



**CCSW6363 Social Work Practice
with Juvenile Delinquents
New Orleans Baptist Theological Seminary
Division of Church Ministry
Fall 2020 * Tuesdays * 2:00-4:50 PM**

Bobby L. Tinner, LCSW-BACS
Adjunct Professor
504-330-0376
bltinner@hotmail.com

Meetings with professor are
by appointment only: Please
email to schedule.

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *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.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The course will address the competencies of biblical exposition, spiritual and character formation, interpersonal skills, and worship leadership.

Course 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*, 12th 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., Uggens, 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*, 4th 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, 2nd 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, 5th ed.* Belmont, CA: Wadsworth.
- Shoemaker, D.J. (2010). *Theories of delinquency: An examination of explanations of delinquent behavior, 6th 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. 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 submitted on **October 20, 2020** at the beginning of class. 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%
Timely Submission (on or before due date)	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%
TOTAL	100%

4. Synthesis Paper (worth 30% of the student's grade for the class, due **December 1, 2020**).

- 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 using APA style. Papers should be typed, double-spaced using Times New Roman 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
TOTAL	100 points

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%
Application Project and 5 page report	30%
Final Exam	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 1% per late day, up to 10% of the grade (10 days late). Papers will not be accepted after 10 days late without special approval of professor.

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.

- my.nobts.edu/cmportal/ - Email for technical questions/support requests with the my.nobts.edu/cmportal/ site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- 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 relate 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.

Course Schedule

<i>Unit</i>	<i>Topics Covered</i>	<i>Assignment for Next Class</i>
Unit 1: Introduction 8/25/2020	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 9/1/2020	Childhood & Delinquency Street v. Decent Values Criminal Pathways	S&G Cha. 2 Anderson Cha. 2 Bulletin 2: <i>Criminal Career Pathways</i>
Unit 3 9/8/2020	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 9/15/2020	Individual Views of Delinquency Drugs, Violence, Street Crime	S&G Cha. 4 Anderson Cha. 4 Bulletin 4: <i>Prediction & Risk/Needs Assessment</i>
Unit 5 9/22/2020	Social Views of Delinquency Street Relationships	S&G Cha. 5 Anderson Cha. 5 Bulletin 5: <i>Young Offenders & and Effective Response</i>

Unit 6 9/29/2020	Reaction & Conflict Theories Fatherhood's Role	S&G Cha. 6 Anderson Cha. 6 Bulletin 6: <i>Changing Lives: Prevention and Intervention</i>
---------------------	---	---

Unit 7 10/6/2020	Developmental Theories The Role of the Grandmother Prevention and Intervention	S&G Chas. 7-8 Anderson Cha. 7
---------------------	--	----------------------------------

Unit 8 10/13/2020	Gender Issues in Delinquency The Family & Delinquency Child Protective Services	S&G Chas. 9-10 Anderson: Conclusion
----------------------	---	--

FALL BREAK October 19-23

Unit 9 10/27/2020	Impact of Peers on Delinquency Schools & Delinquency	S&G Chas. 11-12
----------------------	---	-----------------

Unit 10 11/3/2020	Drug Use & Delinquency Applying Social & Developmental Perspectives to Prevention	S&G Chas. 13-14
----------------------	---	-----------------

Unit 11 11/10/2020	Juvenile Justice System in History The Police & the Justice System	S&G Chas. 15-16
-----------------------	---	-----------------

Unit 12 11/17/2020	Juvenile Court Juvenile Corrections System	S&G Cha. 17
-----------------------	---	-------------

THANKSGIVING November 23-27

Unit 13 12/1/2020 (Via Blue Jeans)	International Views on Juvenile Justice	Readings as Assigned
---------------------------------------	--	----------------------

Unit 14 12/8/2020 (Via Blue Jeans)	Christian Perspectives regarding Delinquency & Prevention	
---------------------------------------	--	--

FINAL EXAM December 15, 2:00-4:00 PM

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

Selected Bibliography

- Aarons, J., Smith, L. and Wagner, L. (2009). *Dispatches from juvenile hall: Fixing a failing system*. New York: Penguin Books.
- Agnew, R. and Brezina, T. (2011). *Juvenile delinquency: Causes and control, 4th 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.
- Anderson, E. (1999). *Code of the Street: Decency, violence, and the moral life of the inner city*. New York: W.W. Norton.
- Barker, R.L. and Branson, D.M. (2013). *Forensic social work: Legal aspects of professional practice, 2nd ed.* New York: Routledge.
- Bartollas, C. and Schmalleger, F.J. (2013). *Juvenile delinquency, 9th ed.* Upper Saddle River, NJ: Prentice Hall.
- Bartollas, C. and Schmalleger, F.J. (2012). *Juvenile justice (the justice series)*. Upper Saddle River, N.J.: Prentice Hall.
- Bates, K.A. and Swan, R.S. (2014). *Juvenile delinquency in a diverse society*. Thousand Oaks, CA: Sage.
- Benekos, P.J. and Merlo, A.V. (2009). *Controversies in juvenile justice and delinquency, 2nd ed.* Newark, NJ: Mathew Bender and Company.
- Bernard, T.J. and Kurlychek, M.C. (2010). *The cycle of juvenile justice, 2nd ed.* New York: Oxford University Press.
- Brown, C. (2012). *Manchild in the promised land*. New York: Touchstone.
- Burfiend, J. and Bartusch, D. (2011). *Juvenile delinquency: An integrated approach*. Sudbury, MA: Jones and Barlett.
- Clinton, T., Clark, C. and Straub, J. (2010). *The quick reference guide to counseling teenagers*. Grand Rapids, MI: Baker Books.
- Coutoure, P.D. (2000). *Seeing children, seeing God: A practical theology of children and poverty*. Nashville: Abingdon Press.
- Cox, S.M., Allen, J.M., Hauser, R.D. and Conrad, J.J. (2014). *Juvenile justice: A guide to theory, policy, and practice*. Los Angeles: Sage.

- 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.
- Flash, K. (2013). Treatment strategies for juvenile delinquency: Alternative solutions. *Child and Adolescent Social Work Journal*, 20(6): 509-527.
- Fuller, J.R. (2012). *Juvenile delinquency: Mainstream and crosscurrents*, 2nd ed. New York: Oxford University Press.
- Garland, D. (1996). *Precious in His sight: A guide to child advocacy*, 2nd ed. Birmingham, AL: New Hope.
- Gerdes, L.I. (2012). *Juvenile crime (Opposing viewpoints)*. San Diego: Greenhaven Press.
- Hartinger-Saunders, R.M. and Rine, C.M. (2011). The intersection of social process and social structure theories to address juvenile crime: Toward a collaborative intervention model. *Journal of Human Behavior in the Social Environment*, 21(8): 909-925.
- Hirschi, T. (2009). *Causes of Delinquency*. Piscataway, NJ: Transaction Publishers.
- 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.
- Huckabee, M. and Grant, G. (1998). *Kids who kill: Confronting our culture of violence*. Nashville: Broadman and Holman.
- Humes, E. (1996). *No matter how loud I shout: A year in the life of juvenile court*. New York: Touchstone.
- Kindlon, D. and Thompson, M. (2000). *Raising Cain: Protecting the emotional life of boys*. New York: Ballantine Books.
- Kotlowitz, A. (1991). *There are no children here: The story of growing up in the other America*. New York: Anchor Books.

- 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.
- 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.
- Mikula, J. and Anderson, G.R. (2008). Christianity in Child Welfare Practice. In T.L Scales and B. Huguen (Eds.), *Christianity and Social Work: Readings on the integration of Christian faith and Social Work practice*, 3rd Ed. (299-312). Botsford, CT: NACSW.
- Nagin, D. and Trembley, R.E. (1999). Trajectories of boys' physical aggression, opposition, and hyperactivity on the path to physically violent and nonviolent juvenile delinquency. *Child Development*, 70(5): 1181-1196.
- National Association of Social Workers. (2010). *The juvenile justice system*. Washington, DC: NASW Press.
- 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.
- Roberts, A.R. and Springer, D.W. (2007). *Social work in juvenile and criminal justice settings*. Springfield, IL: Charles C. Thomas Publishers.
- Rowatt, G.W. (2001). *Adolescents in crisis: A guidebook for parents, teachers, ministers and counselors*. Louisville, KY: Westminster John Knox Press.
- Siegel, L.J. and Welsh, B.C. (2015). *Juvenile delinquency: Theory, practice, and law*, 12th ed. Stamford, CT: Cengage Learning
- Siegel, L.J. and Welsh, B.C. (2014). *Juvenile delinquency: The core*, 5th ed. Belmont, CA: Wadsworth.
- Shoemaker, D.J. (2010). *Theories of delinquency: An examination of explanations of delinquent behavior*, 6th Edition. New York: Oxford University Press.
- Tannehaus, D.S. (2004). *Juvenile justice in the making*. New York: Oxford University Press.

- Thompson, W.E. and Bynum, J.E. (2012). *Juvenile delinquency: A sociological approach, 9th ed.* Upper Saddle River, N.J.: Pearson.
- Thornberry, T.P., Giordano, P.C., Uggem, 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.
- Van Pelt, R. and Hancock, J. (2005). *The youth worker's guide to helping teenagers in crisis.* Grand Rapids, MI: Zondervan.
- Venkatesh, S. (2008). *Gang leader for a day: A rogue sociologist takes to the streets.* New York: Penguin Press.
- Venkatesh, S. (2006). *Off the Books: The Underground Economy of the Urban Poor.* Cambridge, MA: Harvard University Press.
- 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.
- Whitehead, J.T. and Lab, S.P. (2013). *Juvenile justice: An introduction, 7th ed.* Waltham, MA: Anderson Publishing.

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

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 –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS