

## **From the Editor's Clipboard**

The authors selected for publication in *The Journal of Leadership Education* continue to develop and enhance the body of knowledge surrounding leadership education theory and practice. As a refereed scholarly journal, it is the intention of the *Journal of Leadership Education* to provide a three-pronged forum for scholars to disseminate their discoveries. As the journal matures, it is time to reinforce and review the journal categories. The manuscript categories for the *Journal of Leadership Education* consist of Features, Briefs, and Commentaries. Scholars who study leadership education are encouraged to submit manuscripts to the categories related to their research and programmatic results.

**FEATURES** are thorough discussions of research findings or creations of new leadership education theory. Within the Features category are 2 subcategories: Research and Theory. **RESEARCH FEATURES** are reserved for research-based papers containing a clear statement of a question or hypothesis, a review of related literature, description of methods, findings, discussion, and conclusions. The research method may be qualitative or quantitative. Research Features focus primarily on findings related to creating new knowledge related to leadership education action-oriented research. Manuscripts considered for the **THEORY FEATURE** category consist of analysis of leadership education scholarship in order to develop conclusive steps to forward the science of leadership education.

**BRIEFS** are application discussions of an idea, program, or other leadership education product. The brief manuscripts are shorter and more concise than a "Feature" document. **IDEA BRIEFS** are discussions of innovative ideas built from developed leadership education theory. **APPLICATION BRIEFS** are reserved for discussion of a leadership project or program including objectives, outcomes, and effectiveness. Application Briefs should relate to theory and whether the theory was supported or contradicted.

**COMMENTARY MANUSCRIPTS** provide scholars the opportunity to share an opinion related to leadership education. A commentary may be a response to a previous manuscript or may be intended to promote debate among leadership education scholars.

See the journal website for a more detailed discussion of these categories [www.fhsu.edu/jole/](http://www.fhsu.edu/jole/).

The *Journal of Leadership Education* continues to strive for excellence in manuscript review and acceptance. Acceptance rates are calculated for each issue and vary depending on the number of submissions. The *JOLE* acceptance rate for this issue is 45%.

In their review of the submitted documents, representatives of the JOLE Editorial Board provided a juried assessment of a manuscript's scholarly significance and relevance. The Theoretical Features, Research Features, Application and Idea Briefs were closely scrutinized to ensure selected manuscripts advance the theory and practice of leadership education. This issue of JOLE supports scholars in their development of new knowledge in the quest for successful leadership education.

Respectfully submitted, Christine D. Townsend, Editor

## **Accepted Research Features**

### **Majoring in Leadership: A Review of Undergraduate Leadership Degree Programs**

Brungardt, Greenleaf, Brungardt, and Arensdorf investigated collegiate academic leadership programs located in the United States. Their study provides readers with an excellent review of how leadership programs differ throughout universities and colleges. Their conclusions are useful to evaluate current programs and plan programs for the future. In addition, they open the dialogue for longitudinal research to investigate career and life contributions of leadership education graduates.

### **Understanding the Perceptions of Service Learning with Teen Leaders**

A qualitative study to investigate implications of service learning in youth was completed by Webster, Bruce, and Hoover. Their article identifies several key components to implement teen service learning programs. The teens are able to articulate their contributions to community and service and suggest adults do not need to be the sole organizers of the projects. Adults are needed to assist in evaluation but may be able to release some planning authority to the teens. This study provides an important insight into how teens view the service learning component of leadership education.

### **Development of Youth Leadership Life Skills of Texas Youth as San Antonio Livestock Exposition School Tour Guides**

In another study, Real and Harlin, discovered that a youth activity can build leadership skills. Their article identified one example of how an applied activity can make a difference in the leadership development of young people. One interesting conclusion is that females with previous leadership experience developed greater leadership efficacy than those females with no previous leadership experience. Their study provides a platform for other researchers to investigate the leadership education competencies developed in other youth activities.

## **Accepted Application Briefs**

### **The Consultancy Protocol: Future School Leaders Engage in Collaborative Inquiry**

This article provides readers with the results of a administrative leadership course. In this study, Kamler investigated a specific clientele – school principals – who participated in a role-play format to enhance their leadership skills. Kamler proposes that as the participants continue to discuss leadership dilemmas in their contexts (schools), they become more likely to make the right leadership decisions. This Application Brief is a good discussion of how to improve a practitioner’s leadership efficacy in the context of their careers.

### **Core Competencies for 4-H Volunteer Leaders as Differentiated by Occupation, Level of Education and College Major: Implications for Leadership Education**

Another type of leadership education practitioner is the volunteer leader. Nestor, McKee, and Culp isolated one specific volunteer leader in their study. As a representative group of volunteers who benefit from leadership education knowledge, these leaders did not share any one critical similarity. The study confirms that many people can become volunteer leaders and effectively support community and other youth development groups.