

# AWM106 Agricultural Sediment Fundamentals

Name	Date	Grade
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## Lab Exercise #6 – Regulations and Incentives to Reduce Erosion

### Lab Objective (3-5 bullets):

Become familiar with the USDA-NRCS National Agronomy Handbook

### Lab Introduction Narrative (3-5 sentences):

### Text References:

(1) [http://www.nrcs.usda.gov/Internet/FSE\\_DOCUMENTS/stelprdb1043208.pdf](http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb1043208.pdf)

Pay particular attention to Part 500 and Part 501

### Part 500 Authorities, Policies, and Responsibilities

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#### Subpart 500A Authority 500–1

500.00 Description of authorities .....	500–1
500.01 Purpose of the National Agronomy Manual .....	500–1

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#### Subpart 500B Agronomic policies 500–1

500.10 Location of policy.....	500–1
500.11 Amendments to NAM.....	500–1

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#### Subpart 500C Responsibilities of agronomists 500–2

500.20 Responsibilities of national, State, area, and field agronomists ....	500–2
500.21 Technical information—preparing, transferring, and training.....	500–2
500.22 Certification .....	500–3
500.23 Affiliation with professional organizations.....	500–3

### Part 501 Water Erosion

Subpart 501A Introduction	501–1
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501.00 Overview of water erosion .....	501–1
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<b>Subpart 501B Water Erosion</b>	<b>501–1</b>
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501.10 Forms of water erosion .....	501-1
501.11 The water erosion process .....	501-1
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<b>Subpart 501C Estimating sheet and rill erosion</b>	501-2
501.20 How, why, and by whom water erosion is estimated .....	501-2
501.21 Methods of estimating sheet and rill erosion .....	501-2
501.22 The Revised Universal Soil Loss Equation version 2 (RUSLE2).....	501-3
501.23 Limitations of the equation .....	501-3
501.25 Data needed to support RUSLE2 .....	501-4
501.26 Tools for using RUSLE2 .....	501-4
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<b>Subpart 501D Principles of water erosion control</b>	501-4
501.30 Overview of principles .....	501-4
501.31 Relation of soil loss values to RUSLE2 factors .....	501-4
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<b>Subpart 501E References</b>	501-5

(2) USDA ARS Agriculture Handbook 703, "Predicting Soil Erosion by Water: A Guide to Conservation Planning With the Revised Universal Soil Loss Equation (RUSLE)"

[http://www.ars.usda.gov/SP2UserFiles/Place/64080530/RUSLE/AH\\_703.pdf](http://www.ars.usda.gov/SP2UserFiles/Place/64080530/RUSLE/AH_703.pdf)

**Tools and Materials:**

**Safety Precautions:**

**Procedures:**

**Maintenance of Workstation and Tools:**

**Summary Statement:**

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Element	Excellent	Proficient	Partially Proficient	Below Proficient	Unsatisfactory	Points
Student Lab Participation	5 points The student is engaging thoroughly, with well thought out questions and answers.	4 points For the student to answer (or ask a question) to engage in the discussion, he/she is engaging, but sometimes is not fully explained or developed.	3 points The student's question/answer was somewhat proficient but could have been expanded upon	2 points- 1 pt. The student's answers was minimal and did not address much of the issues or topics in order to be engaging.	0 points Engagement was neither attempted nor completed	___/5
Student Lab Performance	5 points The student's actions, feedback and comments were thought-provoking and had substance	4 points The student's actions, feedback, and comments were good but could be expanded upon	3 points The student's actions, feedback, and comments made were minimal and did not provide much depth	2 points- 1 pt. The student's actions, feedback, and comments were one sentence that did not expand upon the lab topic	0 points No responses or feedback were given by student	___/5
Total points						___/ 10

**Lab-covered Questions (15-points):**

**Lab Participation (10-points):**