# Table of Contents

*On the Cover*

Recommendations from the National Research Council (2005, *America's Lab Report*) were used as the design framework for a series of inquiry-based, integrated instructional units ($I^3$Us) focused on introducing genomics and bioinformatics into commonly taught courses at all levels of the undergraduate curriculum. In a grassroots project that spanned three years, 16 faculty members from eight institutions developed and refined multiweek curricular modules that require students to formulate questions, design their own investigations, and construct scientific arguments and explanations based on data they have gathered and analyzed. Each of the peer-reviewed $I^3$Us is based on vetted design principles with documented educational value: 1) they have clear pedagogical objectives; 2) they are integrated with lessons taught in the lecture; 3) they are designed to teach science content as well as process; and 4) they require student reflection and discussion. The Letter to the Editor by Banta and colleagues (page 203) introduces a web portal for the collection of genomics lab modules, including extensive links to downloadable teaching materials that can be customized by educators for courses from introductory biology through advanced courses in neurobiology, microbiology, bioinformatics, and plant genetics. Illustration by Erica Crespi and Jodi Schwarz.