



PSYC 3315

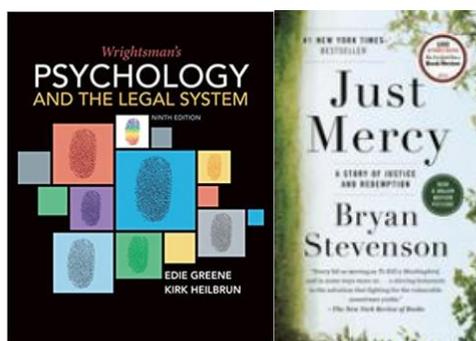
Psychology & the Law

Fall 2022

COURSE INFORMATION

Instructor: April Gile Thomas, Ph.D.
Email: athomas5@utep.edu
Location: Virtually via Blackboard (asynchronously)

Required materials:



1. Greene, E., & Heilbrun, K. (Eds). (2019). *Wrightsmen's Psychology & the Legal System (9th Ed.)*. Wadsworth.
2. Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. Spiegel & Grau trade paperback edition. New York: Speigel & Grau.

WHAT WILL YOU LEARN IN THIS CLASS?

Students will be provided with an introduction to the field of psychology and the law, particularly in relation to key debates, theories, and application of research to real-world settings. The course will highlight the challenges associated with working at the intersection of the fields of psychology and law and with efforts to integrate ideas, findings, and logic between the fields. Overall, students will gain general knowledge about how psychological research can inform legal contexts, how psychological research is used in legal contexts, and exciting new directions in the study of psychology and law.

At the end of this course, you should be able to:

1. Describe the different ways that psychologists interact with the legal system and describe careers within the field.
2. Describe the basic systems and procedures of the U.S. legal system.

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3. Comprehend the major findings of experimental and developmental psychology that inform the legal system (e.g., eyewitness memory, jury decision-making).
4. Describe the ways that clinical psychologists' evaluations can inform legal proceedings (e.g., insanity defense, competency).
5. Communicate effectively about key issues and research pertaining to legal psychology.

COURSE MATERIALS & BLACKBOARD

We will use the textbook and assigned memoir frequently and you should have a copy of each before class begins. Purchase, ebook, and rental options can be compared in the UTEP bookstore or on various websites. The textbook is supplemented by empirical, theoretical, and review articles and chapters from a variety of journals and books that will be provided as the course progresses to download via the Blackboard system. Blackboard is also where you will find assignment descriptions and submission portals, lectures and lecture notes, and other materials relevant to the course. I will make announcements regarding the course via Blackboard periodically, so please check Blackboard and your email several times per week.

COURSE COMMUNICATION

Because this is an online class, we will not see each other in the ways you may be accustomed to in face-to-face courses. However, there are several ways we can keep the communication channels open:

- **Office Hours:** My office hours will be held on Zoom on Wednesdays from 1:30-2:30pm MT (using [this link](#)). If this time does not work well for your schedule, please email me and I will try to accommodate your scheduling needs.
- **Email:** UTEP e-mail is the best way to contact me (my email is athomas5@utep.edu). I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and **please put the course number in the subject line**. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. *Due to FERPA regulations regarding privacy, I am not allowed to discuss grades via email unless you email from your UTEP email address, and it is a private message with no other individuals copied.* For tips on how to email your professor: <http://www.wikihow.com/Email-a-Professor>
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. *Please respond to other students' questions if you*

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have a helpful response (you will receive 1 point of extra credit if you offer a correct answer to another student's question; you can earn a maximum of 5 extra credit points for this).

- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages. I will typically send an announcement at least once per week.

TECHNOLOGY REQUIREMENTS

- **Internet Access:** Please make sure you have sufficient WiFi connectivity as this is an online course. If you find that your Internet speed is contributing to difficulties in the course (such as problems submitting assignments, watching course videos, or completing exams), please reach out to the [Technology Support Center for assistance](#).
- **Blackboard:** Course content is delivered via the Internet through the Blackboard learning management system (LMS). You should login to the LMS at least twice a week. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome is the best browser for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
- **Word Processing Software:** If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.
- **Webcam:** You will need a webcam for this course's video discussions. If you do not have a webcam on your computer, you may use a webcam on a smartphone or tablet device. If you do not have access to a device with a webcam, please contact the [UTEP Technology Support Center](#) to check out a laptop.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

HOW WILL YOUR GRADE BE DETERMINED?

Your grade for the course will be based on quizzes, assignments, and participation. Grades are weighted such that quizzes are worth 50% of your grade and assignments/discussion posts are worth the remaining 50% of your grade. ****Grades will not be rounded.**

90% and above =A

80 to 89% =B

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70 to 79%	=C
60 to 69%	=D
59% and below	=F

Quizzes

Quizzes will be administered via Blackboard. You will complete one quiz per topic/chapter of the course (usually 1 per week). The quizzes consist of multiple choice, short answer, and essay questions. These quizzes are open book/open note and do NOT use Respondus Lockdown Browser; however, they are timed to discourage cheating and encourage studying in advance. **Quizzes are posted by Monday morning for the week and must be completed by Sunday at 11:59pm**; you may choose any time that is convenient for you to complete the quiz if it is completed within the week it is assigned. **Quizzes are worth 50 points each. No late quizzes will be accepted unless you have made prior arrangements with me (this option is given only in extenuating circumstances).**

Assignments

Students will be generally required to complete 1 assignment per week (unless otherwise posted). Assignments provide an opportunity to take a “deep dive” into the content you are most interested in, to help ensure your understanding of course material, provide real life examples of course applications, and supplement course discussion. All assignments should be submitted in Blackboard as a Word document attachment. Assignments should be approximately 1-2 pages, double spaced, APA format, with 1" margins, 12-point font (Arial, Calibri, or Times New Roman). You do not need a title page; however, you should include in-text citations and a reference page as appropriate (you do not need to cite the textbook but if you use other references, they should be appropriately cited). Points will be deducted for assignments that fail to address all elements of the assignment or have improper formatting. **Assignments are worth 10 points each and are due by 11:59pm on Sunday of the week they are assigned.**

Journal Entries

Throughout the semester, you will be reading from the memoir *Just Mercy*, which provides real-world examples of some of the concepts we will encounter during the course. You will be expected to write one journal entry per chapter as you read *Just Mercy*. Journal entries should be a minimum of ½ page, single-spaced. In writing your journal entries, you should reflect on and demonstrate your understanding of the reading. Journal entries should not summarize the chapter. Basic entries may note what was surprising or interesting about the reading; however, to earn full points, your entry must go beyond surface-level reflections by trying to connect the reading to course content or other sources, applying the reading in some way to experiences outside of the classroom, or discussing lessons learned. **Journal entries are worth 10 points each and are due by 11:59pm on Sunday each week.**

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The following are some prompts you can use as you write your journal entries. You are not required to use these prompts. This is not an exhaustive list. You may also use the discussion questions in this guide: <https://eji.org/files/just-mercy-discussion-guide.pdf>

- Discuss your reactions (emotions) to an event in the chapter.
- Discuss a character's actions and why you did or didn't agree with them.
- Make predictions for the next events in the story. Explain what you think will happen next and why.
- Discuss a lesson that you learned from this chapter. You could additionally discuss how you could apply that lesson in your own life.
- Discuss questions that you have about the chapter.
- Relate events, characters, or setting to your own life.
- Talk about a part of the story that was difficult to understand.
- Share something new you learned.
- Relate the chapter to content from the course.
- Talk about experiences you have had that relate to this topic and connect your experiences to the chapter.
- What are key take-aways or messages from this chapter that you would want to share with other people?
- What was frustrating or difficult about reading this chapter?
- What did you find thought-provoking or surprising about this chapter? Why?

Discussion Videos

The class will utilize [Flipgrid](#) to generate discussion videos (usually a 1 per week) to talk about and reflect on course concepts in greater detail. [Here's a brief tutorial on how to use Flipgrid.](#) Please use your UTEP email address to sign in. These video posts are graded as Pass/Fail. To receive full points, you simply need to address all components of the discussion prompt and follow our class rules for discussion post etiquette. Videos should be no more than 3 minutes in length. You must also **respond to at least 2** other students per post (you may respond via text or video comments). If you are shy about showing your face on screen, you may use the face-blurring option provided in Flipgrid. **All posts (including replies) are due by 11:59pm on Sunday each week; these are worth 10 points each week.**

WHAT DOES SUCCESS IN THIS CLASS LOOK LIKE?

This class will require more than mere memorization. My goal is to teach you how to apply the information you have learned. To be successful in this course, you not only need to know the material, but must also be able to integrate it into a broader framework and use it in different situations. I will try to not just teach you about psychology and the law, but to **THINK** scientifically about it.

EXPECTATIONS

Participation

Not all course material will be covered in the readings; therefore, viewing lectures and participating in class discussions will be vital to gaining a full understanding of the course material. **Complete all readings before viewing the associated lecture** and make notes on the readings to prepare to discuss the main points, theories, methods, results, implications, and any questions you have. Every time you read something, think about the implications of the reading for law, policy, and future psychological research, and jot them down.

Late Assignments

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) to a cloud-based storage (OneDrive is provided to UTEP students for free). This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email the teaching assistant and myself your back-up document as a last resort. **I will accept late assignments, journals, and Flipgrids up to 1 week past the deadline for 50% credit.** Late work will not be accepted after one week past the due date unless there are extenuating circumstances that have been communicated to me. Late quizzes are not permitted except in very rare circumstances (i.e., extenuating circumstances that have been communicated to me).

Make-up Quizzes

Because I offer a week-long test window in which to complete each quiz, make-ups will only be given in special circumstances, as noted by UTEP policy or in emergency situations (documentation will be required). Make-up quizzes may be administered in an essay format, rather than the traditional quiz format.

Extra Credit

Students in this course are eligible to receive 10 points of extra credit via participation in the Psychology Research Participation System (aka SONA). This is equivalent to 2 hours of SONA credit. **You must register your credits for this class for them to count** (you cannot double dip for credit in multiple courses). Additional extra credit assignments may be posted on Blackboard throughout the course. Students who answer their classmates' questions on the discussion board will earn 1 point for each question correctly answered (only the first student to correctly answer the question will receive points; you may earn up to 5 points in this way). Additional extra credit opportunities are sometimes posted

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on my Twitter account (@AprilGileThomas) or lab Facebook page (@ThomasADDLab).

Tips for Success:

1. Watch all lectures and pay attention.
2. Ask questions –through email or Blackboard, during office hours, etc.
3. Do the reading BEFORE class and take notes on key terms and concepts.
4. Take notes during lecture and synthesize your notes into a summary for each topic or chapter.
5. Focus on understanding rather than memorizing. The best way to know you've mastered the material is to try to teach this information to someone else.

COURSE ETIQUETTE

Recording of classes

No student may record any classroom activity without express written consent from me. If you have (or think you may have) a disability such that you need to record or tape classroom activities, please contact the Center for Accommodations and Support Services.

How to Address Me *verbiage borrowed from Dr. Jeanne Dyches

Names matter. Just like you, professors and instructors have preferences for what their students call them. I prefer you call me by my professional name, Dr. Thomas, Professor Thomas, or Dr. T. For more information on the importance of honoring professional titles in relation to equity, check out this article: [“Why are female doctors introduced by first name while men are called ‘Doctor’?”](#)

Diversity and Inclusion

I recognize that within the class we each bring forth our own experiences and perspectives from our lived experiences. I aim to create a learning community in which those diverse thoughts and experiences are valued. I aim to value and respect your unique identities (including race, gender, class, sexuality, religion, ability, etc.). If you feel comfortable sharing, please let me know your preferred pronouns and/or if you have a name that differs from the official course record. I realize we are living in tumultuous times and there may be times when your life outside the class affects your performance within the class. I encourage you to be open with me when you are struggling so I can be a resource for you. I want each student to be successful in this class and will do my best to support you.

Content Warning

In this class, we will learn about sensitive topics that may be emotionally challenging for some individuals (for example, rape, domestic violence, hate crimes, mass shootings/violence, racial injustice, etc.). Some of the content may

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make you feel uncomfortable or challenge your current way of thinking, which can be difficult. If you feel any of our course topics may cause you undue distress, please let me know in advance so I can try to work with you and provide an alternate assignment.

Copyright Statement

The materials used in this course are copyrighted. This includes, but is not limited to syllabi, quizzes, lecture slides, lecture recordings, in-class activities, review sheets, homework, solutions, class notes, supplemental materials. You do not have the right to copy or distribute these items unless I specifically grant you permission.

DISCUSSION GROUND RULES

1. **Respect Each Other.** To create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning about topics. If something was said by anyone in class that made you feel uncomfortable, please talk to me about it (anonymous feedback is also an option).
2. **Discuss with the Purpose of Generating Greater Understanding.** The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, accomplishes this goal. However, in expressing viewpoints, students should try to raise questions and comments in way that will promote learning, rather than defensiveness and conflict in other students.
3. **Don't Personalize the Dialogue.** Keep the discussion and comments on the topic, not on the individual. Don't personalize the dialogue. Rather than personalizing the dialogue, please direct challenging comments or questions to the instructor or the entire class.
4. **Agree to Disagree.** Remember that it is OK to disagree with each other. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions.
5. **Participate and Share.** Everyone is expected to share.
6. **Do not use any vulgar language or derogatory terms.**

UTEP POLICIES

Academic Integrity & Scholastic Dishonesty

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic

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dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating or plagiarism in this class will result in penalties that may include a letter in the student's file as well as failing the course. The academic honesty code is available online at: <http://sa.utep.edu/osccr/academic-integrity/>

Incompletes & Drop/Withdrawal

Incompletes will not be given in this course except under extremely rare circumstances that require documentation and adherence to university policies. Students need permission from me to be granted an incomplete. The FINAL drop/withdrawal date without the Deans' approval is **October 28th**. Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.

University Drop/Withdrawal Policies:

1. Dropping indicates a class or classes will be dropped, but the student will remain enrolled in at least one class at the institution for the semester
2. Complete withdrawal means a student will no longer remain enrolled in any classes at the institution for the semester

Adding or dropping courses within the first 12 days of a long semester or prior to the start of a "Part of Term," will result in a financial aid adjustment and create a balance on the student's account. Dropping a course may affect a student's Satisfactory Academic Progress (SAP). Students on an academic plan are encouraged to speak with OSFA to ensure the drop will not result in SAP Termination.

A complete withdrawal at any time during the semester will result in a balance on the student's account and will affect their SAP.

Any tuition and fees credit made to the student account by the Office of Student Business Services will be routed to any financial aid received by the student, including loans.

IF YOU ARE STRUGGLING...

The sooner you come to me with problems you are facing in the class, the sooner and more effectively I can help you; if you wait until the end of the semester to reach out, my ability to assist will be severely limited.

Please notify me and contact the Center for Accommodations and Student Support as soon as possible, as you may be entitled to receive extensions or additional time on assignments and quizzes if you are deemed eligible. Online courses present many benefits (such as flexibility in scheduling and the

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opportunity to work at your own pace), but also unique challenges. For example, students need to be self-directed and organized to prevent falling behind. I am happy to discuss strategies for success if you find yourself struggling in this course.

Parenting or Employment Difficulties

The struggles of balancing school and parenting or employment can be exhausting at times, but especially so during a pandemic. I hope you feel comfortable disclosing your student-parent or student-employee status to me. This is the first step in my being able to accommodate special needs that arise. While I maintain the same high expectations for all students in my class regardless of parenting or employment status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school/life balance. As someone who worked full time during my undergraduate studies and was a parent during graduate school, I understand the hurdles that sometimes present themselves and want to be a resource to help you overcome such challenges.

COVID Difficulties

If you become ill, need to care for someone who is ill, or have experienced the death of a loved one, please notify me and contact the Center for Accommodations and Student Support as soon as possible as you may be eligible for accommodations, such as extensions on coursework. If you are unable to complete the course, options may include taking a withdrawal or an incomplete (after discussion with myself and your academic advisor).

ADDITIONAL ASSISTANCE

<u>Center for Accommodations and Support Services</u>	If you have a documented disability or need that requires assistance, please contact the Center for Accommodations and Support Services (CASS) by phone at 747-5148 or by email at cass@utep.edu . Students can request accommodations virtually by logging into the Accessible Information Management system (AIM) using their UTEP credentials at cassportal.utep.edu .
<u>Student Support Services</u>	Provides students with innovative programs, services, and facilities to enhance their academic experience.
<u>University Writing Center</u>	Provides writing assistance and editing services. Students get writing coaching on specific course papers or projects.
<u>Financial Assistance/UTEP Cares</u>	Emergency grants are available to provide financial assistance for unexpected expenses (for example, emergency loans to purchase textbooks).
<u>Technology Support</u>	Provides technological support for students. This should be your first contact if you are experiencing problems with Blackboard or other university software.
<u>Counseling and Psychological Services</u>	We all can feel overwhelmed at times; this is especially true during a global pandemic. I encourage all students to care for their mental health and visit the counseling services as needed. Services are being offered remotely.
<u>Food Pantry</u>	The UTEP Food Pantry provides support and assistance to UTEP students dealing with food insecurity.

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Course Schedule

Due Date	Topic	Reading	Assignment	Flipgrid	Journal	Quiz
8/28/22	Introduction to Psychology & Law	Textbook Ch. 1 JM Introduction	Serial podcast (episode 1) and writeup	Introduction video	None	Quiz 1
9/4/22	Overview of the Legal System	Textbook Ch. 2 JM Ch. 1	Serial podcast (episode 2) and writeup	Supreme Court Justice Appointments	1	Quiz 2
9/11/22	Race & Crime	Mekawi, Y., & Bresin, K. (2015). Is the evidence from racial bias shooting task studies a smoking gun? Results from a meta-analysis. <i>Journal of Experimental Social Psychology, 61</i> , 120-130. Najdowski, C. J., Bottoms, B. L., & Goff, P. A. (2015). Stereotype threat and racial differences in citizens' experiences of police encounters. <i>Law and Human Behavior, 39</i> , 463–477.	Implicit Bias assignment (DO BEFORE WATCHING LECTURE)	Defunding the police	2	Quiz 3

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		JM Ch. 2				
9/18/22	Psychology of Crime	Textbook Ch. 3 JM Ch. 3	Fictional character and theory of crime assignment	None	3	Quiz 4
9/25/22	Punishment & Sentencing	Textbook Ch. 14 JM Ch. 4	Purposes of punishment video assignment	Felicity Huffman case	4	Quiz 5
10/2/22	Eyewitness Memory & ID	Textbook Ch. 5 (except child witness portion) JM Ch. 5	Eyewitness activity and writeup	Case of Ronald Cotton	5	Quiz 6
10/9/22	Child Victims & Witnesses; Psychology of Victims	Textbook Ch. 5 (child witness portion only) & Ch. 6 JM Ch. 6	Sexual Harassment video	Child testimony	6	Quiz 7
10/16/22	Juvenile Culpability	Cauffman, E., Cavanagh, C., Donley, S., & Thomas, A.G. (2015). A developmental perspective on adolescent risk-taking and criminal behavior. In A. Piquero (Ed.), Handbook of Criminological Theory. Oxford: Wiley-Blackwell.	NYTimes OpEd – when should juveniles be tried as adults?	Juvenile culpability	7	Quiz 8

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		Steinberg, L. (2013). The influence of neuroscience on US Supreme Court decisions about adolescents' criminal culpability. <i>Nature Reviews Neuroscience</i> , 14(7), 513-518. JM Ch. 7				
10/23/22	Juvenile Justice System & Transfer	Textbook Ch. 10 (juvenile transfer section only) Woolard, J.L., Odgers, C., Lanza-Kaduce, L., & Daglis, H. (2005). Juveniles within adult correctional settings: Legal pathways and developmental considerations. <i>International Journal of Forensic Mental Health</i> , 4, 1-18.	Case of 10-year-old tried as adult	Status offenses	8	Quiz 9

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		JM Ch. 8				
10/30/22	Traditional Prosecutions & Plea Bargaining	Textbook Ch. 8 JM Ch. 9	Kalief Browder case writeup	Should cash bail be eliminated?	9	Quiz 10
11/6/22	Competence & Insanity Defense	Textbook Ch. 10 (except juvenile transfer) JM Ch. 10	Panetti v. Quarterman (2007) case	Forcible medication	10	Quiz 11
11/13/22	Jury Selection & Decision-Making	Textbook Ch. 12 Textbook Ch. 13 JM Ch. 11	Podcast reaction "Radiolab: Object Anyway" about <i>Batson v. Kentucky (1986)</i>	None	11	Quiz 12
11/20/22	Profiling & Detecting Deception	Textbook Ch. 7 – part 1 JM Ch. 12	None	Two truths & a lie	12	Quiz 13
11/27/22	Interrogations & Confessions	Textbook Ch. 7 – part 2 Norris, R., & Redlich, A. D. (2011). At-risk populations under investigation and at trial. In B. Cutler (Ed.), <i>Conviction of the innocent: Lessons from psychological research</i> (pp. 13-32). Washington, DC: APA Press.	Video activity – interrogation tactics	Confession types	13	Quiz 14

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		JM Ch. 13				
12/4/22	Corrections	Textbook Ch. 15 JM Ch. 14	Design a re-entry program	Visitation & phone privileges during incarceration	14	Quiz 15
FINALS WEEK	n/a	JM Ch. 15 JM Ch. 16	Class reflection assignment.	None	15 16	None
There will be NO final exam in this class. The last day to turn in late work is 12/11/22. Final grades are due to the registrar by 12/14/22.						