



## **CCSW6363 Social Work Practice with Juvenile Delinquents**

Division of Church and Community Ministries

Dr. Kevin J. Brown  
Leeke Magee 106  
504-816-8305  
kbrown@nobts.edu

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### **Purpose of Course**

The purpose of this course is to develop an understanding of juvenile delinquency and possible pathways to prevention and treatment using social work interventions.

### **Our Core Values**

The seminary has five core values. The focal core value for 2016-2017 is Characteristic Excellence. This course supports the five core values of the seminary.

*Doctrinal Integrity:* Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

*Spiritual Vitality:* We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

*Mission Focus:* We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence:* What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is Characteristic Excellence.

### **Curriculum Competencies Addressed**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

*Biblical Exposition:* To interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

The curriculum competencies addressed in this course are: Interpersonal Skills, Servant Leadership and Spiritual and Character Formation.

### **Course Catalog Description**

The nature, extent, and causation of juvenile delinquency are examined. The developmental tasks of adolescence are discussed in terms of the juvenile delinquent's achievements of these tasks. Family relationships of the delinquent are explored. Proposals are made to assist the church in organizing a network of church, court, and community relationships to aid in the reduction of delinquent behavior.

### **Student Learning Outcomes**

Providing moral leadership and guidance to individuals, families and groups affected by juvenile delinquency requires a thorough understanding of what juvenile delinquency is, how it develops,

why it occurs and how it might be prevented. Students, at the completion of this course, should be able to:

1. Define juvenile delinquency from a variety of theoretical perspectives;
2. Describe the etiology of juvenile delinquency from multiple theoretical perspectives;
3. Critically evaluate a variety of theoretical perspectives of juvenile delinquency;
4. Construct a personal theory of juvenile delinquency accounting for social, community and environmental influences;
5. Propose innovative solutions for prevention and intervention that might serve to prevent a lifelong career pattern of crime;
6. Describe the juvenile justice system and how it operates and
7. Discriminate between mainstream values, minority values and Christocentric values.

### Textbooks

The following texts and resources are **required readings** for class discussions and are to be read in their entirety unless otherwise specified. The five bulletins will be made available to students online.

Siegel, L.J. and Welsh, B.C. (2014). *Juvenile Delinquency: Theory, Practice and Law, 12<sup>th</sup> ed.* Stamford, CT: Wadsworth Cengage.

Anderson, E. (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City.* New York: W.W. Norton.

Loeber, R., Farrington, D.P. and Petechuk, D. (2013). *Bulletin 1: From juvenile delinquency to young adult offending.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242931.

Piquero, A.R., Hawkins, J.D., Kazemian, L. and Petechuk, D. (2013). *Bulletin 2: Criminal career paths.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242932.

Thornberry, T.P., Giordano, P.C., Uggen, C., Matsuda, M., Masten, A.S., Bulten, E. Donker, A.G. and Petechuk, D. (2013). *Bulletin 3: Explanations for Offending.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242933.

Hoge, R.D., Vincent, G. and Guy, L. *Bulletin 4: Prediction and Risk/Needs Assessment.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242934.

Welsh, B.C., Lipsey, M.W., Rivara, F.P., Hawkins, J.D., Aos, S., Peel, M.E. and Petechuk, D. (2013). *Bulletin 6: Changing lives: Prevention and intervention to reduce serious offending.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242936.

In additions to the required reading, the following are **supplemental texts** that students may consider for further research on the subject matter:

- Agnew, R. and Brezina, T. (2011). *Juvenile delinquency: Causes and control, 4<sup>th</sup> ed.* New York: Oxford University Press.
- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in an age of colorblindness.* New York: The New Press.
- Coutoure, P.D. (2000). *Seeing children, seeing God: A practical theology of children and poverty.* Nashville: Abingdon Press.
- Garland, D. (1996). *Precious in His sight: A guide to child advocacy, 2<sup>nd</sup> ed.* Birmingham, AL: New Hope.
- National Association of Social Workers. (2010). *The juvenile justice system.* Washington, DC: NASW Press.
- Siegel, L.J. and Welsh, B.C. (2014). *Juvenile delinquency: The core, 5<sup>th</sup> ed.* Belmont, CA: Wadsworth.
- Shoemaker, D.J. (2010). *Theories of delinquency: An examination of explanations of delinquent behavior, 6<sup>th</sup> Edition.* New York: Oxford University Press.
- Van Pelt, R. and Hancock, J. (2005). *The youth worker's guide to helping teenagers in crisis.* Grand Rapids, MI: Zondervan.

### **Course Requirements**

1. Participate in all class discussions and meetings. Students are expected to be present, prepared by having completed class assignments and to contribute to the conversations by drawing upon assignments to create lively interaction based upon advance preparation. Daily participation will be assessed with a zero for no participation, a 1 for moderate participation (one or two comments/questions/insights) and a 2 for significant contribution (three or more comments/questions/insights) to the class discussion and will result in 10% of the student's grade for the class.
2. Class participation depends upon preparation and thus students must read the assigned texts and additional class material in advance of class so as to be prepared to discuss material in class; a lack of preparation will show and will result in less participation and a lower participation score.
3. Synthesis Paper (worth 30% of the student's grade for the class, due June 12, 5 PM).
  - Each student will complete a 10 page paper drawing upon assigned reading material which synthesizes the readings, class discussion, students' original thinking about the material and which draws upon a Christian worldview as informed by Scripture.

- The paper is to be formatted in the Turabian style. Papers should be typed, double-spaced with 12 point type. The body of the paper should be 10 pages in length exclusive of bibliography.
- Ten sources are required for the paper, this may include assigned reading but must also draw from outside sources.
- Papers will be graded on content, organization, and form. The paper will be graded as follows:

Title Page/Table of Contents/Introduction	5 points
Appropriate citation of 10 sources minimum	5 points
Correct grammar and spelling	5 points
Paper turned in before completion of final class	5 points
Paper restates materials studied, draws upon new sources and shows understanding of topic	20 points
Paper addresses both theoretical and cultural causal factors of juvenile delinquency	20 points
Paper discusses causes, prevention and interventions in the field of juvenile delinquency	20 points
Paper integrates Scripture and a Christian worldview	20 points
<b>TOTAL</b>	<b>100 points</b>

4. A five page application project report that requires interacting with the juvenile justice system in your area, learning firsthand about the experience and then reporting your experience in a five page report. Student will choose one of the following options and will base the report on what was learned during the experience:
- Visit juvenile court and write about the experience
  - Interview a juvenile justice professional about their views of the system
  - Research juvenile services available in your community
  - Interview a family who has been through the juvenile justice system

This will be completed ***before the class begins*** as the short format of the workshop will prevent this from happening during the scheduled class session. It will be turned in during the first class session. This paper is designed to be less academic and more experiential and is worth 30% of the grade for the class. The paper will be graded as follows:

Grammar and Spelling	10%
Turned in during first class session	10%
Shows evidence of interacting with the juvenile justice system	20%
Reflects the students thoughts about the experience	20%
Reflects the student's emotional reaction to the experience	20%
Discusses the experience through a Biblical and Christian lens	20%
<b>TOTAL</b>	<b>100%</b>

5. The final exam is worth 30% of the final grade, will be essay style and will draw upon readings and notes to assess your understanding of reading and class materials.

### **Course Assignment Evaluation Percentages**

The course will be graded as follows:

Class discussion	10%
Synthesis Paper	30%
Final Exam	30%
Application Project and 5 page report	30%

### **Course Policies**

#### **Reading Assignments**

Students are responsible for completing all reading assignments.

#### **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 5 points per day.

#### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

#### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

#### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

## **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

## **Classroom Parameters**

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

## **Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

## **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

## Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

## Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

## Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

<u>Unit</u>	<u>Course Schedule</u> <u>Topics Covered</u>	<u>Assignment for Next Class</u>
Unit 1: Introduction	Objectives Review Syllabus Class Introductions Normalcy vs. Delinquency	Seigel/Welsh (S&G) Cha. 1 Anderson: Intro & Cha. 1 Bulletin 1: <i>From Juvenile to Young Adult Offending</i>
Unit 2	Childhood & Delinquency Street v. Decent Values Criminal Pathways	S&G Cha. 2 Anderson Cha. 2 Bulletin 2: <i>Criminal Career Pathways</i>
Unit 3	Trends in Crime & Delinquency Gaining Respect on the Street	S&G Cha. 3 Anderson Cha. 3 Bulletin 3: <i>Explanations for Offending</i>
Unit 4	Individual Views of Delinquency Drugs, Violence, Street Crime	S&G Cha. 4 Anderson Cha. 4 Bulletin 4: <i>Prediction &amp; Risk/Needs Assessment</i>
Unit 5	Social Views of Delinquency Street Relationships	S&G Cha. 5 Anderson Cha. 5



Bulletin 5: *Young Offenders  
& and Effective Response*

Unit 6	Reaction & Conflict Theories Fatherhood's Role	S&G Cha. 6 Anderson Cha. 6 Bulletin 6: <i>Changing Lives: Prevention and Intervention</i>
Unit 7	Developmental Theories The Role of the Grandmother Prevention and Intervention	S&G Chas. 7-8 Anderson Cha. 7
Unit 8	Gender Issues in Delinquency The Family & Delinquency Child Protective Services	S&G Chas. 9-10 Anderson: Conclusion
Unit 9	Impact of Peers on Delinquency Schools & Delinquency	S&G Chas. 11-12
Unit 10	Drug Use & Delinquency Applying Social & Developmental Perspectives to Prevention	S&G Chas. 13-14
Unit 11	Juvenile Justice System in History The Police & the Justice System	S&G Chas. 15-16
Unit 12	Juvenile Court Juvenile Corrections System	S&G Cha. 17
Unit 13	International Views on Juvenile Justice	Readings as Assigned
Unit 14	Christian Perspectives regarding Delinquency & Prevention	

**Class Schedule**

Monday, June 12, 2017	1-4 PM; 6-9 PM
Tuesday, June 13, 2017	8-11 AM; 1-4 PM
Wednesday, June 14, 2017	8-11 AM; 1-4 PM
Thursday, June 15, 2017	8-11 AM; 1-4 PM
Friday, June 16, 2017	8-12 PM

Monday, June 12—Class Introductions, Syllabus, Class Overview, Units 1-3

Tuesday, June 13—Units 4-6

Wednesday, June 14—Units 7-9

Thursday, June 15—Units 10-12

Friday, June 16—Units 13 and 14

*Professor reserves the right to alter schedule as required by time constraints of class schedule.*

### **Note from the Professor**

I will be available to meet with students individually throughout the workshop. Students can contact me by email: [kbrown@nobts.edu](mailto:kbrown@nobts.edu) or by phone, 504-282-4455, ext. 8305. I am available at breakfast or lunchtimes by appointment as well as after class.

### **Selected Bibliography**

- Aarons, J., Smith, L. and Wagner, L. (2009). *Dispatches from juvenile hall: Fixing a failing system*. New York: Penguin Books.
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- Anderson, E. (1999). *Code of the Street: Decency, violence, and the moral life of the inner city*. New York: W.W. Norton.
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- Bernard, T.J. and Kurlychek, M.C. (2010). *The cycle of juvenile justice, 2<sup>nd</sup> ed.* New York: Oxford University Press.
- Brown, C. (2012). *Manchild in the promised land*. New York: Touchstone.
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- Clinton, T., Clark, C. and Straub, J. (2010). *The quick reference guide to counseling teenagers*. Grand Rapids, MI: Baker Books.
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- Dykstra, R.C. (1997). *Counseling troubled youth*. Louisville, KY: Westminster John Knox Press.
- Ellis, R.A. and Sowers, K.M. (2000). *Juvenile justice practice: A cross-disciplinary approach to intervention*. Independence, KY: Cengage Learning.
- Feld, B.C. (1999). *Bad kids: Race and the transformation of the juvenile court*. New York: Oxford University Press.
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- Gerdes, L.I. (2012). *Juvenile crime (Opposing viewpoints)*. San Diego: Greenhaven Press.
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- Hoge, R.D., Vincent, G. and Guy, L. *Bulletin 4: Prediction and Risk/Needs Assessment*. (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242934.
- Howell, J.D., Feld, B.C., Mears, D.P., Farrington, D.P., Loeber, R. and Petechuk, D. (2013). *Bulletin 5: Young offenders and an effective response in the juvenile and adult justice systems: What happens, what should happen, and what we need to know*. (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242935.
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- Humes, E. (1996). *No matter how loud I shout: A year in the life of juvenile court*. New York: Touchstone.
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- Marsh, S.C. and Evans, W.P. (2009). Youth perspectives on their relationships with staff in juvenile correction settings and perceived likelihood of success on release. *Youth Violence and Juvenile Justice*, 7(1): 46-67.
- McCall, N. (1994). *Makes me wanna holler: A young black man in America*. New York: Vintage Books.
- McNamara, R.H. (2013). *Juvenile delinquency: Bridging theory to practice*. New York: McGraw Hill.
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## Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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