

Spring 2027 Advising & Registration Guide



Fall registration advising begins on **Monday, October 26**. Students are expected to consult thoroughly and substantively with their Jepson academic advisor prior to registration. Academic requirements for the major and minor are summarized on the Jepson School website: <https://jepson.richmond.edu/academics/requirements.html>

• I M P O R T A N T •

Checklist & Timeline for Core Classes

The LDST-required-courses sequence is managed with prerequisites. Students are responsible for enrolling in the required courses in the appropriate semester.

- ☐ **LDST 101** Historical Foundations of Leadership
- ☐ **LDST 102** Social Foundations of Leadership *Must be taken by the end of sophomore year.*
- ☐ **LDST 210** Justice & Civil Society *Complete 210 before end of junior year.*
- ☐ **LDST 249** Quantitative Social Science or one of the following replacements below:
 - BIOL 320 Experimental Design and Economics
 - BUAD 202 Statistics for Business & Economics
 - CHEM 300 Measurement Statistics
 - DSST 189 Introduction to Statistical Modeling
 - DSST 289 Introduction to Data Science
 - ECON 170 Statistical Analysis for Business...
 - HS 250 Epidemiology and Health Research...
 - PSYC 200 Methods & Analyses*Sophomores must enroll in 249 (or substitute) and/or 250 in the spring of sophomore year. Both courses must be completed by the end of junior year (in advance of or in conjunction with 300).*
- ☐ **LDST 250** Critical Thinking & Methods of Inquiry *Unless studying abroad, students must take 300 in the fall of junior year.*
- ☐ **LDST 300** Theories & Models of Leadership
- ☐ **LDST 450** Leadership Ethics *450 must be taken in fall of senior year. This course is only offered in the fall.* (LDST 300 is a prerequisite.)
- ☐ **LDST 488** Internship (.5 units) *Must be taken in spring of junior year.*
- ☐ **LDST 489** Internship (.5 units) *Must be taken in fall of senior year.*
- ☐ **Four additional units of advanced courses numbered above 300** — not including LDST 450 and Internship. Advanced coursework may include one unit of collaborative study, independent study, directed study, honors thesis work, or senior thesis work. *Leadership studies electives may be taken any time.*

ABOUT Spring REGISTRATION

Spring pre-registration for continuing students begins on **Monday, November 2**. Students are responsible for registering at their assigned times. Please carefully consult the registration rotation:

<http://registrar.richmond.edu/registration/undergraduate/rotation.html>

MORE QUESTIONS?

Students are responsible for completing all general education and major and minor requirements and should direct any questions of a general academic nature to Dr. Kristin Bezio, associate dean for academic affairs. A list of all advanced and required courses offered in spring 2027 is available on the Jepson website: <https://jepson.richmond.edu/student-resources/forms-guides/advising-guide.html>

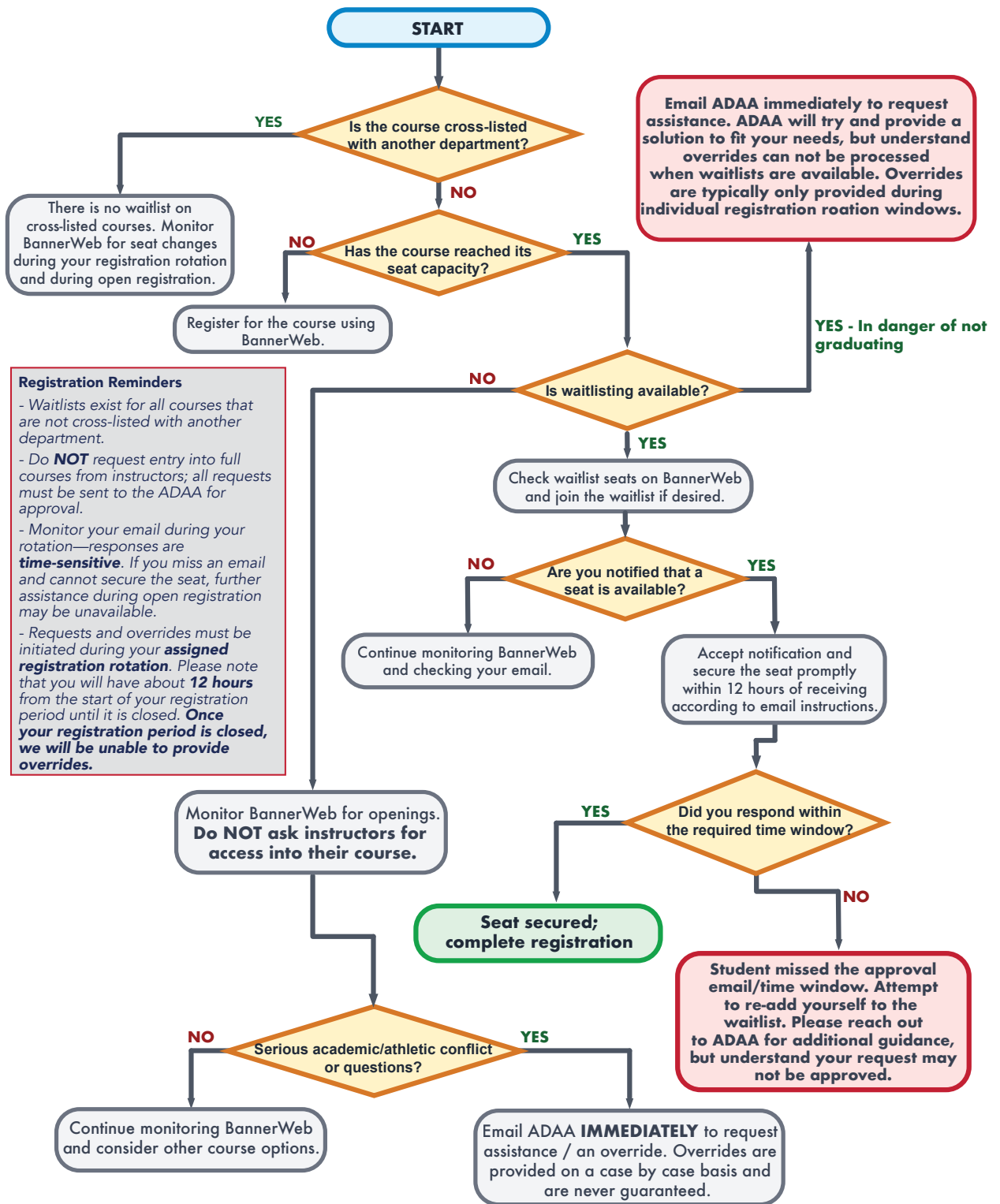
INSIDE:

- Waitlisting Information
- Spring 2027 Electives
- Student Research
- Special Info for the Class of 2027 & 2028
- Special Info for Prospective Students (Class of 2029 & 2030)
- General Education Criteria for Jepson Courses

Waitlisting and Override Information

ADAA: kbezio@richmond.edu

Course Registration Decision Flow Chart



Special Topic Courses & Jepson Electives

This spring we are offering **two** special topic course. In addition, there are **five** other advanced electives. Course titles and descriptions appear on the following two pages.

Special Topic Courses

- **LDST 390-01** MW 10:30-11:45 pm

Special Topic: Leadership, Polarization, and the Ethics of Open-mindedness—Dr. Kazi Huda

Why do democratic societies become deeply polarized? How should leaders respond to ideological conflict, misinformation, public distrust, and political division? Can leaders remain open-minded without appearing weak or indecisive? This course explores the ethical and political challenges of leadership in polarized societies through classic and contemporary debates in political philosophy, ethics, and leadership studies. Students will examine topics such as populism, political persuasion, democratic crisis, public trust, protest movements, social media, ideological rigidity, and the responsibilities of leadership under conditions of uncertainty and disagreement. Readings and case studies will draw from both historical and contemporary political contexts to investigate how leaders make judgments, exercise authority, and navigate conflict in democratic life.

- **LDST 390-02** TR 1:30-2:45 pm

Special Topic: Machiavelli: Leadership in Renaissance Italy—Dr. Nicholas Baker

Before Machiavelli, the ethics of leadership in Europe consisted in judging actions based either on the interior intentions of the actor or according to an external set of laws or rules (such as a religious text or natural law); or occasionally by insisting that actions had to be both well intentioned and in accordance with external rules. In the early sixteenth century, Niccolò Machiavelli instead argued that the actions of a leader had to be judged by their consequences not by their motives nor by the act itself and certainly not by anything as nebulous as external moral rules. Famously in *The Prince*, he argued that a leader did not always have to act according to contemporary morality but instead had to “guarda al fine” (look toward the end) and act to preserve the state. In the less-widely read *Discourses*, Machiavelli similarly insisted that an apparently evil act—even murder—could be good if assessed by its consequences. In this class we will place Machiavelli in the context of fifteenth- and early-sixteenth-century Italy in order to understand why he made these (and other arguments) about history and politics. We will read some of Machiavelli’s best-known works as well as some that you may have never heard of, together with selections from other texts by classical and Renaissance authors, who influenced or conflicted with him, in order to consider how his ideas shaped modern ideas about leadership.

Other Jepson Electives

- **LDST 301-01** T 3:00-5:40 pm

Native Peoples & the U.S. Supreme Court—Dr. David Wilkins

This course explores the role of the U.S. Supreme Court as a policy-making institution in its variegated dealings with Indigenous nations and their citizens, who also happen to be American citizens. The course utilizes theoretical, behavioral, political, and institutional perspectives in an effort to understand how the High Court arrives at decisions on numerous topics pertinent to Native peoples, such as the political status of Native nations and their relationships to the federal and state governments, Native land title, treaty rights, criminal and civil jurisdiction, taxation, hunting, and fishing rights, etc. The course will consist of readings about the institutional history of the court, selected court cases, instructions on briefing and analysis of cases and concepts, and discussions about the historical background and significance of key cases. (Cross-listed with PLSC 379)

Other Jepson Electives (Continued)

• **LDST 310-01** TR 12:00-1:15 pm

Folk Music and Protest Thought—Dr. Thad Williamson

This class critically examines the use of folk and popular music as a communications and organizational tool in the context of power struggles and social conflict in twentieth-century United States. Specific movements that will be the focal point of the course include the American labor movement (1930s-1970s), the Civil Rights Movement (1950s-1970s), the anti-Vietnam War protest movement (1960s-1970s), and the Women's Movement (1960s-70s). We will consider the way these protest movements used music to express and influence beliefs, and the ways artists used music to represent specific experiences and viewpoints to wider audiences.

The cultural diversity of the United States and the ways this is encoded in diverse musical traditions will be another major theme of the course. Politically and socially engaged artists representing traditional folk, country, soul, gospel, rock'n'roll, and other genres will be discussed, along with field recordings from the Civil Rights Movement. Performers whose work will be examined in depth will include Paul Robeson, Pete Seeger, Harry Belafonte, Barbara Dane, Bernice Johnson Reagon (SNCC Freedom Singers and Sweet Honey in the Rock), Bob Dylan, Mavis Staples and the Staple Singers, Nina Simone, Johnny Cash, Hazel Dickens, Dolly Parton, Curtis Mayfield, and Gil Scott-Heron. Numerous additional performers will receive briefer attention, including the Carter Family, Woody Guthrie, Leadbelly, Josh White, Elizabeth Cotten, Sister Rosetta Tharpe, Odetta, Joan Baez, Phil Ochs, Tom Paxton, Aretha Franklin, Loretta Lynn, Joni Mitchell, James Brown, Marvin Gaye, Stevie Wonder, and others.

In the final week of the class, we will discuss the role of music in South African anti-apartheid movement, with a primary focus on the life and music of Miriam Makeba.

Students will have the opportunity to do a research project on a topic of their choice (historical or contemporary) related to the intersection of music and social protest. Students will be expected to read, listen to curated playlists, and engage with multimedia materials on a weekly basis. By the end of the semester students should have a stronger understanding of (1) the specific social movements we are engaging; (2) the rich diversity of American culture and musical traditions; (3) the role of music as a tool of democratic expression, community and movement building, and social change.

• **LDST 354-01** MW 9:00-10:15 pm

Conflict Resolution—Dr. Richard Coughlan

Examines how leaders understand, manage, and resolve conflict among individuals, within groups and organizations, and between groups and organizations. Students explore the dynamics of conflict and develop skills in negotiation, communication, mediation, and other approaches to reaching agreement. Particular attention is given to interests, power, persuasion, relationships, and the ethical challenges that arise in managing conflict. Simulations, cases, and exercises provide opportunities to practice and reflect on conflict-resolution strategies across organizational, civic, nonprofit, and public settings.

Other Jepson Electives (Continued)

- **LDST 383-01** M 3:00-5:40 pm

Leadership and the Future of Higher Education—Dr. Ronald A. Crutcher

This course is designed to provide students with an understanding of leadership in higher education, with particular emphasis on the role of the university president and how he/she works with constituents to earn trust, guide plans, and make decisions. Theories and concepts of leadership will be examined through case studies of pivotal presidents. In addition, these theories and concepts will be applied to a project devoted to designing a new university in which students will collaborate in crafting the mission, values, and organizational framework. The course will be conducted as a seminar with classroom discussion and small group projects.

- **LDST 384-01** MW 12:00-1:15 pm

- **LDST 384-02** MW 1:30-2:45 pm

Education and Equity—Dr. Tom Shields

This course will examine the inequity of K-12 educational systems in Richmond, Virginia and in the U.S. We will discuss the role of racial, economic, and ethnic segregation in K-12 schooling in Richmond area, Virginia, and the U.S. The student will understand the history of segregation in schools in the City of Richmond, Virginia, and the U.S. We will review the demographic changes that are happening in Richmond and in Virginia and the impact on schools and housing. Through this course, the student should have an enhanced understanding of the impact of community and societal factors in child and adolescent learning opportunities. There will also be a discussion of the relationship of segregation in education and housing policy, which is known as the education-housing nexus. The student will understand the role of the government in creating inequity in schools and housing. In addition, the student will understand the relationship between health drivers/determinants and educational success. By the end of the course, the student should be familiar with the kinds of questions asked by education scholars, practitioners, policymakers, and advocates with regard to diversity, equity, and inclusivity in K-12 school and U.S. society. (*Cross-listed with Education & Society*)

Student Research

Majors (**but not minors**) may count a maximum of **one** unit of student research toward the advanced course requirement. This includes LDST 490 Independent Study, LDST 491 Collaborative Study, LDST 492 Directed Study, LDST 495/496 Senior Thesis, and LDST 497/498 Senior Honors Thesis.

- LDST 490 Independent study allows students to pursue research on their own topic of interest under the supervision of a faculty member. Independent study proposals must be sponsored by a faculty mentor and receive an approval from the **ADAA**. The independent research experience will culminate in a final written product. Students should seek out a faculty mentor to discuss their proposal before registration of the upcoming semester. Ideally, the project proposal should be finalized prior to the end of the semester. Proposals must be submitted to Dr. Bezio at **least two weeks before the beginning of classes** in the semester in which the independent study is to take place.
- LDST 491 Collaborative study provides students with the opportunity to conduct research collaboratively with a Jepson faculty member on a project of theoretical or methodological importance to the faculty member's program of research. Collaborative study must involve more than providing research assistance to an ongoing project; rather, the student must take responsibility for conducting original research of scholarly value. Collaborative study will be grounded in rigorous methods appropriate to the discipline in which the student is working and will culminate in a final written product. The project must be sponsored by a faculty mentor and approved by the **ADAA**. Students should seek out a faculty mentor to discuss their proposal before registration of the upcoming semester. Ideally, the project proposal should be finalized prior to the end of the semester and proposals must be submitted to Dr. Bezio **by the end of the add/drop period**.
- LDST 492 Directed study involves group reading and discussion in a specified area of leadership studies under faculty supervision. Students may receive 1 unit of credit for this course. Directed study proposals must be sponsored by a faculty mentor and receive an approval from the ADAA. Students should seek out a faculty mentor to discuss their proposal before registration of the upcoming semester. Ideally, the project proposal should be finalized prior to the end of the semester. Proposals for LDST 492 must be submitted to Dr. Bezio **at least two weeks before the beginning of classes** in the semester in which the directed study is to take place.
- LDST 495/496 Senior thesis allows a student to develop a research project on a particular question in the study of leadership and to spend a full academic year working on this project with a Jepson faculty member. Students are expected to engage in rigorous and original research that will enrich and complement their previous study of leadership and contribute to the academic community of the Jepson School. Students should seek out a faculty mentor to discuss their proposal before registration of the upcoming semester. Ideally, the project proposal should be finalized prior to the end of the semester. Proposals for LDST 495/496 must be submitted to Dr. Bezio **at least two weeks before the beginning of classes** in the semester in which the senior thesis is to take place.

After receiving an approval from the ADAA, students will be provided instructions on how to register with their research advisor. Forms and applications for these courses are located on the Jepson website under [Student Resources/Forms & Guides](#).

Senior Degree Audits

All seniors need to complete an online degree audit. Seniors who have applied to graduate will receive a link and instructions from the registrar's office in mid-October (for May or August graduates). The purpose of completing the audit is so that students can discuss with their advisor what courses are needed for them to complete their degree requirements. The student is ultimately responsible for making sure that all general education requirements have been met, as well as the requirements of the major(s) and minor(s). Advisors are encouraged to consult GradTracker to confirm the contents of the audit. Once the audit form is completed online, submitted by the student, and reviewed by the advisor and our Associate Dean for Academic Affairs, the Registrar's Office will process them.

During registration, please be mindful of others and only register for classes you intend to take and keep on your schedule. Please do not register courses on your schedule that you intend to drop; try to finalize your schedule within your scheduled registration rotation. This makes it difficult for other students to register for courses they may need to graduate.

Study Abroad and Study Outside of Jepson

Majors (**but not minors**) may count a maximum of **one unit** of study abroad credit or one unit taken at the University of Richmond outside of the Jepson School toward the advanced course requirement. This course must enhance the student's academic plan in leadership studies. It should not be at the introductory level. Determination of whether a course enhances a student's academic plan in leadership studies will be made by the associate dean for academic affairs and/or the Academic Affairs Committee. The Leadership Studies Request for Study Abroad Credit form can be found on the Jepson website under Student Resources/[Forms & Guides](#)/Study Abroad, as well as the Jepson School's Transfer Course Approval form. Please submit all paperwork and/or study abroad questions to Christina Coss (christina.mills2@richmond.edu).

Jepson Scholars Program

To be considered for the Jepson Scholars Program, which provides scholarships for students interested in pursuing a one-year master's program at the university of Oxford, seniors are required to do the following: meet with Dr. Bezio and Dana Kuchem to discuss your application, apply and gain acceptance into an Oxford graduate program, and within 2 weeks of applying to the Oxford program, submit an application for the Jepson Scholars program. Seniors will need to remember to make their final home school designations no later than **Friday, January 22, 2027**. Benefits of being Jepson home school will affect priority ranking for the Jepson Scholars Foundation Oxford University scholarship. Additional information on the program requirements and the checklist can be found on the [Jepson Scholars Program](#) page of the website. If you have any additional questions, please reach out to Dr. Bezio (kbezio@richmond.edu).

Important Note About Theories and Models of Leadership

Juniors not studying abroad in the fall **MUST register for LDST 300 Theories and Models of Leadership**. Students returning from abroad in the spring will have registration priority for the spring sections.

Business Students

The Robins School of Business allows Jepson/Business dual degree seekers, double majors, and Business majors/Jepson minors to substitute LDST 450 Leadership Ethics for BUAD 394 Business Ethics. This policy applies only to students who complete the major or minor in leadership studies. BUAD 394 does not fulfill the LDST 450 requirement.

Study Abroad and Study Outside of Jepson

Majors (but not minors) may count a maximum of one unit of study abroad credit or one unit taken at the University of Richmond outside of the Jepson School toward the advanced course requirement. This course must enhance the student's academic plan in leadership studies. It should not be at the introductory level. Determination of whether a course enhances a student's academic plan in leadership studies will be made by the associate dean for academic affairs and/or the Academic Affairs Committee. The Leadership Studies Request for Study Abroad Credit form can be found on the Jepson website under Student Resources/*Forms & Guides*/Study Abroad, as well as the Jepson School's Transfer Course Approval form. Please submit all paperwork and/or study abroad questions to Christina Coss (*christina.mills2@richmond.edu*).

Honors in Leadership Studies

The Jepson School faculty offers a track that allows students with a proven academic record, intellectual initiative, and scholarly drive to complete an honors thesis, thus earning honors, in leadership studies. The honors track provides students the opportunity to develop a research project on a particular question in the study of leadership and to spend a full academic year working on this project with a Jepson faculty member. Students are expected to engage in rigorous and original research that will enrich and complement their previous study of leadership and contribute to the academic community of the Jepson School. To qualify, a student must be a Jepson major, hold at least a 3.3 cumulative GPA, and at least a 3.5 leadership studies GPA. Minors who are interested in the honors track must declare a major in leadership studies by spring 2027. Interested students are strongly encouraged to discuss their intent to pursue honors in leadership studies with their academic advisor, a potential faculty supervisor, or the associate dean for academic affairs.

Juniors interested in the honors track are required to take LDST 399 Junior Honors Tutorial (.5 units) in the spring of their junior year. Student must reach out to Dr. Bezio (*kbezio@richmond.edu*) to express their interest in honors to be considered. Students that have declared interest will be provided instructions on how to register for LDST 399.

Core Requirements

The number of LDST units needed to major is 12, including:

- LDST 101 Historical Foundations of Leadership
- LDST 102 Social Foundations of Leadership
- LDST 210 Justice and Civil Society
- LDST 249 Quantitative Social Science (or approved substitute: BIOL 320, BUAD 202, CHEM 300, ECON 170, HS 250, DSST 189, DSST 289, PSYC 200)
- LDST 250 Critical Thinking and Methods of Inquiry
- LDST 300 Theories and Models of Leadership
- LDST 450 Leadership Ethics, which must be taken in the fall of senior year. This course is not offered in the spring semester.
- LDST 488/489 Internship (taken as two .5 unit courses—one in the spring of junior year; one in the fall of senior year)
- Four additional units of advanced courses numbered above 300, not including LDST 450 and LDST 488/489. (Important note: LDST minors are only required to take 2 units of advanced LDST electives.)

LDST 249 and LDST 250

All newly admitted sophomores need to register for a section of LDST 249 Quantitative Social Science (or one of the approved substitutes above) **and/or** LDST 250 Critical Thinking and Methods of Inquiry this spring; and both courses should be completed in advance of or in conjunction with LDST 300 (which is taken during junior year).

Business Students

The Robins School of Business allows Jepson/Business dual degree seekers, double majors, and Business majors/Jepson minors to substitute LDST 450 Leadership Ethics for BUAD 394 Business Ethics. This policy applies only to students who complete the major or minor in leadership studies. **BUAD 394 does not fulfill the LDST 450 requirement.**

Study Abroad and Study Outside of Jepson

Majors—but not minors—may count a maximum of one unit of study abroad credit (or one unit taken at the University of Richmond outside of the Jepson School) toward the advanced course requirement. This course must enhance the student's academic plan in leadership studies. It should not be at the introductory level and should approach questions of leadership from a liberal arts perspective. Determination of whether a course enhances a student's academic plan in leadership studies will be made by the Associate Dean for Academic Affairs and/or the Academic Affairs Committee. Students planning to study abroad should check the [Study Abroad Database](#) on the Registrar's website to see the list of courses that have received prior approval. If your course is not listed in the database, that is no problem. Simply request approval by filling out the Jepson's Study Abroad Transfer/Course Approval form found on the Jepson website under Student Resources/Forms & Guides/Study Abroad & Transfer Course Credit.

Advisors and Advising

Sophomore majors will be assigned Jepson advisors in the near future. For the upcoming spring 2027 registration, you will remain with your current advisor. (You will consult with your new Jepson advisor during fall 2027 registration in the coming spring 2027.) If you have questions concerning Jepson School courses in the meantime, please contact Dr. Kristin Bezio or Dr. Kerstin Soderlund. Sophomore LDST minors should also consult with Dr. Bezio or Dr. Soderlund about course scheduling.

Prospective Majors and Minors

Students interested in joining the Jepson School as a major or minor must complete LDST 101 Historical Foundations of Leadership and LDST 102 Social Foundations of Leadership Humanities by the end of the fall semester of second year. Students who have taken LDST 101 should consider registering for LDST 102 and/or LDST 210 Justice and Civil Society. Students who have already taken LDST 102 should consider registering for LDST 101 and/or LDST 210.

About Applying to the Jepson School

Students wishing to major or minor in leadership studies should apply for admission to the Jepson School during the fall semester of sophomore year. Questions about applying and the admissions process should be directed to Dr. Kerstin Soderlund (ksoderlu@richmond.edu).

For complete details, visit:

<https://jepson.richmond.edu/student-resources/admission/index.html>.

General Education Requirements and Jepson Courses

Aside from achieving specific major/minor criteria, fulfilling your General Education (Gen Ed) requirements is also essential for graduation. To assist with your planning, we have provided a table that outlines all the Jepson courses that meet Gen Ed requirements. Please see the table on page 11 and note that different class years may have different requirements, so it's important to confirm which courses apply to your specific situation. Please check the Gen Ed webpage for the most up to date information: <https://gened.richmond.edu/>.

General Education Courses at Jepson

Course	Course Name	Attribute (FOS) c/o 27	Areas of Inquiry c/o 28, 29, 30	Integrated Focus Areas c/o 28, 29, 30
LDST 101	Leadership and the Humanities	FSHT	AIHS	
LDST 102	Leadership and the Social Sciences	FSSA	AISO	
LDST 210	Justice and Civil Society			IFPE
LDST 249	Quantitative Social Science			IFQD
LDST 250	Critical Thinking and Methods of Inquiry			IFWC
LDST 300	Theories and Models of Leadership		AISO	
LDST 301	Native Peoples and the U.S. Supreme Court	FSHT	AIHS	IFPE
LDST 305	Law, Native Sovereignty, and Treaty Rights	FSHT	AIHS	IFPE
LDST 307	Leadership in International Contexts	FSHT	AIHS	IFEB
LDST 310	Folk Music and Protest Thought			IFPE
LDST 317	Reimagining Richmond: History, Power, and Politics in the Former Capital of the Confederacy	FSHT	AIHS	
LDST 350	Killers and Cults: Leadership Gone Awry	FSHT	AIHS	IFPE
LDST 367	Leadership Ethics Applied in the Field		AIVP	IFEB
LDST 368	Leadership on Stage and Screen		AIVP	IFEB
LDST 369	Culture and Resistance	FSLT	AILT	IFPE
LDST 370	Capitalism, Community Wealth Building, and the Future of Democracy			IFPE
LDST 377	Ethical Decision Making in Health Care			IFPE, IFWC
LDST 384	Education and Equity			IFPE
LDST 386	Leadership in a Diverse Society		AISO	IFPE
LDST 387	Leadership and Religious Values	FSLT	AILT	IFEB
LDST 450	Leadership Ethics			IFWC

KEY:	
FSSA	Social Analysis
FSHT	Historical Studies
FSLT	Literary Studies
AIHS	Historical Inquiry
AILT	Literary and Textual Inquiry
AISO	Social Inquiry
AIVP	Visual and Performing Arts Inquiry
IFEB	Embodied Communication
IFPE	Power, Equity, Identity, and Culture
IFQD	Quantitative Data Literacy
IFWC	Written Communication

Registration Rotation Spring 2027

Registration Rotation Details

REGISTRATION CLASS	DATE	REGISTRATION TIMES
CURRENT SENIOR SCHOLARS ONLY* (Admitted 2023 & Prior)	Monday 11/2/26	3 p.m. – Midnight
CURRENT SENIORS (Admitted 2023 & Prior)	Tuesday 11/3/26	7 a.m. – Midnight
CURRENT SENIORS (Admitted 2023 & Prior)	Wednesday 11/4/26	Midnight – 2 p.m.
CURRENT JUNIOR SCHOLARS* & ATHLETES ONLY (Admitted 2024)	Wednesday 11/4/26	3 p.m. – Midnight
CURRENT JUNIORS (Admitted 2024)	Thursday 11/5/26	7 a.m. – Midnight
CURRENT JUNIORS (Admitted 2024)	Friday 11/6/26	Midnight – 2 p.m.
REGISTRATION IS UNAVAILABLE	Saturday & Sunday 11/7/26 – 11/8/26	
CURRENT SOPHOMORE SCHOLARS* & ATHLETES ONLY (Admitted 2025)	Monday 11/9/26	3 p.m. – Midnight
CURRENT SOPHOMORES (Admitted 2025)	Tuesday 11/10/26	7 a.m. – Midnight
CURRENT SOPHOMORES (Admitted 2025)	Wednesday 11/11/26	Midnight – 2 p.m.
CURRENT FIRST YEAR SCHOLARS* & ATHLETES ONLY (Admitted 2026)	Wednesday 11/11/26	3 p.m. – Midnight
CURRENT FIRST YEARS (Admitted 2026)	Thursday 11/12/26	7 a.m. – Midnight
CURRENT FIRST YEARS (Admitted 2026)	Friday 11/13/26	Midnight – 2 p.m.
REGISTRATION IS UNAVAILABLE	Saturday through Sunday 11/14/26 – 11/15/26	
OPEN REGISTRATION (All classes)	Monday 11/16/26 (opens 7 a.m.) – Monday 1/25/27 (closes 5 p.m.) ALL Undergraduate A&S, Business, & Leadership Studies Students	
WAITLIST OPTION (set by each department): Not available on classes that do not have a WL displayed with the seating capacity in BannerWeb registration. The waitlist closes on the fifth day of class.	Monday 11/16/26 (opens 7 a.m.) – Friday 1/15/27 (closes 11:59 p.m.) ALL Undergraduate A&S, Business, & Leadership Studies Students	
For mor details please visit the registrar's site: https://registrar.richmond.edu/registration/undergraduate/rotation.html		