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A growing number of students are enrolling at universities with AP credit for Calculus I. This results in Calculus II classes with two very different groups of students, i.e., freshmen and upperclassmen. It is difficult to construct a Calculus II course that caters to the disparate needs of these two groups of students. Mathematics departments across the nation are also debating reform Calculus versus traditional Calculus. The compromise at Duke University is that two Calculus II courses are offered: (1) a Laboratory Calculus course that contains many elements of reform Calculus and (2) a more traditional course. This presents a confusing choice to incoming students. In the Spring of 2007, a group of highly motivated graduate students conducted a review of Duke's Calculus curriculum. As a result, this committee carefully crafted a Calculus II course that would address the needs of incoming students with AP credit and bridge the gap between traditional and reform calculus. We will present these issues, our proposed solutions, our experience with running experimental sections of this course and its future in the Duke mathematics curriculum. This talk may be of interest to faculty or graduate students who want to review calculus courses at their own institutions. (Received September 20, 2009)