

Agricultural communications courses continue to be in popular demand both in secondary and postsecondary education. Such courses are valuable in assisting individuals acquire important skills that will help them succeed in the workplace. More states are developing high school curricula in agricultural communications, with Texas being a leader in this endeavor.

This study sought to determine the topics and competencies that should be included in a high school agricultural communication curriculum. Furthermore, the study sought to determine at which scholastic level competencies should be introduced to students.

The researchers did an excellent job in introducing the study and defining the theoretical framework in the study. The purpose and objectives of the study were clearly stated. Appropriate research procedures were utilized in the study to collect and analyze data.

I found the results of the study to be interesting. This panel of experts identified ninety-three competencies. Many competencies identified by the panel were very familiar with to me and probably to most of us. We have probably taught many of these competencies in one way or another, not thinking of those competencies as agricultural communication competencies.

From this paper, I raise a couple of questions for the researchers. I am curious to know how the eleven topic areas for agricultural communications were derived. Furthermore, I am also interested in knowing if there was a difference among the three different types of panel members with regard to the competencies identified and the scholastic level in which the competencies should be taught.

From this study, the profession has a strong framework I believe for developing a solid agricultural communications curriculum for high school students. The breakdown by scholastic level for the competencies makes sense. I commend the researchers for the time and effort they have put forth in this study and encourage them to continue their research efforts in agricultural communications.