A committee composed of instructors with extensive expertise significant experience teaching introductory biology was convened to consider the introductory curriculum and create guidelines for a two-semester course sequence. We have accomplished this task, organizing topics within distinct semesters. The organization set forth appears to be largely consistent with the current introductory biology offerings across all CUNY campuses. The committee used broad topical categories in order to provide flexibility and to accommodate the expertise of the faculty teaching the courses. Further, the order in which the sequence is offered is to be left to the discretion of each CUNY campus. The committee recognizes that transfer mid-way through an academic year (or course sequence) is a frequent occurrence, but asserts that the absence of a mandated ordering of the two semester sequence does not provide a barrier to mid-year transfer as 15 of the 17 CUNY institutions offer both courses during both the fall and the spring\(^1\). A student wishing to transfer to another institution after one semester of introductory biology need only consult informed registration to decide which course to select at each campus to complete the two-semester year.

Within the topical frameworks, the instructors have the flexibility to develop their presentations according to their expertise and teaching philosophies. The two guidelines presented provide for reinforcement of certain concepts as it was agreed that essential concepts warrant repetition.

We submit these guidelines with the understanding that the nature of introductory biology is changing. Biology is a dynamic subject and introductory course content may be poised to undergo dramatic shifts in content in order to fulfill requirements for professional development.

\(^1\) The two campuses that offer only one of the two course sequence during the fall or the spring are senior colleges where students are more likely to transfer to, not from.