Precalculus to single variable calculus (P2C2) courses are often seen as a barrier for many students intending to pursue a science, technology, engineering, or mathematics (STEM) degree, motivating multiple calls to re-envision the sequence. Previous research has shown that course variations are prevalent at institutions across this country, which is one way that mathematics departments can challenge the status quo and begin transforming the sequence. What remains to be understood is departments’ motivations for creating the variations, how the different variations are enacted, and what’s the perceived success of the variation. This study focuses on investigating these aspects of different P2C2 course variations at ten institutions across the county. In this presentation, we will present illustrative and comparative examples of the different variations related to their motivation, enactment, and perceived success. (Received September 16, 2019)