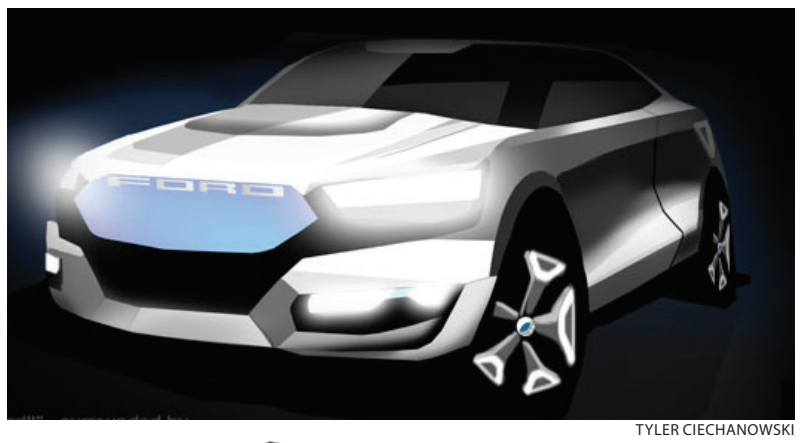

TYLER CIECHANOWSKI

LIFE

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LEFT: Senior Tyler Ciechanowski is part of a youth program run by General Motors that introduces high schoolers to car design.

NORTH POINTE

GROSSE POINTE NORTH HIGH SCHOOL

WEDNESDAY, DEC. 16, 2015

SINCE 1968

NCAA regulates core class credits for college athletes

By Sonny Mulpuri & Billy Steigelman
INTERNS

The National Collegiate Athletic Association (NCAA) is known for its superior athletic standards but has recently started to expect the same level of performance from its athletes in the classroom. The organization has a new eligibility rule for Division I-bound athletes to have at least 16 core classes, but there's a catch.

Some classes don't meet the NCAA's core class requirements, which can potentially shape the types of classes high school athletes sign up for.

Freshman Julia Ayrault would like to play Division I womens basketball, but knows that this rule is important to follow if she wants to play.

"It makes students have to do well academically as well as in their sport so overall I think it's a good rule," Ayrault said.

To play at a Division I school, athletes need a total of 10 core class credits: four English credits, three math credits (Algebra 1 and higher), two science credits and one additional credit of any of those three subjects. Other requirements are two social science credits, two foreign language credits and four additional credits of any core classes.

This core class minimum for athletes isn't the same for students not pursuing collegiate athletics. Several different English courses, that would count towards the required four credits needed to graduate, like Film Liturature, would not count towards an athlete's 10 credits.

Essentially, athletes around the country will have the same number of credit hours and same type of coursework if they want to go out of state and compete in college, setting a standard. For a class to be considered as a core credit, it must be received as a graduation credit and should lead into a prep course an athlete can take in college.

Athletic director Brian Shelson said the purpose of the new regulation is to help keep the classes consistent for all student athletes around the country.

"It helps level out the playing field for people from different places," Shelson said. "So people can't take a bunch of classes that don't count for the core and get all A's versus a student that has to take more difficult classes."

While Ayrault is aware of this rule, senior rower Emily Truss, who is committed to the University of Tulsa, was not aware and believes the NCAA shouldn't put limits on the classes athletes can take.

> "I think that any classes that count for credits under core classes should count for everyone."
>
> **Diane Montgomery**
> ENGLISH TEACHER

"I think you should be able to take whatever classes you want because you don't know what you will want to do in the future," Truss said.

Boys cross country coach Diane Montgomery, who has coached a handful of college-bound runners, hasn't encountered the rule. However, she said that student athletes' transcripts should be treated the same as those for regular students.

"I don't think it is very fair," Montgomery said. "I think that any classes that count for credits under core classes should count for everyone."

Unlike the NCAA, the Grosse Pointe Public School District holds students to a minimum of 24 credits to graduate from high school. This includes elective subjects such as fine arts, technology and physical education, which are some of the examples of classes that the NCAA doesn't count as a core credit.

An athlete who simply follows the necessary core classes provided by the district of four credits of math and English, three for science and social studies and two for a world language would easily be able to complete the requirements of the NCAA.

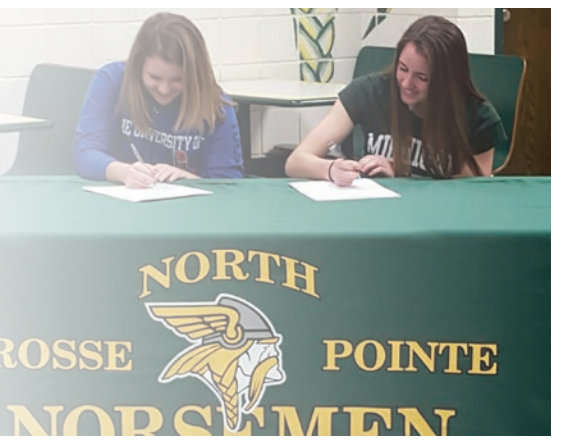
Freshman Chad Lorkowski has always wanted to play Division I baseball. While he is currently taking many different kinds of classes such as physical education and cooking, Lorkowski knows he must become more focused on his core classes in the future to be able to continue his baseball career.

"I'll start taking classes that aren't as flat like cooking so I can make sure that I get the certain credits for main classes that you have to get," Lorkowski said.

The rule has more impact on current day student athletes trying to play a sport in college than ever before.

Times have changed since Shelson was in college, when there was no rule affecting sports competitors. He knows that nowadays, colleges look at athletes' abilities to both play on the court and perform in the classroom.

"I think it helps the athlete, and it helps the college because now you have to play your sport, but you also have to be a good student while meeting the NCAA requirement, which will help the future of not only the colleges, but the student-athletes themselves."



ABOVE: Seniors Emily Truss and Jen Gmeiner sign to row in college.
BELOW: Truss and Gmeiner sit with principal Kate Murray. Truss will attend University of Tulsa and Gmeiner will attend Michigan State.

EMILY TRUSS

Digital Seminar to expand to full-year course

By Michal Ruprecht
INTERN

A shimmering sound from the 3D printer rings through Science 304. Social studies and technology teacher Sean McCarroll transformed the old science room two years ago into a colorful technology hub filled with the latest gadgets for aspiring students.

Because of its popularity, Digital Seminar will be expanded from one semester to two in the coming school year.

Senior Erin Armbruster is currently taking the course and believes the curriculum expansion will show others how diverse North is.

"I think it will make (Digital Seminar) more popular and get it more recognition throughout the city," Armbruster said. "People will hear about it and see all the cool stuff that North is doing."

Assistant principal Tom Beach has noticed a greater demand for the technology class and hopes this gives everyone a chance to enroll.

"Class offerings are based on choices for students," Beach said. "If you want to take a class, we try to make it available for you. The reason this class is being expanded is that people are very interested in it. People are talking about it. They're excited about it, and they do a lot of creative things in there."

The room houses many new devices, ranging from the district's first 3D printer to HD TVs, which serve as the class's prime attractors. As technology advances, McCarroll hopes to add to the collection, keeping in mind the curriculum must change symbiotically with modern electronics.

McCarroll found that adding new courses to his class helps students understand the complicated and developing world of technology. The new courses will be called iTech, iDesign and iCreate.

"(They) all build off of each other to teach students how to innovate in a world of constantly changing technology and resources," McCarroll said via email. "It's a good opportunity for students to do more hands-on work that is relevant to them. It's a great way to take what they've learned in their other classes and have an outlet where they can use that knowledge to solve real-world problems."

Through the class, students gain the opportunity to prepare themselves the future. Senior Luke Drieborg, who is currently taking the class for one semester, believes the class proposes something new and exciting.

"I think what really grabs a lot of kids' attention is the 3D printing," Drieborg said. "It's really hands on. You're able to use a lot of technology throughout the class. It's basically ... our world today. That's why kids like it."

After taking the class to fulfill her computer credit, sophomore Carly Lemanski says the class presents students with rare experiences.

"I never thought that I would be able to use a 3D printer, so that was interesting to do, and the coding stuff because you wouldn't think you could do that," Lemanski said. "We're obviously advancing our technology, so it gives you more experience with it. You're able to figure things out. I think I will be able to figure things out better. Other people might be more confused about it, and I could help other people."

Many colleges and employers are moving to environments similar to Digital Seminar. McCarroll has observed the diverging ideals and believes the class foreshadows what is to come for students.

CONTINUED ON **PAGE 2**

IDEAS - PAGE 7

"I'm a high schooler with no political experience, but I do know when people are in need."

ANN MUTO

LIFE - PAGE 4

Spend five minutes with science teacher Ann Muto and read about her skydiving experience.

LIFE - PAGE 6

"The disadvantage our technology puts us at is evident when it comes to focusing on daily tasks."