Minutes of the "Professional Soil Scientists Roundtable"

Held at the American Society of Agronomy, 96th Meeting
Seattle, Washington
November 2, 2004

Co-sponsored by United States Consortium of Soil Science Associations, Soil Science Society of America and Canadian Society of Soil Science

Presiding:
John Havlin, North Carolina State State University
Soil Science Society of America, President

The Professional Soil Scientists Roundtable was held on Tuesday November 2, 2004, from 5:00 -7:30 pm, in Ballroom 6E of the Convention Center. The program featured a reception, presentation of the results of the professional soil scientist's survey, a discussion on certification and state licensing of soil scientists, and open discussion. The working group on state licensing introduced the "how to" document they have been preparing on steps to state licensing. All soil scientists were welcome to attend.

Roundtable Agenda

Tuesday, Nov. 2, 5:00 -7:30 pm, Convention Center, Ballroom 6E

5:00 Reception

5:40 Opening Comments and Introductions. Jim Culver, U.S. Consortium of Soil Science Associations. SEE OPENING COMMENTS AND BIO OF SPEAKERS BELOW

5:45 Current Activities of the Canadian Society of Soil Science. M. Anne Neath, President-Elect, Canadian Society of Soil Science Edmonton, Alberta, Canada

6:00 Meeting the Needs of Professional Soil Scientists: Summary of Survey Results. Margie Faber, Society of soil Scientists of southern New England, USDA-NRCS, Windsor, CT. SEE SUMMARY RESULTS OF SURVEY DOCUMENT BELOW

6:15 Expanding Certification and Licensing of Soil Scientists: Proposed Action Plan. Luther Smith, Moderator, VP & Executive Director of Certification Program, Madison, WI. SEE SUMMARY CERTIFICATION AND LICENSING DOCUMENT BELOW

7:00 Discussion and Idea Sharing. J. Tom Sims, President, Soil Science Society of

America, Univ. of Delaware

7:30 Adjourn

Opening Comments

Jim Culver, U.S. Consortium of Soil Science Associations

We – the Soil Science Society of America -- United States Consortium of Soil Science Associations and the Canadian Society of Soil Science --- appreciate the interest each of you have shown by taking the time to participate in what we feel will be an informative "Professional Soil Scientists Roundtable"

It is a real pleasure to have the Canadian Society of Soil Science participate in the Roundtable. Our mutual sharing of information and cooperation between Canada and the United States is especially of significant as we prepare to host the 18th World Congress of Soil Science to be held in Philadelphia, Pennsylvania from July 9 to 15, 2006.

Special THANKS to John Havlin – President-Elect and for his lead on program, the excellent Reception we have had sponsored largely by the SSSA. Give John a round of applause for the excellent reception.

This Roundtable meeting is a follow up of our first roundtable session during the SSSA meetings in Denver, Colorado last fall. One of Mike Singer who our SSSA President during the Denver meetings desires was to provide an opportunity for more soil scientists working as soil consultants and federal positions to join and participate in these kinds of meetings. Tom Sims our SSSA president- elect worked closely with Mike and the USCSSA to make our Denver Roundtable a productive and successful session.

Based on the success of our meeting last year and the opportunity to meet with the Canadian Society of Soil Science, it was the unanimous consensus of all to have another Professional Soil Scientists Roundtable this year.

Our theme this year is directed more toward what are soil scientists concerns along with certification and licensing of soil scientists. One of the comments for improvements last year was to have more time for questions and sharing of ideas. This year we close our session with this opportunity.

Some of you may be unfamiliar with just what is the United States Consortium of Soil Science Organizations. Basically it is collectively the 47 State and National Soil Societies and Associations in the United States. The primary goal the Consortium is to promote communications, coordination and networking

nationally among soil societies and associations.

Most all states have a state soil society/association i.e. Washington Society of Professional soil Scientists for the state of Washington. There are only about 4 or 5 states that do not have a state soils organization. Excluding the membership of the SSSA – there are about 3000 soils scientists and others who are members of individual state or national soil societies/associations across the country.

There is brochure in the back of the room that gives the web site URL and other information about the USCSSA – A New Framework for Communications and Networking.

Bio on Introduction of Speakers

USCSSA-SSSA-CSSS
Roundtable – Introductions
Dr. Anne Neath

We are very please to have Dr. Anne Neath, President-elect of the Canadian Society of Soil Science to be our first speaker this evening and to share with us some of the soil science activities in Canada.

Anne is currently a Professor and Associate Dean (Academic) at the University of Alberta in the Faculty of Agriculture, Forestry and Home Economics, holding joint appointments with the Departments of Renewable Resources and Agriculture, Food and Nutritional Science. She previously worked with both government and industry.

She holds a B.Sc. in biology, a double M.Sc. in soil science and plant science and a Ph.D. in plant science.

Her areas of research include applied ecology, land reclamation, revegetation and environmental assessment.

Anne has received numerous awards for her teaching, research and community service including: 3M Teaching Fellowship (top 10 professors in Canada)

Anne is currently President Elect for CSSS, Past President of the Canadian Land Reclamation Association, an Associate Editor for the Journal of Range Management and mediator with the Alberta Environmental Appeal Board.

Major research areas are plant ecology, reclamation and revegetation of disturbed ecosystems (mines, pipelines, well sites, grazing lands) and plant

community development in disturbed ecosystems.

She has authored over 200 publications and supervised over 40 graduate students.

USCSSA-SSSA- CSSS
Roundtable – Introductions
Margie Faber

Margie Faber has an outstanding career in promotion of soil science. She is currently President of the Society of Soil Scientists of Southern New England. A graduate of Cornell University with over 24 years as a soil scientists with USDA-Natural Resource Conservation Service in New York and Connecticut. She was also a District Conservationists with NRCS for two years and worked two years as soil scientists for the Soil and Water Conservation District in Columbia County, NT. Since 1992 Margie has been the Assistant State Soil Scientists, USDA-NRCS for the State of Connecticut.

During the Roundtable Session in Denver, CO last year Margie presented a report of a quick survey on the needs of soil scientist. This past year Margie has taken the lead in working with the staff at SSSA to do a much more in depth and comprehensive survey on the needs of soil scientists.

USCSSA-SSSA-CSSS
Roundtable – Introductions
Luther Smith

Luther Smith is one of those individuals who is often working behind the scenes to make our Societies productive and successful.

He is Vice President for membership and IT/Operations for Soil Science Society of America, American Society of Agronomy and Crop Society of America. He the Executive director for a number of Certification Programs.

He has been with the societies for about 9 years working with certification programs such as ARCPACS, Certified Crop Advisors. He has recently been focusing on soil science Licensing. The Soil Science Society of America (SSSA) is responsible for certification of professional soil scientists through the ACPACS program as of November 2003.

USCSSA-SSSA-CSSS
Roundtable – Introductions
Dr. Tom Sims

Dr Sims received a BS and Ms from University of Georgia in Agronomy, Soil Fertility and Plant Nutrition and PhD in Soil Chemistry at Michigan State University.

He is presently at the University of Delaware with multi- titles and responsibilities.

- Associate Dean for Academic Programs and Research, College of Agriculture and Natural Resources
- Professor of Soil & Environmental Chemistry
- Director, Institute of soil and Environmental Quality
- Director, Delaware Water Resources Center

Professional accomplishments in the areas of research, teaching, and outreach activities in the area of soil fertility, nutrient management and water quality are many.

Authored/co-authored 75 refereed publications, 22 book chapters, a textbook on Soils and Environmental Quality, 75 plus technical papers and conferences proceedings and etc

Taught undergraduate and graduate courses in soil fertility and environmental soil science for 18 years, advisor to 24 graduate students and post-docs and directed the University of Delaware soil testing program for 16 years.

Tom has held many responsible positions in SSSA and ASA. Tom is the SSSA President for our meeting here in Seattle this week.

Professional Soil Scientist Survey Results

Margie Faber

The Soil Science Society of America and the U.S. Consortium of Soil Science Associations conducted an electronic survey of professional soil scientists in the spring of 2004. Nearly 900 soil scientists from the U.S. (and a few from other countries) completed the on-line survey. The compiled results of the survey are summarized below.

The percentages are based on the number of people who answered each specific question.

Question 1: Please check the following terms that describe your current position (check all that apply) (897 responses)

1. Soil scientist for a federal agency, state agency, or local government agency (38%)
2. Soil scientist working for a university (27%)
3. Self-employed soil scientist (15%)
4. Soil scientist for a company other than my own (12%)
5. Not currently employed as a soil scientist (8%)
6. Retired (5%)

Question 2: How long have you been a soil scientist? (845 responses)

1. 21 to 30 years (28%)
2. 11 to 20 years (23%)
3. More than 30 years (19%)
4. 6 to 10 years (14%)
5. 5 years or less (13%)
6. Never been (3%)

Question 3: What is the highest degree you have received? (845 responses)

1. PhD degree (44%)
2. B.S. degree (28%)
3. M.S. degree (24%)
4. Other (3%)

Question 4: Are you an ARCPACS certified soil scientist and/or soil classifier? (834 responses)

1. No (63%)
2. Yes (37%)

Question 5: Are you licensed by a state as a soil scientist? (842 responses)

1. No (83%)
2. Yes (17%)

Question 6: Are you certified as a soil scientist and /or soil classifier? (234 responses)

1. No (68%)
2. Yes (32%)

Question 7: What can the Soil Science Society of America do to promote certification and licensing and to support professional soil scientists? (548 responses)

1. Work with states / state societies on soil legislative matters and certifications /
   licensing. (18%)
2. Continue, support, and increase visibility of ARCPACS with SSSA (10%)
3. Lobbying to support soil science and ARCPACS soil scientists in federal legislation
   and with state and federal agencies (8%)
4. Provide compelling reasons why one should be certified (8%)
5. Promotion of profession to the general public, high school students, other professions (7%)
6. More applied training, business information, networking opportunities, affordable
   newsletters, SSSAJ summary articles (7%)
7. Vigorous promotion of discipline / certification at university, 2 & 4 year college
   levels (6%)
8. Don't know (5%)
9. Minimize interference and maximize recognition from engineers / geologists, etc. (3%)
10. Consider qualifications other than coursework (experience, academic papers) (3%)

Question 8: Please list the following professional soil science societies where you hold membership. (775 responses)

1. SSSA or ASA, no regional or state soil society (42%)
2. SSSA or ASA and a state or regional soil society (24%)
3. Only a state or regional soil society (16%)
4. No membership in soil society (10%)
5. NSCSS, SWCS or other national soil society and a state or regional soil society (5%)
6. NSCSS, SWCS or other national soil society, no state or regional soil society (3%)
7. International soil societies (2%)

Question 9: What specifically does each society do to address your professional needs? (all answers by a respondent were categorized) (633 responses)

1. Meetings (25%)
2. Publish journals and books (21%)
3. CEU opportunities, training, workshops (21%)
4. Keep me informed on events, issues, research, education (19%)

5. Networking (19%)
6. Not much, nothing (12%)
7. Platform for exchange of ideas (8%)
8. Legislative (federal, state including licensing) issues (7%)
9. ARCPACS certification (7%)
10. Newsletters / email announcements (6%)

Question 10: What else do you wish they would do to address your professional needs? (answers not tied to question 8, may refer to state, regional, or national soil society) (449 responses)

1. Nothing more / not sure (16%)
2. More training, meetings, workshops for non-academic soil scientists (local, web cast, internet based) (14%)
3. Lobby, work with national / state representatives (mostly certification/licensing) (12%)
4. Increase visibility, promote the profession (not directly certification/licensing related) (12%)
5. More practical articles and information on applied research, education, environmental soil issues (7%)
6. Provide more job listings and career development advice (4%)
7. Business training, insurance (3%)
8. Grants information, provide funding (3%)
9. SSSA – less focus on ag and academia, less bureaucracy (2%)
10. Cheaper price for membership, subscriptions to journals, attend meetings (2%)

Question 11: How else do you address your professional needs? (525 responses)

1. Read, internet, self study (30%)
2. Meetings, workshops, field days, classes (19%)
3. Networking (19%)
4. On the job training or work colleagues (14%)
5. Work with other societies and disciplines (9%)
6. Professional service (5%)
7. Nothing (3%)
8. Certification (1%)

Question 12: What websites (if any) do you use to find out information about soils? (each website mentioned is logged separately) (572 responses)

1. soils.usda.gov (NRCS) (51%)
2. SSSA-ASA (Tri Societies) (21%)
3. University/Extension (14%)
4. Don't use the web (9%)
5. Many unspecified websites (9%)
6. Unspecified USDA sites (6%)
7. Google search (5%)
8. Other federal agencies (4 %)
9. SSSSNE (2%)
10. State agencies (2%)

Question 13: Would an applied online magazine / journal focused strictly on practical issues to professional soil scientists be of interest to you? (794 responses, 431 comments)

1. Yes (75%)
2. No (25%)

Comments for Question 13:

1. Soil science application articles (27%)
2. New technologies / modeling / GIS articles (10%)
3. Soil surveys / soil maps / soil survey databases (9%)
4. Basic soil science articles (chemistry, properties, etc.) (8%)
5. Synopses of current research (7%)
6. Practical / current issues soil scientists face (6%)
7. Soil taxonomy / NRCS updates (5%)
8. State issues / licensing / legislation (4%)
9. Employment (listings, info, statistics) (4%)
10. Case studies (3%)

Question 14: Have you ever attended a national soil society meeting? (829 responses, 131 comments)

1. Yes (76%)
2. No (24%)

Comments Question 14:

1. Practical applied topics and discussions
2. Better location

3. Cheaper cost
4. Time off work
5. Employer does not support attendance
6. More field trips
7. Hands on demonstrations
8. Other meetings more valuable to me

Question 15: What are your number one short term and your number one long term concerns as a soil scientist? (635 responses)

The top 10 concerns overall:

1. Recognition of profession
2. Declining # students and university soil science departments
3. Job security and job opportunities
4. Funding (research, programs, agencies)
5. Keeping skills/knowledge up to date and using the latest technologies
6. Agricultural sustainability and soil erosion
7. Certification, licensing, and registration
8. Finding work
9. Soil science as a viable science and profession
10. Future of NRCS and soil survey program

Top 10 short term concerns:

1. Recognition of the profession (public, legal, regulatory, marketplace)
2. Finding work
3. Low funding (for research, programs, agencies)
4. Declining number of students and university soil science programs
5. Keeping skills/knowledge up to date and using the latest technologies
6. Job security and career advancement
7. Certification and licensing
8. NRCS budget cuts/reduction of number of soil scientists
9. Business issues
10. Technical soils issues

Top 10 Long term concerns:

1. Public understanding of importance of soils
2. Declining # students studying soils, few to recruit for jobs
3. Recognition of soil scientists, erosion of the profession by engineers, etc.
4. Job security and job opportunities
5. Research issues (funding, etc.)

6. Soil science as a viable science and profession
7. Maintenance of competency, acquiring new knowledge and technologies
8. Agricultural sustainability and soil erosion
9. Future of NRCS, short supply of soil survey expertise
10. Regulatory recognition of soil science

Top 10 unspecified concerns:

1. Better visibility of profession/erosion of profession by others
2. Declining # students and university soil science departments
3. Job and job security
4. Agricultural and soil sustainability/soil quality
5. Societal appreciation of soils
6. Acceptance of soil science by environmental regulators and policy makers
7. Certification and state licensing
8. Keeping up with science and technology
9. Soil scientists and/or others doing soils work with less than adequate education
10. Funding

Question 16: Do you feel there are obstacles that hinder your success as a professional soil scientist? (742 responses) What are they? (437 comments)

1. Yes (56%)
2. No (44%)

Comments Question 16:

1. Lack of recognition and competition from other disciplines (45%)
2. Money (12%)
3. Low demand for soil scientists (4%)
4. Gender/ethnicity issues (4%)
5. Getting information and tools (3%)
6. Limited career advancement opportunities (2%)
7. Societies and soil science is too conservative, cliquish, and/or academic (2%)
8. Politics (2%)
9. I am my only obstacle! (2%)
10. Communication (2%)
11. Bureaucracy (2%)
12. Association of soil science with agriculture (2%)
13. Notion that I need a PhD to get anywhere (2%)

Expanding Certification and Licensing of Soil Scientists: Proposed Action Plan Document

Introduction:

The Soil Science Society of America (SSSA) is very committed to helping the profession of soil science prosper and very much wants to work with State Soil Associations in those efforts. SSSA provided the resources to develop the document "How to achieve Soil Science Licensing in your state". This document not only provides "learned from experience" recommended steps but also a resource list of soil scientists willing to help and the web sites of existing state soil science licensing language.

SSSA continues to support the Council of Soil Science Examiners (CSSE) that has developed the licensing/certification exams. These exams are key to helping the soil science licensing programs get off to a great start and to ensure consistency between states.

SSSA did not stop there. SSSA also developed a matching fund program to provide funding up to $5,000 for a state to get started in the licensing process. The state will first need to raise their portion and then contact Luther Smith, lsmith@agronomy.org, to arrange for the matching amount from SSSA.

SSSA also accepted responsibility for administering the Certified Professional Soil Science / Classifier programs from the American Society of Agronomy (ASA) in 2004. SSSA is working to coordinate the efforts of CSSE, CPSS/C and state licensure to ensure that the Soil Science Profession is best served.

Please contact Luther Smith, lsmith@agronomy.org, 608-268-4977, with any questions.

Steps to Achieving Soil Science Licensing in Your State

The Soil Science Society of America (SSSA) with help from licensed soil scientists that had experience in helping to get soil science licensing established in their state produced this document. It is a tool to help other soil scientists establish licensing in their state. It is also important to have uniformity between state licensing acts to help with reciprocity issues.

These are practical steps learned by those with the experience. Please realize that what worked in one state may not work in all states. Be flexible and approach the process in a positive manner, wanting to find solutions. Don't be confrontational and realize this may be a long process and success may not come on the first

attempt. Don't give up. Determination and persistence are important. The staff and members of SSSA are willing to help. Their contact information is at the end of this document.

One major advantage and you will want to share this with contacts throughout this process is that SSSA's Council of Soil Science Examiners (CSSE) has already created the exams for your state to use in the licensing process. This is a major asset to getting licensing started.

Why is Soil Science Licensing Important?

1. Protection of public health, welfare, safety and property.
2. Promote the profession (higher salaries, greater name recognition, and greater respect for the profession).
3. Protect the profession by preventing abuses in the practice of soil science by untrained or unprincipled individuals.
4. Protect the profession by preventing other professions from excluding soil scientists from performing work that they are qualified to do.
5. Establish creditability for the practice of soil science equivalent to that of other professions (engineers, geologists, surveyors and architects).
6. Define the practice of soil science as a profession by establishing standards of ethical conduct and professional responsibility.

Step 1: Basic Analysis

1. Identify a core group of soil scientists, representing the major segments of soil science. Government, private sector, academia.
2. Define the mission: To protect life, property, health, and public welfare through regulation of the practice of soil science in the State; to define the practice of soil science as a profession by establishing minimum standards Of ethical conduct and professional responsibility and by establishing professional education and experience requirements; and to prevent abuses in the practice of soil science by untrained or unprincipled individuals.
3. How does it benefit the profession, the licensee and the citizen of the state?
   Be prepared to explain and defend to the state legislature including real life examples for your state. Know the difference between licensing, certification and registration.
4. Is the group willing to invest the time (multiple hours per week when legislature is in session over multiple years) and money (tens of thousands) to see this through to the end? If not, quit now.

5. The core group takes it to the larger soil science audience (use professional gatherings or organize one). Is the larger group willing to invest the time and money to see this through to the end? Are all sectors of the profession committed to obtaining and maintaining their license indefinitely as well as promoting licensure to their employees and students? If not, then the core group better re-think licensing because it probably isn't financially sustainable.
6. Define the practice of soil science for your state. Develop the definitions you plan to use. Review statutes from other licensing states.

Step 2: Strategy Time

A. Analyze parallel professions

1. Identify the groups in your state that are licensed and those that are not, such as, geologists, engineers, landscape architects, land surveyors and any others that are appropriate.
2. Identify key personal contacts within the professions listed in number one. Focus on individuals in other professions that the core group knows will be supportive. Educate other professionals about the benefits to them regarding soil science licensure including shared liability.
3. Obtain copies of existing statutes and rules for the professions that have them in your state. Obtain copies of soil science statutes and rules in other states. (See resource list for web site links.) Begin thinking about how to draft a proposed bill for your state. (The bill becomes the language for the act.)

This is a logical time to hire a lobbyist or you will need to do the following alone. Some states have spent from $15,000 to $25,000 (2004 dollars) to get licensure through the first legislative session. Some states have had to go through multiple legislative sessions before achieving licensure. Typically the cost for additional legislative sessions is less than the first.

Keys to look for in a lobbyist:

1. Lobbyist needs to have experience in natural resource issues.
2. Preferably understands the thinking of scientists.
3. Experience with key legislative committees.
4. Lobbyist needs to be non-controversial, non-polarizing and highly respected.

B. Analyze state legislature/Governor's office

1. Determine the general climate towards new licensing acts in both the executive and legislative branches.
2. Identify politicians in both houses that you know or believe would be receptive to sponsoring or supporting the bill.
3. Evaluate the legislative process including the committees and sub-committees most likely to be involved. Identify the chairs and ranking committee members and who in your group knows them.
4. Identify the legislators for all of your members in the group and tell them to get to know them now.

C. Analyze state regulators and regulations in the natural resource, environmental, public health, agriculture and revenue departments.

1. Identify key agencies and staff to determine who are supportive and work with them to develop reasons to present to the legislature that licensing is needed.
2. Analyze the regulations to determine which would be affected. Identify areas within current regulations where the public health, welfare, safety and property are not adequately protected without licensure.
3. Identify areas within regulations where soil scientists are qualified to perform work but currently are not allowed to do so because they are not licensed.

D. Analyze budgetary requirements to get the bill passed and to operate the program.

Checkpoint: Have you identified anything that would keep you from moving forward at this time? If yes, wait until the obstacle is removed or take action to remove it. If no, proceed.

Step 3: Developing the plan

1. Make an integrated assessment of all data collected to this point.
2. Determine whether you are going to work with another profession or go it alone. If yes, start a dialogue with the other profession. Going it alone, to maintain the soil science profession's identity, is preferable unless political or financial reasons prohibit it.
3. Are all sectors of the profession (government, private practice and academic) still committed to obtaining and maintaining their license indefinitely as well as promoting licensure to their employees and students? If yes, it may be feasible to go it alone, short term and long term.
4. Develop a draft bill that addresses: (items to consider, see licensing states' web sites for additional examples)

a. Definitions
b. Penalties
c. Exemptions and limitations
d. Board make up and training of its members
e. Powers of the board
f. Records and reports – Disposition of funds
g. Licensing required (corporate, partnerships, firms, individuals)
h. Eligibility – Application
i. Examinations
j. Professional soil scientists – Qualifications
k. Soil scientists-in-training – Qualifications
l. Issuance – Form – Evidence
m. Registration fees
n. Expiration and renewal
o. Re-issuance
p. Code of ethics
q. Disciplinary actions – Grounds
r. Disciplinary actions – Procedure
s. Seals; requirements and its use

Step 4: Implementation

Strategy is important. Understand and determine what works in your state with respect to timing of bill introduction. If you don't know this, you probably need a lobbyist.

1. Divide the core group into:
    a. Bill Drafters
    b. Coordinators of Political Contacts
        i. potential bill sponsors and co-sponsors
        ii. all other legislators
        iii. appropriate committee chairs and members
        iv. every soil scientist in the state must contact their representative and insist that they support the bill
        v. Fund Raisers
        vi. Track the bills after introduction.
        vii. Be prepared for timely contacts with legislators and their staffs while the bills are moving through committee.
        viii. Develop a contact list of soil scientists willing to testify at committee hearings on short notice. They must be committed to drop what they are doing and attend a meeting on very short notice. This is very important!

Step 5: After the Legislation is passed

1. Maintain legislator and regulatory contacts.
2. Stay engaged in the rule process and informed about other legislation and rules that may impact this program. Use political connections to ensure that soil scientists are on boards and commissions that are responsible for passing regulations that would affect the practice of soil science.
3. Be aware that start up funding will be required and understand what your state government will expect.
4. Prepare administrative, licensing, code of professional conduct and compliance and enforcement rules.
5. Develop continuing education requirements.
6. Re-analyze budgetary requirements for operating this program.
7. Identify soil scientists willing to serve on the licensing board and agreeable to the appointing body or individuals.

Resources and Contacts

States' web sites for licensing acts:

Maine Code
http://janus.state.me.us/legis/statutes/32/title32ch73secO.html
Minnesota Code
http://www.revisor.leg.state.mn.us/arule/1800/3910.html

New Hampshire Code (listed as "natural scientist")
http://www.state.nh.us/jtboard/home.htm
North Carolina Code
http://www.ncblss.org/
http://www.ncblss.org/hbill0826.html (direct to the act)
North Dakota Code (classifiers)
http://www.state.nd.us/lr/cencode/t43.html
Go to: 43-36 Professional Soil Classifiers

Texas Code
http://www.tbpg.state.tx.us

Wisconsin Code
http://drl.wi.gov/dept/codestats.htm (look under Geology)

Soil Scientists

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