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Wofford College, a 4-year liberal arts college with around 1500 students, faced particular challenges in its first-year calculus sequence: the semesters are 13 weeks long, and each class meets for only 2.5 hours each week. Using the standard calculus curriculum meant only differential calculus could be covered in the first semester, leaving integral calculus for the second. Students taking only Calculus I weren't seeing the whole picture, and students with AP credit for one semester were bored with much of our second semester, and missed the rigor of the ϵ - δ formulation of limits. In 2011, Drs. Matt Cathey and Joseph Spivey completely redesigned the two-semester curriculum, presenting differentiation and antidifferentiation techniques side-by-side in the first semester, and postponing formal definitions and theorem proofs to the second. Data reflecting the success of this restructuring will be reported. (Received August 15, 2013)