

Placement director: restrictions by graduates limit job chances

Graduates who restrict the type and location of jobs they will accept are putting limitations on their chances for employment, according to Frank Hallgren, director of UNL's Career Planning and Placement Office.

"In the market such as we have now, a tight employment market, those people who do have a very specific focus and are reluctant to explore other areas may find it hard to get jobs."

"People must be willing to make compromises," Hallgren said.

He cited as an example people who only want to work in specialized fields and at specific locations. Many of these graduates find themselves unemployed while those who made compromises have jobs, he said.

Hallgren said societal pressure for men and women to assume traditional roles makes graduates think twice before choosing fields that may have good job potential. He noted that people are reluctant to admit they have changed career goals because of pressure to choose one course of study at the beginning of their education and stay with it.

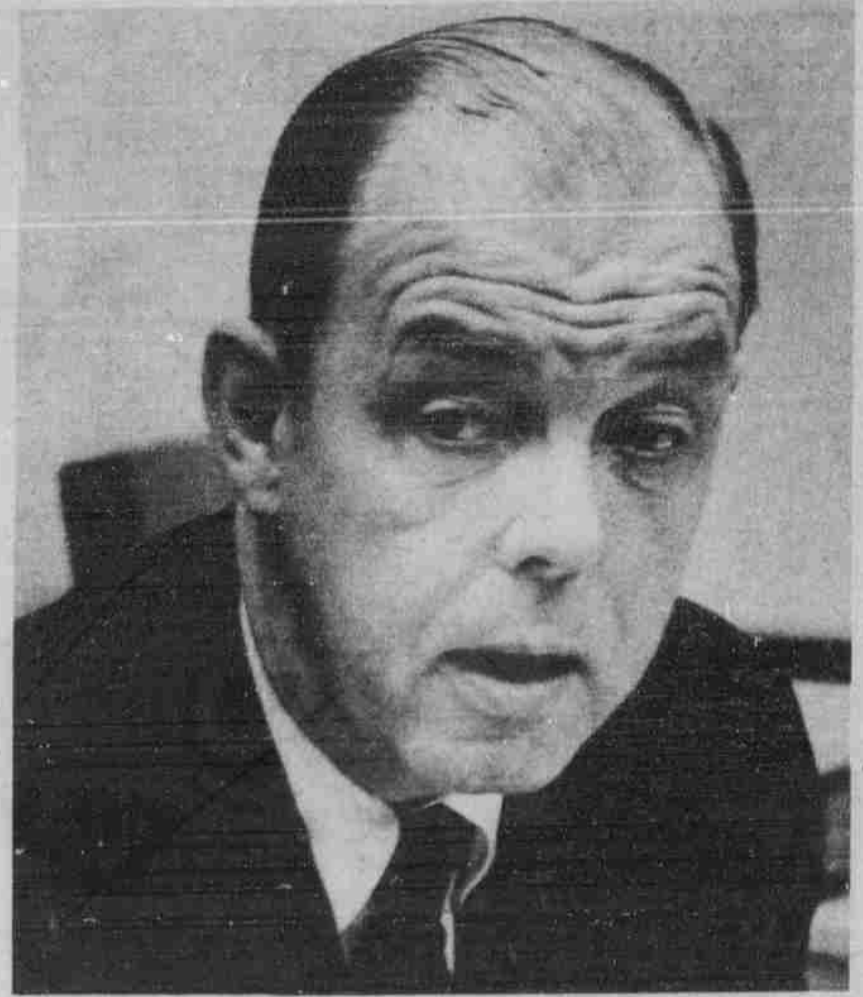
He said graduates who have no goals or real plans for employment are the ones who will have the most difficulty finding jobs.

"Some people believe that a degree means automatic employment," he said. "That isn't so."

The placement office has no idea of the percentage of students they find jobs for yearly, Hallgren said. The purpose of placement is to arrange campus interviews and direct contact with prospective employers, he said.

"We don't like the implication that we automatically place an individual in a job," he said. According to Hallgren, interviews are set up so students can contact employers and arrange their own interviews. He said the placement office has no way of knowing whether or not the graduates get jobs. Hallgren said he suspects that the number of campus interviews at UNL may decrease this year.

Government and public demand may have some bearing on what jobs are available. The space program, for example, increased employment in numerous fields, he said.



Frank Hallgren, Director of Placement

Elementary education

Five teaching plans offered

Students may enroll in elementary education student teaching under one of five basic plans, according to Jim May, director of elementary education student teaching.

The plans are:

-Students enroll for 10 hours of credit and devote four full days, Tuesday thru Friday, each week to student teaching for a semester.

-Students enroll for 12 hours of credit and devote five full days, Monday thru Friday, to student teaching for a semester.

-Students enroll for 10 to 12 hours of student teaching and three semester hours of elementary education 403c, all of which is completed in the Omaha area. The student does not return to the Lincoln campus for classes.

-Dual majors in both Human Development and the Family and Special Education choose one of the first two plans. Special Education dual majors report to O.W. Kopp or Rosalie Farley, and all Human Development and the Family dual majors report to Millicent Savery.

-Students who have successfully completed at least three years of teaching enroll for three semester hours credit and devote one-half day, Monday thru Friday, to student teaching during the first summer session.

Course required

May said that in each plan a student is required to take elementary education 403c.

May said a student must have at least six

hours credit in student teaching to receive a Nebraska Teaching Certificate.

Students wanting to teach during the summer or fall session should apply by March 1, he said.

He said the pre-student teaching program in elementary education has been established as a prerequisite for student teaching.

May said to fulfill this requirement, students must take two semesters of "professional laboratory experience."

May said this provides opportunities for students on the sophomore and junior level, to interact with children prior to student teaching.

Grade average

May said students must have a 2.25 grade point average in order to student teach. If the student's grades are below 2.25, students complete an appeal form and the elementary education department decides whether it is advisable to defer the student's teaching.

Students are graded by college supervisors. May said he requests the college supervisors, the cooperating teacher at the school meet with the students.

May said this allows the student to know the reasons behind the college supervisors' grading.

May said 170 students are teaching this semester. He said the number of student teachers ranges from 165 to 182 per semester.

Students may request the schools and grade levels for which they would prefer to teach.

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