

Spring 2026 Advising & Registration Guide



Fall registration advising begins on **Monday, October 20**. 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** Leadership & the Humanities
- ☐ **LDST 102** Leadership & the Social Sciences *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, October 27**. 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 2026 is available on the Jepson website: <https://jepson.richmond.edu/student-resources/forms-guides/advising-guide.html>

INSIDE:

- Spring 2026 Electives
- Waitlisting Information
- Special Info for the Class of 2026 & 2027
- Special Info for Prospective Students (Class of 2028 & 2029)
- General Education Criteria for Jepson Courses

Special Topic Courses & Jepson Electives

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

Special Topic Courses

- **LDST 390-01** MW 12:00-1:15 pm

Special Topic: Machiavelli: Lessons from Classical Antiquity 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 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 the motives nor 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 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, including his most loved (and still performed) comedic play.

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

Special Topic: Leadership in the Digital Age: Social Media, AI, and Beyond —Dr. Bo Yun Park
Social media and digital platforms have significantly altered the way that we communicate with one another. Artificial Intelligence (AI) and other algorithm-based practices are broadening the scope of social interactions. This course will explore the ways in which different forms of leadership—including but not limited to political and corporate leadership—evolve in the digital age we known thus far: What types of leaders are people looking for in today’s digital age? What kinds of political leadership and political narratives resonate in the era of social media and other digital outlets? How is populism, ethnonationalism, or misinformation related to the spread of social media? How is corporate leadership affected by algorithm-based practices? We will address these questions by looking at the social science research on culture and politics, including studies on leadership, populism, misinformation, resonance, algorithm-based practices, etc.

- **LDST 390-03** TR 9:00-10:15 am

Special Topic: Destiny, Decisions, and Development —Dr. Vladimir Chlouba

Why are some countries rich while others remain poor? This course tackles one of the biggest questions in world politics and history: the origins of global inequality. We will explore how geography, institutions, and leaders shape the destinies of nations, and why millions of people remain trapped in poverty. Topics include the persistence of fragile states, the promises and pitfalls of foreign aid, and the tough choices leaders face in steering development. With special attention to Africa, students will debate competing explanations, test them against real-world cases, and consider what it takes for societies to break free from cycles of underdevelopment.

- **LDST 390-04** R 3:00-5:40 pm

Special Topic: Educational Policy and Politics Across the World —Dr. Olga Chykina

One of the defining trends of the 21st century is the global rise in schooling. People in even the most remote areas now have access to formal education and spend more years in school than before. While education is becoming more similar across the world, stark inequalities remain in access and quality depending on the country where students live. This course explores these patterns and the roles of governments, INGOs, institutions, and individuals in shaping education,

with attention to both traditional students and historically underserved groups such as immigrants, refugees, and girls. (*Cross listed with Education & Society*)

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: like tribal status and federal relationships, 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.

• **LDST 310-01** TR 1:30-2:45 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, 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, Curtis Mayfield, Loretta Lynn, Joni Mitchell, James Brown, Marvin Gaye, Stevie Wonder, and others.

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 317-01** TR 10:30-11:45 am

Reimagining Richmond: History, Power, & Politics in the Former Capital of the Confederacy—Dr. Julian Hayter

This course focuses on Richmond, Virginia's political history from Reconstruction to twilight of the 20th century. More specifically, we will use politics as a vehicle to interrogate how Richmonders organized strategies to meet economic, political, and social challenges following the Civil War and how movements for civil rights transformed local power relationships. Broadly, this course examines the ways historical actors transformed America's cities over the last century and how national/state/local policies affected local people's lives. To this end, we will study Southern labor relations, the rise and fall of Jim Crow segregation, the American Civil Rights Movement, and the long arc of 20th century urban and racial history.

Other Jepson Electives (Continued)

• LDST 350-01 MW 9:00-10:15 pm

Killers and Cults: Leadership Gone Awry—Dr. Lauren Henley

Ted Bundy might be America's quintessential postmodern serial killer, but he also displayed many characteristics society affixes onto its most recognizable leaders: charisma, intelligence, and attractiveness. Similarly, Jim Jones is often regarded as a heinous cult leader who facilitated unthinkable atrocities, but he was also appointed to the Indianapolis Human Rights Commission. This class takes seriously the preoccupation American society has with cults and serial killers as a productive lens for us to study the phenomenon of leadership. Approaching these topics from a historical lens will help us dismantle tropes we have about people who fit into these categories and force us to reckon with the uncomfortable truth that the line between "us" and "them" isn't as bifurcated as we might initially believe.

• LDST 383-01 M 3:00-5:40 pm

Leadership and the Future of Higher Education—Dr. Ron 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 to design 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 TR 12:00-1:15 pm

Education & 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*)

Important Note About Waitlisting

We do not maintain waitlists for core LDST courses (see list on page 1). Students who wish to enroll in a course that is at capacity should monitor BannerWeb for openings. Other students frequently drop courses, and we also routinely increase caps in courses based on demand across sections. However, we do keep waitlists on some electives. When registering for courses, if waitlisting is available, waitlisted seats will be displayed. If students have any questions or face serious conflicts because of academic or athletic commitments, they should contact Dr. Bezio. **Students should NOT request entry into closed courses from professors**, but rather email Associate Dean for Academic Affairs Kristin Bezio (kbezio@richmond.edu).

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.

Student Research

Majors 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 topics of their own choosing under the supervision of a faculty advisor. LDST 490 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. Proposals for LDST 491 must be submitted to Dr. Bezio **by the end of the add/drop period**.
- LDST 492 Directed Study consists of group reading and discussion, under faculty supervision, in a specified area of leadership studies. 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 provides students with the opportunity to work on a year-long independent research project of their choosing under the supervision of a faculty advisor. 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.

Forms for these courses are located on the Jepson website under Student Resources/Forms & Guides.

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 Mills (christina.mills2@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.

Student Research

Majors 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 topics of their own choosing under the supervision of a faculty member. LDST 490 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. Proposals for LDST 491 must be submitted to Dr. Bezio **by the end of the add/drop period**.
- LDST 492 Directed Study consists of group reading and discussion, under faculty supervision, in a specified area of leadership studies. 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 provides students with the opportunity to work on a year-long independent research project of their choosing under the supervision of a faculty advisor. 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.

Forms for these courses are located on the Jepson website under Student Resources/Forms & Guides. [Note: Juniors interested into the honors track are required to take LDST 399 Junior Honors Tutorial (.5 units) in the spring of junior year. Student must reach out to Dr. Bezio (kbezio@richmond.edu) to express their interest in honors to be considered.]

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 Mills (christina.mills2@richmond.edu).

Core Requirements

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

- LDST 101 Leadership and the Humanities
- LDST 102 Leadership and the Social Sciences
- 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 2026 registration, you will remain with your current advisor. (You will consult with your new Jepson advisor during fall 2026 registration this spring.) 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 Leadership and the Humanities or LDST 102 Leadership and the Social Sciences 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 9 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 26, 27	Areas of Inquiry c/o 28, 29	Integrated Focus Areas c/o 28, 29
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 Details

REGISTRATION CLASS	DATE	REGISTRATION TIMES
CURRENT SENIOR SCHOLARS ONLY* (Admitted 2022 & Prior)	Monday 10/27/25	3 p.m. – Midnight
CURRENT SENIORS (Admitted 2022 & Prior)	Tuesday 10/28/25	7 a.m. – Midnight
CURRENT SENIORS (Admitted 2022 & Prior)	Wednesday 10/29/25	Midnight – 2 p.m.
CURRENT JUNIOR SCHOLARS* & ATHLETES ONLY (Admitted 2023)	Wednesday 10/29/25	3 p.m. – Midnight
CURRENT JUNIORS (Admitted 2023)	Thursday 10/30/25	7 a.m. – Midnight
CURRENT JUNIORS (Admitted 2023)	Friday 10/31/25	Midnight – 2 p.m.
REGISTRATION IS UNAVAILABLE	Saturday & Sunday 11/1/25 – 11/2/25	
CURRENT SOPHOMORE SCHOLARS* & ATHLETES ONLY (Admitted 2024)	Monday 11/3/25	3 p.m. – Midnight
CURRENT SOPHOMORES (Admitted 2024)	Tuesday 11/4/25	7 a.m. – Midnight
CURRENT SOPHOMORES (Admitted 2024)	Wednesday 11/5/25	Midnight – 2 p.m.
CURRENT FIRST YEAR SCHOLARS* & ATHLETES ONLY (Admitted 2025)	Wednesday 11/5/25	3 p.m. – Midnight
CURRENT FIRST YEARS (Admitted 2025)	Thursday 11/6/25	7 a.m. – Midnight
CURRENT FIRST YEARS (Admitted 2025)	Friday 11/7/25	Midnight – 2 p.m.
OPEN REGISTRATION (All classes)	Monday 11/10/25 (opens 7 a.m.) – Monday 1/26/26 (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 11/10/25 (opens 7 a.m.) – Friday 1/16/26 (closes 5 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		