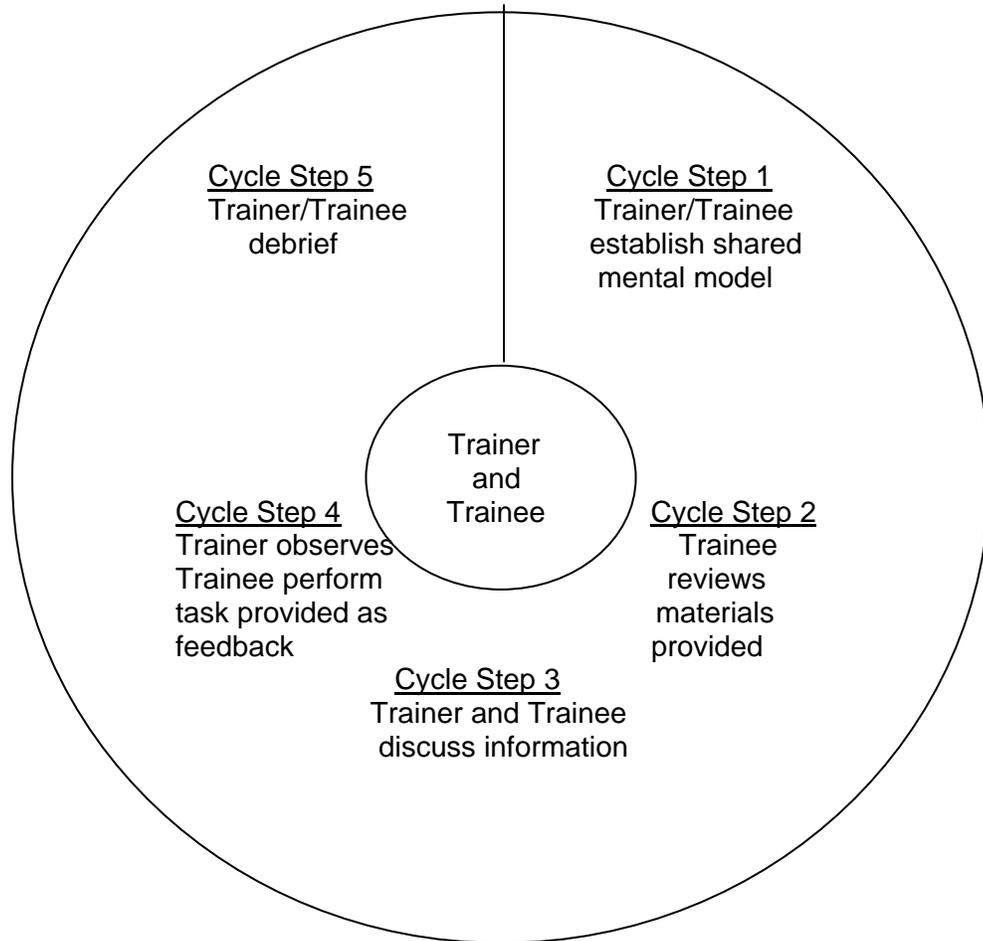


OJT Training Module Cover Sheet

Title: 309 How to develop a range of characteristics for a taxonomic unit description.
Type: <input type="checkbox"/> Skill <input checked="" type="checkbox"/> Knowledge
Performance Objective: Trainee will be able to... <ul style="list-style-type: none">• Understand how a range in characteristics (RIC) for a taxonomic unit description (TUD) is developed under guidelines of the NCSS.
Target Proficiency: <input type="checkbox"/> Awareness <input checked="" type="checkbox"/> Understanding <input type="checkbox"/> Perform w/ Supervision <input type="checkbox"/> Apply Independently <input type="checkbox"/> Proficiency, can teach others
Trainer Preparation: <ul style="list-style-type: none">• Trainer should be familiar with the assigned reading/review material in the lesson plan that follows.• Have example TUDs from a published soil survey ready and available.
Special Requirements: Initiate an external learning request with a SF-182 in Aglearn for this activity. Instructions and a template are located on the training webpages for OJT modules.
Prerequisite Modules: <ul style="list-style-type: none">• 011 How to recognize and use components in soil survey.• 212 How to develop a range of characteristics for a new soil series.
Notes: You may or may not develop TUDs in your survey area. However, TUDs are a major part of previous soil survey efforts and the trainee needs to understand them and how they are developed.
Authors: Marc Crouch
Approved by: Shawn McVey

The Five-Step OJT Cycle for Declarative Training (Knowledge)



OJT Module Lesson

Title: 309 How to develop a range of characteristics for a taxonomic unit description.

WHAT	WHY, WHEN, WHERE, HOW, SAFETY, QUALITY
Cycle step 1	Trainer and trainee review the objective of this module. Note that a taxonomic unit description will be referred to as a TUD.
Cycle step 2	<ul style="list-style-type: none"> • Complete review based on two separate scenarios as follows:
<p>1. TUD based on a soil series.</p>	<p>Select a TUD based on a soil series in the survey area and review with the trainee the following tasks that went into developing the range of characteristics:</p> <ul style="list-style-type: none"> • Reviewing the final correlation memorandum for the survey area to obtain an approved list of series for the manuscript. • Gathering appropriate documentation (access via the internet and review NSSH 627.08). • Aggregating documentation by master horizon or subhorizon to determine the normal ranges for soil properties. • Establishing norms and class limits. • Incorporating appropriate lab data. • Ensuring that ranges in soil properties are no wider than the series which it is correlated as and are not so narrow as to be impractical for consistent identification. <ul style="list-style-type: none"> ○ If characteristics extend beyond limits of the series, are correlation notes provided in the RIC explaining what and why? ○ Did characteristics beyond the series limits create a situation for a taxadjunct or not. If yes, explanatory notes must be provided in the RIC section of the TUD. • Reviewing any MLRA Soil Survey Regional Office (MO) guidelines regarding development of TUDs, correlation processes, and QA technical reviews.
<p>2. TUD based on a higher category taxon.</p>	<p>If you have any in your survey area, select a TUD developed for a higher category taxon in the survey area and review with the trainee the steps that went into developing the range of characteristics. If you</p>

	<p>do not have any, provide an overview of the process based on the following:</p> <ul style="list-style-type: none"> • Why a taxonomic category above the series was correlated for a map unit component. • Ensuring that an appropriate level of detail from field documentation was used. • Incorporating appropriate lab data. • Establishing norms and class limits. • Characteristics are no wider than the taxonomic category used (family, subgroup, great group are typical) and are not so narrow as to be impractical for consistent identification. <ul style="list-style-type: none"> ○ If characteristics extend beyond limits of the taxonomic category used, are correlation notes provided explaining what and why?
Cycle steps 3 & 4	Using a proposed TUD under development, have the trainee follow along with the process of developing or revising the range in characteristics to help achieve understanding.
Cycle step 5	Discuss what has been covered and what has been learned.

OJT Module Lesson Measurement of Learning

Title: 309 How to develop a range of characteristics for a taxonomic unit description.

WHAT	WHY, WHEN, WHERE, HOW, SAFETY, QUALITY
Use Cycle Step 4 above for measurement of learning.	Use this cycle step as your measurement of learning, remembering that this module is meant to be an overview of how a range in characteristics for a TUD is developed.

SF-182

Trainee and/or supervisor access Aglearn to verify completion of the module via its SF-182.