogen.
Inspect	Examine officially; look at carefully.
Jack-of-the-Dust	Person responsible for the ordering, receipt, and storage of food supplies.
Job Aid	A job aid gives direction on when and how to perform a task. It is written at a level of detail to minimize “trial and error” processes. Job aids can be accessed on the job to perform tasks that are done infrequently, are too complex to memorize, or that are composed of critical steps. Job aids in this guide are shown as “step-action tables”—a sequence of actions that must be performed in order to execute a given task.
Journeyman (E5 and E6)	Individual who possesses the skills and experience needed to perform most complex tasks associated with their rating with little or no supervision. They are proficient in all tasks associated with their rating, including supervising/mentoring apprentices.
Kind	For poultry, the species of bird.
Kitchenware	Food preparation and storage utensils.
Knead	Work dough by folding and pressing firmly with the palms of the hands, turning between foldings.
Leading Sauce	One of the basic sauces used to create other sauces.
Leavening	An agent, such as yeast, that produces or incorporates gases in a baked product to increase volume and to produce shape and texture.

Glossary of Key Terms

TERM	DEFINITION
Leftover	Any food not served remaining at the end of the meal period for which it is prepared. Served food, or food that has been placed on the serving line does not qualify as leftover food and, as such, must be discarded. Leftovers are categorized as potentially hazardous and non-potentially hazardous leftover food.
Lesson	Increments of training within a unit. A lesson contains one or more topics. Also see Course, Unit, and Topic.
Liaison	Binding agent, usually made of cream and egg yolks, used to thicken sauces and soups.
Light Meat	For poultry, the leaner meat of the breast and wings.
Light Soup	See Clear Soup.
Link	Something analogous to a link of chain: as in a segment of sausage in a chain.
Lowerator	Sprung platform used to store dinnerware (plates, bowls, cups), for use.
Major Accomplishment	Primary outcomes or products produced by workers in a job. Several major accomplishments make up a job/specialty accomplishment, such as Food Service Specialist. Also see Accomplishment and Task.
MAP	See Modified Atmosphere Packaging (MAP).
Marinara	A sauce made with tomatoes, onions, garlic, and spices.
Master (E7 to E9)	Technical, operational, and support expert in their field. They possess the skills needed to perform all complex tasks associated with their rating. At this level, the work can range from technical to managerial expertise in nature.
Measure	Precisely determine a property of an object, such as its size or weight.
Measuring Devices	Equipment used to measure amount or temperature, such as scales, volume measures, and thermometers.
Mess Deck	The dining and serving areas of a Coast Guard Dining Facility (CGDF).

Glossary of Key Terms

TERM	DEFINITION
Microorganism	Small, living organism that can be seen only with the aid of a microscope. The four types of microorganisms that can contaminate food and cause foodborne illnesses are bacteria, viruses, parasites, and fungi.
Mince	Cut or chop into very small pieces (finer than chopped).
Minimal Internal Cooking Temperature	The required cooking temperature the internal portion of food must reach in order to sufficiently reduce the number of microorganisms present in an item of food. This temperature is specific to the type of food item being cooked and must be held for a specific amount of time.
Mirepoix	Rough-cut or diced vegetables with herbs and spices, used for flavoring.
<i>Mise en Place</i>	Preparations and organization that must be done before actual production can begin.
Modified Atmosphere Packaging (MAP)	A packaging process by which air is removed from the food package and replaced with gases, such as carbon dioxide or nitrogen, in order to extend the product's shelf life.
Modify	Make minor changes in or to; alter the form or qualities of.
Moist Heat Cooking	Cooking in which heat is conducted to food by liquid or steam.
Mold	Type of fungus that causes food spoilage. Some molds produce toxins that can cause foodborne illness.
Non-Potentially Hazardous Leftover Food	Food items that include, for example, individual commercially packaged crackers, condiments, etc. that have been recovered from the serving line only; bottled condiments that do not require refrigeration; and unsliced, hard-skin fruits that have been retained from the serving line.
Norwalk Virus	A contagious virus that can cause nausea, vomiting, diarrhea, abdominal cramps, and other stomach flu symptoms. Controllable through proper food handling practices.
Objective (Guide-Level, Unit-Level, or Lesson-Level)	Statement of the accomplishment(s) students will produce as a result of using a guide or working with a unit or lesson.

Glossary of Key Terms

TERM	DEFINITION
Observer's Checklist	See Performance Evaluation Checklist.
Occupational Analysis (OA)	Procedures to measure the job structure of an occupation; in military organizations "job" families are examined such as those in the Coast Guard enlisted rating structure, like Food Service Specialists.
Open-Faced Sandwich	Sandwich having only one slice of bread at the bottom and the rest of the ingredients on top.
Organoleptical	Acceptable to smell, touch, taste, and visual observation.
Over Easy	Cooked until the white is set but the yolk is still liquid, as of a fried egg.
Over Hard	Cooked until the yolk is completely set, as of a fried egg.
Over Medium	Cooked until the yolk is partially set, as of a fried egg.
Paddle	<ul style="list-style-type: none"> • Usually wooden implement having a blade at one end. • Mixer attachment, classified as an <i>agitator</i> attachment, which is used for general mixing.
Pan Fry	Quickly cook using moderate dry heat in a pan using a moderate amount of oil.
Parasite	<p>Organism that needs to live in a host organism to survive, but contributes nothing to the survival of its host. Parasites can live inside many animals that humans use for food, such as cows, chickens, pigs, and fish.</p> <p>Proper cooking and freezing will kill parasites. Avoiding cross-contamination and practicing proper handwashing can also prevent foodborne illness caused by parasites.</p>
Pare	To cut away the outer covering, excess, or irregular part of something. As in <i>paring</i> apples.
Partially Thaw	See Thaw.
Pastry	Dough or paste consisting primarily of flour, water, and shortening that is baked and often used as a crust for foods such as pies and tarts. Baked sweet foods made with pastry such as Cream puffs, custard-filled pies and cakes, éclairs, and similar products.
Pathogen	Something that can cause disease, such as a bacterium or a virus.

Glossary of Key Terms

TERM	DEFINITION
Patty	A small, flat cake of chopped food.
Peel	Remove the outer layer of skin of a vegetable, fruit, etc.
Performance Evaluation	Instrument used to assess the final performance of the student and to assess the probability that the student can produce the accomplishment to criteria as a result of training. Gives the student the opportunity to perform all behaviors together to produce a major accomplishment (EPQ). (Assessing the student's ability to perform the task(s) answers the question, did the learning transfer?) Also see Criteria, Practice, and Transfer.
Performance Evaluation Checklist	Provides a list of desired behaviors in the correct sequence, plus the criteria for each behavior and specifications for the accomplishment(s) produced by the behavior. The instructor uses this list to evaluate the student's ability to produce the accomplishment(s).
Performance Qualification Guide (PQG)	Set of documents (the student pamphlets, handouts, etc.), containing units and lessons. It is used to guide you through the course of study required to complete all FS3 EPQs.
Performance-Based Training	<p>Intervention to produce one or more accomplishments when lack of skill and/or knowledge is present. A pre-specified and planned experience that enables a person to do something that he/she could not do before.</p> <p>This type of training teaches the actual accomplishments and behaviors that the performer must produce on the job. It organizes the training material by major accomplishments and behaviors, and provides "near real-world" simulation practice opportunities wherever possible.</p>
Perishable Food	Any food that may spoil easily and present a health hazard when held above 41 °F (5 °C).
pH	Measure of a food's acidity or alkalinity. The pH scale ranges from 0 to 14.0. A pH above 7.0 is alkaline, while a pH below 7.0 is acidic. A pH of 7.0 is neutral. Pathogenic bacteria grow well in food with a pH between 4.6 and 7.5.
Physical Contamination	Foreign substances in food that are not toxic but can cause injury or discomfort.
Poach	Cook gently in liquid that is hot but not bubbling (160–180 °F, 71–82 °C).

Glossary of Key Terms

TERM	DEFINITION
Pooled Eggs	Eggs that have been cracked open and combined in a common carrier or container.
Portion	Amount of food served to one person; one serving.
Portion Control	Ensures that the correct amount of an item is served.
Potable	Suitable for drinking.
Potentially Hazardous Food	<p>Food that can decay, putrefy, rot, or spoil if stored improperly or for too long. Potentially hazardous foods are capable of supporting rapid and progressive growth of infectious or disease-causing microorganisms.</p> <p>This includes any food which consists in whole or in part of:</p> <ul style="list-style-type: none"> • Milk or milk products • Shell eggs • Meats, poultry, fish, shellfish, or edible crustaceans (shrimp, lobster, crab, etc.) • Baked or boiled potatoes • Tofu and other soy-protein foods • Plant foods that have been heat-treated • Raw seed sprouts • Synthetic ingredients <p>The term does not include:</p> <ul style="list-style-type: none"> • Foods that have a pH of 4.6 or less • Foods with a water activity of 0.85 or less • Air-cooled hard-boiled eggs with intact shells • Shell egg that had been treated to destroy all viable salmonellae • Foods in unopened hermetically sealed containers that have been commercially processed to achieve and maintain commercial sterility under conditions of non-refrigerated storage and distribution.
Potentially Hazardous Leftover Food	Food items prepared for a specific meal period and then retained for a later meal period (having been held at safe temperatures) such as foods with commercially prepared chopped or ground meat ingredients.
PQG	See Performance Qualification Guide (PQG).

Glossary of Key Terms

TERM	DEFINITION
Practice	Activity that gives the student the opportunity to rehearse (practice) all behaviors together that have been introduced in the lesson. A practice exercise requires actual or simulated performance of job task(s) after the behaviors have been taught through the use of a job aid and other instructional material. Also see Criteria, Performance Evaluation, and Transfer.
Precaution	Care taken in advance; a measure taken beforehand to prevent harm or secure good.
Preparation	<ul style="list-style-type: none"> • Gathering, assembling, combining, cooking, and all other activities necessary to make food ready to serve. • Cleaning, sanitizing, maintaining, and all other activities necessary to make tools and equipment ready to use.
Progress Tracking Chart	Chart used to maintain a record of your activity.
Progressive Cookery	Continuous preparation of food in successive steps during the entire serving period (such as continuous preparation of vegetables, cook-to-order hamburgers, steaks, fried eggs, pancakes). This procedure ensures fresh, high-quality cooked food to customers on a continuous basis. See also Batch Preparation.
Proof	Allow shaped and panned yeast products like bread and rolls to double in size under controlled atmospheric conditions.
Proof Box	Baking equipment that provides an environment that is ideal for the rising of bread: 80–85 °F (27–30 °C) and 70–80% humidity or as indicated by the recipe.
Proofing Process	Rising step in preparing bread that is often done in a proof box.
Punch	Deflate yeast dough by stretching and folding it inward. Punching dough expels carbon dioxide, redistributes the yeast, relaxes the gluten, and equalizes temperature throughout the dough.
Purée	<ul style="list-style-type: none"> • Food product that has been mashed or strained to a smooth pulp. • To make such a smooth pulp by mashing or straining food.
Qualification	Synonymous with “competency.” A denotation given to members who successfully perform to the standards. Also see Competency.
Quantity	Amount or number of something, especially that can be measured or is fixed.

Glossary of Key Terms

TERM	DEFINITION
Quick Bread	Bread made with a leavening agent, such as baking powder, that expands during baking and requires no leavening period beforehand.
Reduction	Simmering or boiling to reduce quantity and concentrate flavor.
Reefer	Short for refrigerator.
Refrigerated Storage	Storing potentially hazardous food at an internal temperature of 41 °F or lower.
Review	<p>Self-evaluation of your ability to apply new knowledge and/or skills to a series of questions. There are three possible types of reviews:</p> <ul style="list-style-type: none"> • Topic Reviews • Lesson Reviews • Unit Reviews
Risk	The possibility of loss or injury; a situation involving exposure to danger.
Rolled-In Dough	A yeast-raised bread product in which a fat is incorporated into the dough in many layers by means of a rolling and folding procedure.
Rotini	Pasta shaped to look like short springs made from spaghetti.
Roux	Mixture of flour and fat, cooked to eliminate the raw, uncooked taste of flour.
Royal Icing	Icing made of confectioners' sugar and egg whites, used mainly for decorating.
Sachet	Mixture of herbs and spices tied in a cheesecloth bag.
Safe	Free from harm or risk; unhurt. Not causing or leading to harm or injury.
Salamander	Small broiler used primarily for browning or glazing the tops of certain items.
Salmonella	A food-borne disease spread by improper food handling and inadequate sanitation.
Sandwich	One or more items sliced or spread and served on bread. See also Box Meal, Class I Sandwich, Class II Sandwich, Class III Sandwich, Closed Sandwich, and Open-Faced Sandwich.

Glossary of Key Terms

TERM	DEFINITION
Sanitation	The promotion of hygiene and prevention of disease by maintenance of sanitary conditions; applying measures designed to protect public health.
Sanitize	Treat by an effective bactericidal treatment using a process that provides enough accumulative heat or a concentration of a chemical for enough time to reduce the bacterial count, including pathogens, to a safe level.
Sauté	Brown or cook rapidly in small amount of fat in a low, open pan.
Scale	<ul style="list-style-type: none"> • Measure a portion of food by weighing. • Device used to measure a portion of food by weighing.
Scaling	Measuring a portion of food by weighing.
Scullery	Small room adjoining a kitchen, where dishwashing and other kitchen chores are done.
Sealed	Free of cracks or other openings that permit the entry or passage of moisture.
Service-Wide Examination (SWE)	Method used for advancement in pay grades E-5 through E-9 for each rating.
Serving Line	A series of containers that hold prepared food at safe holding temperatures and are accessible to diners.
Serving Size	Amount of food intended for one person's consumption.
Shellstock Tags	Identification tags on cartons of shellfish products denoting the name of the original shell stock shipper, the kind and quantity of shell stock, an official certificate number issued according to the law of the jurisdiction of its origin, and the delivery date. These tags are to be kept on file for 90 days after the last shellfish is used in the event of any potential poisoning.
Shortening	Fat, such as butter or lard, used to make cake or pastry light or flaky.
Sift	Put dry ingredients through a sieve.
SIK	See Subsisted-in-Kind (SIK).

Glossary of Key Terms

TERM	DEFINITION
Simmer	Cook gently in a liquid just below the boiling point (185–205 °F, 85–96 °C), at which bubbles form slowly and break at the surface. Some foods said to be boiled are actually simmered.
Single-Use Gloves	Disposable hand coverings designed for one-time use to provide a barrier between hands and the food they come in contact with. Gloves should never be used in place of hand washing.
Slice	Thin broad piece cut from a larger object. Also, an often wedge-shaped piece cut from a larger, usually circular object such as a pie.
Small Sauce	A sauce that is derived from a leading sauce and has flavorings and seasonings added to create a new sauce.
Solanine	A bitter, mildly toxic substance present in the green areas that can develop on potatoes stored in light.
Sous Chef	Chef directly in charge of production. One who takes command of the actual production and the minute-by-minute supervision of the staff.
<i>Sous Vide</i> Food	Partially or fully cooked food that is vacuum-packed in individual pouches, then chilled. To be ready to serve, the food is then heated.
Sponge Method	See Foaming Method.
Spore	Alternative form for some bacteria. The spore's thick walls protect the bacteria from adverse conditions such as high and low temperatures, low moisture, and high acidity. The spore is capable of turning back into a vegetative microorganism when conditions again become favorable for growth.
Spread	Powder or liquid to be applied to other food as a seasoning or to add flavor.
Staling	Change in structure and loss of moisture from starch granules that causes baked goods to lose quality and freshness rapidly after baking.
Standard Fill	Amount a container must contain before it is considered full. For example, aluminum beverage cans have a standard fill of 16 fl oz.
Staphylococcus Food Poisoning	A vomiting condition caused by a toxin secreted by a bacterium. Preventable by frequent hand washing and other sanitary practices.
Starch	Food high in carbohydrates, such as rice, breads, and potatoes.

Glossary of Key Terms

TERM	DEFINITION
Steam	<ul style="list-style-type: none"> • Water heated to vapor. • To cook over or surrounded by water heated to vapor.
Steam Table	Table having openings to hold containers of cooked food over steam or hot water circulating beneath them.
Steel	Rough steel rod used to straighten the edge of a blade after sharpening or between sharpenings.
Sterilize	To make free of live bacteria or other microorganisms.
Stir-Fry	Fry quickly in a small amount of oil over high heat while stirring continuously.
Stock	Broth in which meat, fish, bones, or vegetables are simmered for a relatively long period, used as a base in preparing soup, gravy, or sauces.
Storage Temperature	Temperature at which the food product is stored immediately after preparation and maintained at a safe holding temperature until it is dispensed to the customer.
Store	Stock or deposit in a way that protects from deterioration or pilferage.
Streptococcal Infection	Infection by pathogenic bacteria of the genus <i>Streptococcus</i> . These bacteria can destroy red blood cells and cause various diseases in humans, including erysipelas, scarlet fever, and strep throat.
Subsisted-in-Kind (SIK)	One day's legal allowance of food furnished at Government expense for members who are not entitled to Enlisted Basic Allowance for Subsistence (ENL BAS). One day's legal allowance consists of breakfast, lunch, and supper.
SWE	See Service-Wide Examination (SWE).
Tartar Sauce	Mayonnaise mixed with chopped onion, olives, pickles, and capers and served as a sauce with fish.
TDZ	See Temperature Danger Zone (TDZ).
Temperature Danger Zone (TDZ)	The temperature range between 41 °F and 140 °F within which most foodborne bacteria grow and reproduce. Also known as Food Temperature Danger Zone and Time Temperature Danger Zone.

Glossary of Key Terms

TERM	DEFINITION
Thaw	Remove from a freezer and place under refrigeration until no longer frozen and internal temperature is above 30 °F (–1 °C). <ul style="list-style-type: none"> • <u>Completely Thaw</u>—Remove and place under refrigeration approximately 48 hours before intended use. • <u>Partially Thaw</u>—Remove and place under refrigeration approximately 18 hours before intended use.
Thick Soup	See Heavy Soup.
Time Temperature Danger Zone	See Temperature Danger Zone (TDZ)
Tip	Part of a knife blade furthest from the handle, and where most knives are narrowest. This part is used for delicate cutting.
Tomato Sauce	Sauce based on pureed tomatoes and sometimes a roux or other starch thickener.
Topic	Smallest increment of training, presenting the optimum set of behaviors for initial acquisition by the student. As a rule of thumb, one or more topics make up a lesson. Also see Course, Unit, and Lesson.
Toss	Mix ingredients lightly.
Training (Performance-Based)	See Performance-Based Training.
Transfer	Level of evaluation in which you determine if the training makes any difference in performance; assesses whether students have learned the necessary skills. Also see Criteria, Performance Evaluation, and Practice.
Trichinosis	Food-borne disease caused by a parasite sometimes found in undercooked pork.
Trim	<ul style="list-style-type: none"> • Remove unwanted parts from food, such as removing fat from meat. • Garnish or otherwise add decorative elements.
True	Use a steel to smooth the edge of a knife after sharpening or between sharpenings. See Steel.
Trunnion Kettle	A steam-jacketed kettle that can be tilted for emptying.

Glossary of Key Terms

TERM	DEFINITION
Truss	Bind the wings or legs of a poultry item to prepare it for cooking.
Two-Pan Method	A method of ensuring a thorough cleaning of cracks, crevices, and hard-to-get-at areas by using one pan of detergent and hot water and another pan of clear water or sanitizing solution—each using a clean towel.
Two-Stage Cooling	The cooling of food from 140 °F to 70 °F within two hours and from 70 °F to 41 °F or lower within an additional two hours, for a total of four hours.
Two-Stage Method	See Blending Method.
UHT	See Ultra-High Temperature Food (UHT).
Ultra-High Temperature Food (UHT)	Food that is heat treated under very high temperatures for a short period of time to kill microorganisms and sealed under sterile conditions to keep them from being contaminated.
Unit	A series of lessons on a specific subject; generally composed of two or more lessons. Also known as a unit of instruction. Also see Course, Lesson, and Topic.
Unsafe Condition	Any event or condition that can result in serious injury or fatality to members while performing their duties.
Urn	A closed vessel with a spigot for serving a hot beverage, as in <i>coffee urn</i> .
Utensils	Tableware and kitchenware used in the storage, preparation, conveying, or serving of food.
Vegetative Microorganism	Bacteria in the process of reproduction. Bacteria reproduce by splitting in two. As long as conditions are favorable, bacteria can grow and multiply very rapidly, doubling their number as often as every twenty minutes.
Velouté	A white sauce made of chicken, veal, or fish stock and cream and thickened with butter and flour.
Venting	Opening permitting the escape of fumes, gas, or steam.

Glossary of Key Terms

TERM	DEFINITION
Virus	The smallest of the microbial food contaminants, viruses rely on a living host to reproduce. They usually contaminate food through a foodhandler's improper personal hygiene. Some can survive freezing and cooking temperatures.
Volume	Amount of space that an object takes up. In addition to units such as pints, quarts, and bushels, volume is also measured in units of length, cubed (such as cubic inches or centimeters).
Wash	The liquid brushed on the surface of unbaked pies or turnovers to give a golden brown color to the crust or on the surface of proofed breads and rolls before baking and on baked bread and rolls to give a shine to the crust.
Washware Rack	A framework or grating on or in which articles to be washed (dishes, glasses, coffee mugs, silverware, pots/pans, etc.) are placed.
Water Activity	Amount of moisture available in food for microorganisms to grow. It is measured on a scale from 0 to 1.0, with water having a water activity (aw) of 1.0. Potentially hazardous food has water activity values of .85 or above.
Weight	Heaviness of an object. Weight is measured in units of force such as pounds and ounces.
WF	See Working Factor (WF).
Whip	Beat rapidly with a wire whip to increase volume by incorporating air.
White Sauce	Thickened sauce made from milk and a roux.
Whole Cereal	Cereal prepared from intact grain.
Wire Whip	Mixer attachment, classified as an <i>agitator</i> attachment, which is used for such tasks as beating cream and eggs, and making mayonnaise.
Working Factor (WF)	When adjusting a recipe, this is the quantity by which another given quantity is multiplied or divided in order to indicate a difference in measurement. For example, during a recipe adjustment in which you are doubling the total yield of the recipe (to serve twice as many people), the working factor is two. You will multiply all ingredients by two.
Wrap	Enclose food inside a moisture proof barrier to keep moisture in or out.

Glossary of Key Terms

TERM	DEFINITION
Yeast-Raised	Using yeast as a leavener.
Yield	Quantity of finished product a recipe produces.

Glossary of Key Terms

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