

**Report  
on Non-Transferable Credit and  
Courses Taken at Public Two-Year  
Colleges**

**A Report to the Texas Legislature  
(Senate Bill 25, 86th Texas Legislature)**

**February 2021**

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### Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

### Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

### Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

**Accountability:** We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

**Efficiency:** We accomplish our work using resources in the most effective manner.

**Collaboration:** We develop partnerships that result in student success and a highly qualified, globally competent workforce.

**Excellence:** We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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## Table of Contents

Executive Summary.....	5
Introduction .....	7
Report on Non-Transferable Credit and Courses Taken at Public Two-Year Colleges.....	8
Non-Transferable Credit (CBM Transfer report) .....	8
CBM Transfer Report (CBM00T) Methodology .....	8
CBM Transfer Report Results.....	8
Limitations and Related Recommendations of CBM Transfer Report Data Collection and Related Recommendations.....	11
Courses Taken at Public Two-Year Colleges .....	11
Methodology .....	11
Results.....	11

## Tables

Table 1. Frequency and Percentage of Credit Denial Across All General Academic Teaching Institutions, Fall 2020 .....	9
Table 2. Number of Course Denials Per Student, Fall 2020.....	9
Table 3. Top 10 Courses Denied Credit and Reasons for Denial, Fall 2020.....	10
Table 4. Statewide Public Two-Year Institution Courses for Transfers and Associate Degree Graduates, FY 2019 .....	12

## Appendices

Appendix A: Instructions for Transfer Report.....	13
Appendix B: Institutional Breakdown of Number of Courses Denied Credit, Number of Unduplicated Students, and First-Time Transfers, Fall 2020.....	14
Appendix C: Reason for Credit Denial by Course for Top 100 Most Reported Courses, Fall 2020.....	16

## Executive Summary

Senate Bill (SB) 25, 86th Texas Legislature, outlines measures to facilitate the transfer, academic progress, and timely graduation of students in public higher education. Included in SB 25 is a directive to the Texas Higher Education Coordinating Board (THECB) to provide a report that describes: (1) courses in the Lower-Division Academic Course Guide Manual that are not granted credit at a receiving general academic teaching institution and (2) the number of courses taken by students at a public two-year college (referred to as a 'junior college' in statute) who either transferred to a general academic teaching institution or earned an associate degree at the college. This report satisfies that legislative directive as outlined in Texas Education Code, Section 51.4033 and 51.4034; data requirements were fulfilled in partnership with general academic teaching institutions, public two-year colleges, and the THECB.

The THECB developed a standard report called the Coordinating Board Management (CBM) Transfer Report (also known as the CBM00T) for all general academic teaching institutions to report courses that were denied credit upon transfer. Fall 2020 was the first semester data collection was conducted for this report. Statewide, 16,951 students took 69,693 courses that were reported as not receiving credit at the receiving public four-year institution. These students represent about 25% of the approximately 68,000 students who transferred to a university with college credit from a two-year public institution. The most frequently reported reason for credit denial was due to the course not meeting the minimum grade requirement (45.9%) followed by the course being outside the degree requirement (34.4%).

MATH 1314 (College Algebra) was the most frequently reported course for which students were denied credit. The majority of these College Algebra courses (60%) were denied credit because of not meeting the minimum grade requirement. Among the top 10 courses denied credit, EDUC 1300 (Learning Frameworks) was the only course that was overwhelmingly denied credit because it was outside the degree requirement for a student's major (74.4%).

Using existing data submitted by two-year public institutions, the analysis of student course-taking at two-year public institutions revealed that those students who earned an associate degree had the highest number of courses attempted and completed regardless of course classification.<sup>1</sup> Additionally, among all students who took courses at a public two-year institution and either completed an associate degree or transferred to a four-year university, the highest number of courses attempted were classified in the Academic Course Guide Manual (ACGM) and the second-highest subset of courses were classified as non-core curriculum courses.

As with any first round of reporting, THECB staff have identified some areas for improvement for future years of data collection. Conversations with institutions revealed that additional clarity regarding certain definitions could increase consistency and minimize differing interpretations. THECB staff will continue to coordinate with institutions and stakeholders to improve the data collection process and to identify additional reporting most useful to institutions and policymakers for continuous improvement.

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<sup>1</sup> For the purposes of this report, course classification refers to courses included in the Lower-Division Academic Course Guide Manual (ACGM), Workforce Education Course Manual (WECM), non-core courses, and/or courses taken for dual credit while in high school.

The topline findings from this report have value in understanding transfer patterns and potential challenges facing transfer students. THECB will conduct further analysis to provide more insight into credit accumulation for students transferring from two-year to four-year public institutions. In addition, THECB is moving aggressively to modernize the data and technical infrastructure that will deliver faster processing times, allow quicker access to data, and facilitate more robust and insightful analysis of data such as those included in this report.

## Introduction

Senate Bill (SB) 25, 86th Texas Legislature, outlines measures to facilitate the transfer, academic progress, and timely graduation of students in public higher education. Included in SB 25 is a directive to the Texas Higher Education Coordinating Board (THECB or Coordinating Board) to provide a report that describes: (1) courses in the Lower-Division Academic Course Guide Manual that are not granted credit at a receiving general academic teaching institution and (2) the number of courses taken by students at a public two-year college (referred to as a 'junior college' in statute) who either transferred to a general academic teaching institution or earned an associate degree at the college. This report satisfies that legislative directive as outlined in Texas Education Code, Section 51.4033 and 51.4034; data requirements were fulfilled in partnership with general academic teaching institutions, public two-year colleges, and the THECB.

The Report on Non-Transferable Credit and Courses Taken at Public Two-Year Colleges provides an initial snapshot of the transfer landscape in Texas from the perspective of courses attempted, completed, and transferred by students who take courses at two-year public institutions, either while in high school as dual credit or after matriculation post-high school. Unlike transfer data tracked in the past, this data dives more deeply into student course selection and its relationship to transfer, and ultimately, timely and efficient graduation results. Taking courses that do not count towards a degree can lead to longer time to degree and higher cost to degree. Over time, this directive to collect course information will offer rich longitudinal data about student course taking and transfer patterns and should provide a "living" window into improvements in the transfer pipeline or areas that require additional attention or analysis.

The Coordinating Board accountability system tracks students who entered college for the first time at a two-year institution and then transferred for the first time to a four-year institution within six years. In 2019, 28,322 students met this description. In contrast, this report includes approximately 68,000 students who entered a public university in 2020 and who had taken courses at a public two-year college during high school, after high school, or both.

A further indicator of the robust pipeline across the public sectors in Texas is the fact that in 2019, 71% of all graduates at public universities had taken one or more courses at a public two-year college, with 34% of those students taking more than 30 semester credit hours (SCHs). What these data have not been able to illuminate previously is why transfer students graduate with more excess hours than native students (students who enroll and complete at the same institution). SB 25 data collection requirements will help policymakers and other stakeholders understand the challenges in the transfer pipeline and initiate focused efforts to address those, with resulting savings for students and the state.



## Report on Non-Transferable Credit and Courses Taken at Public Two-Year Colleges

### Non-Transferable Credit (CBM Transfer report)

#### CBM Transfer Report (CBM00T) Methodology

Four-year public institutions in Texas are required to submit information on the courses for which a student who transfers was not granted academic credit at the receiving institution or was not granted credit toward the student's major at the receiving institution. Courses reported on the CBM Transfer Report must meet the following criteria:

- They are in the Lower-Division Academic Course Guide Manual (ACGM) or its successor.
- They were taken by a student transferring for the first time from a Texas public two-year institution to a university.
- The transfer student must have a declared major at the receiving institution.
- The transfer student did not change their major area of concentration (four-digit Classification Instructional Programs [CIP] code) between the time of admissions (major listed on Apply Texas application) and the census date.
- At least 50% of the awarded SCHs for the course did not transfer and apply to the student's major at the receiving institution. For example, if 2 SCHs from a 3-SCH course transferred and applied toward the student's major, then the course would not need to be reported.

Fall 2020 was the first semester all Texas public four-year institutions submitted the CBM00T to the THECB. The data only include applicable courses from transfer students enrolling for the first long semester in fall 2020. See [Appendix A](#) for the full instructions for the Transfer Report.

#### CBM Transfer Report Results

All general academic teaching institutions in the state of Texas were asked to supply a reason as to why a course was denied credit at their institution. These reasons can be found in [Appendix A](#), which provides the text of the CBM Transfer Report instructions and are also reflected in [Table 1](#). Statewide, 69,693 courses were reported as not receiving credit at the receiving public four-year institution impacting 16,951 students. These students represent about 25% of the approximately 68,000 students who transferred with college credit from a two-year institution. The most frequently reported reason for credit denial was due to the course not meeting the minimum grade requirement (45.9%) followed by the course being outside the degree requirement (34.4%).

**Table 1. Frequency and Percentage of Credit Denial Across All General Academic Teaching Institutions, Fall 2020**

<b>Credit Denial Reason</b>	<b>Frequency</b>	<b>Percentage</b>
Course Outside the Degree Requirement	24,000	34.4%
Minimum Grade Requirement	32,012	45.9%
Repeated Course	9,600	13.8%
Exceeded Maximum Transfer Hours	2,130	3.1%
Other	1,951	2.8%
<b>Total</b>	<b>69,693</b>	<b>100.0%</b>

Source: CBM00T

The number of courses denied credit varied by student. As shown in Table 2, 43.6% of students on the CBM Transfer Report had two or fewer courses reported as not receiving credit. Another 24.7% of students had six or more courses that were not accepted for credit. The average number of courses per student that were denied credit was four, and the median was three courses.

**Table 2. Number of Course Denials Per Student, Fall 2020**

<b>Number of Courses Per Student</b>	<b>Frequency</b>	<b>Percentage</b>
1	4,337	25.6%
2	3,055	18.0%
3	2,266	13.4%
4	1,735	10.2%
5	1,367	8.1%
6 or more	4,191	24.7%
<b>Total</b>	<b>16,951</b>	<b>100%</b>

Source: CBM00T

[Table 3](#) shows the top 10 courses that were denied credit with a complete list of courses and their reason for credit denial provided in [Appendix C](#). MATH 1314 (College Algebra) was the course that was most frequently denied credit. Among eight of the 10 courses, the most frequently cited reason for credit denial was that the course did not meet the minimum grade requirement. Interestingly, EDUC 1300 (Learning Frameworks) was the only course that was overwhelmingly denied credit because it was outside the degree requirement for a student's major (74.4%). This finding suggests a need to better understand what role this course plays in the transfer pipeline.

**Table 3. Top 10 Courses Denied Credit and Reasons for Denial, Fall 2020**

<b>Full Course Name</b>		<b>Course Outside the Degree Requirement</b>	<b>Minimum Grade Requirement</b>	<b>Repeated Course</b>	<b>Exceeded Maximum Transfer Hours</b>	<b>Other</b>	<b>Total</b>
MATH 1314: College Algebra	Count	798	2,218	585	76	24	3,701
	% of Row Total	21.56%	59.93%	15.81%	2.05%	0.65%	
ENGL 1301: Composition I	Count	253	1,372	824	13	8	2,470
	% of Row Total	10.24%	55.55%	33.36%	0.53%	0.32%	
HIST 1301: United States History I	Count	46	1,624	703	13	9	2,395
	% of Row Total	1.92%	67.81%	29.35%	0.54%	0.38%	
ENGL 1302: Composition II	Count	293	1,542	511	9	10	2,365
	% of Row Total	12.39%	65.20%	21.61%	0.38%	0.42%	
EDUC 1300: Learning Framework	Count	1,736	212	51	148	187	2,334
	% of Row Total	74.38%	9.08%	2.19%	6.34%	8.01%	
PSYC 2301: General Psychology	Count	667	907	508	40	36	2,158
	% of Row Total	30.91%	42.03%	23.54%	1.85%	1.67%	
HIST 1302: United States History II	Count	93	1,217	509	6	14	1,839
	% of Row Total	5.06%	66.18%	27.68%	0.33%	0.76%	
GOVT 2305: Federal Government	Count	40	1,063	539	2	9	1,653
	% of Row Total	2.42%	64.31%	32.61%	0.12%	0.54%	
BIOL 2401: Anatomy & Physiology	Count	253	915	382	22	33	1,605
	% of Row Total	15.76%	57.01%	23.80%	1.37%	2.06%	
GOVT 2306: Texas Government	Count	45	894	379	3	9	1,330
	% of Row Total	3.38%	67.22%	28.50%	0.23%	0.68%	

Source: CBM00T

## **Limitations and Related Recommendations of CBM Transfer Report Data Collection and Related Recommendations**

Fall 2020 was the first semester that institutions reported this information to the THECB. Institutions worked hard to gather the correct data for the report; however, we were able to identify some common challenges with this first data collection.

The most common challenge for this first data collection was that institutions interpreted some report parameters and definitions in different ways. For example, if a course appeared several times on a transcript, some institutions only chose to report it once, while others reported the course in line with how many times it appeared on the transcript. Additionally, some institutions reported courses for which a student failed or withdrew at the public two-year institution, and some only reported courses which the student passed. Finally, some institutions were not sure which students to include in the CBM Transfer Report as many transfer students bring in credits from public two-year institutions as well as other four-year public or private institutions of higher education.

THECB staff have identified future analyses that will continue to help stakeholders understand the process of student transfer. As a starting place, THECB staff will examine the grade distribution for courses that were denied credit because they did not meet the minimum grade requirement and will further analyze the treatment of transferred courses based on the course type. This analysis will be possible by linking students reported on the CBM Transfer Report to their two-year college course taking information, including grades on the Student Schedule Report.

Moving forward, the THECB will continue to work together with key stakeholders on the development of reporting instructions and additional data collection items to advance our understanding of the student transfer experience.

## **Courses Taken at Public Two-Year Colleges**

### **Methodology**

To better understand rates of transfer and associate degree completion at public two-year institutions, the THECB undertook an analysis that includes the number of courses and semester credit hours attempted and completed at each public two-year college and whether these courses were in the Lower-Division Academic Course Guide Manual (ACGM), Workforce Education Course Manual (WECM), non-core courses, or courses taken for dual credit while in high school. This report includes those students who, in the preceding year, received an associate degree, transferred to a general academic teaching institution, or completed both milestones. Data from THECB, CBM001, CBM009, CBM00S, and CBM00N were linked together to produce the table. The full table will be posted on the THECB data site with this report.

### **Results**

[Table 4](#) shows that among the groups of students (associate degree earners, transfers, and associate degree earners and transfers), those who earned an associate degree also had the highest number of courses attempted and completed regardless of course classification (WECM, ACGM, etc.). Among all students, the highest number of courses attempted was classified in the ACGM. It should be noted that non-core classes were the second-highest subset of courses taken by all students.

**Table 4. Statewide Public Two-Year Institution Courses for Transfers and Associate Degree Graduates, FY 2019**

Student Status		Course Counts and Completion Percentages by Student Degree and Transfer Status		
		Received Associate Degree/Did Not Transfer	Transferred/Did Not Receive Associate Degree <sup>2</sup>	Received Associate Degree and Transferred
Academic Courses from the ACGM	# Courses Attempted	958,361	543,909	298,699
	# Courses Completed <sup>1</sup>	865,793 (90.3%)	476,320 (87.6%)	272,094 (91.1%)
Workforce Courses from the WECM	# Courses Attempted	282,489	37,344	24,177
	# Courses Completed <sup>1</sup>	270,781 (95.9%)	34,191 (91.6%)	22,764 (94.2%)
Courses Not in ACGM or WECM	# Courses Attempted	36,081	14,496	11,048
	# Courses Completed <sup>1</sup>	34,196 (94.8%)	13,528 (93.3%)	10,621 (96.1%)
Non-Core Courses	# Courses Attempted	482,948	135,460	89,734
	# Courses Completed <sup>1</sup>	454,349 (94.1%)	121,698 (89.8%)	83,876 (93.5%)
College Courses Taken for Dual Credit prior to Traditional Transfer	# Courses Attempted	160,500	33,747	16,241
	# Courses Completed <sup>1</sup>	155,124 (96.7%)	31,893 (94.5%)	15,462 (95.2%)

Source: CBM001, CBM009, CBM005, and CBM00N

<sup>1</sup> Includes courses passed with a grade of A, B, C, D, or pass.

<sup>2</sup> This category does not include dual-credit students who directly enroll in a four-year institution from high school. These students may be included elsewhere in this table if they completed an associate degree before enrolling in the four-year institution.

## Appendix A

### Instructions for Transfer Report

Item #1 Record Code. Always enter 'T'.

Item #2 Institution Code. Enter the FICE Code of the reporting institution.

Item #3 Student Identification Number. Enter the social security number of the student. The institution will assign unique (nine-digit) identification numbers to students without social security numbers.

Item #4 Term Transferred. Enter the semester code of the student's first long-semester enrollment after transfer (1 Fall; 2 Spring).

Item #5 Reporting Period. Always enter '5'.

Item #6 Year. Enter all four digits of the calendar year in which the report is due.

Item #7 ACGM Course Prefix. Enter the subject abbreviation of the transfer course as transcribed by the institution where the student received the credit.

Item #8 ACGM Course Number. Enter the course identification number.

Item #9 Institution Code from Transfer Transcript. Enter the FICE Code of the institution where the student received the course credit.

Item #10 Reason for Not Granting Credit. Choose from the following reasons for why the receiving institution did not grant academic credit for the ACGM course. A course may have multiple reasons for why it was not accepted at the receiving institution. Please mark one reason for why it was not accepted.

1 Course Outside the Degree Requirement – Course was outside the degree plan requirements for the student's current major at the time of matriculation.

2 Minimum Grade Requirement – The student did not earn a grade that meets the receiving institution's policy (including program-level requirements) for transfer credit. For example, institutions have policies requiring a C- or better for the course to transfer and be applicable to a degree, and if a student does not receive a C- or better the course may not transfer.

3 Repeated Course – A student may only receive credit once for a repeated course and any other credits for the course will not be transferable.

4 Exceeded Maximum Transfer Hours – The Texas Higher Education Coordinating Board (THECB) rule 4.25 (f) states an institution is "not required to accept in transfer, or apply toward a degree, more than sixty-six SCH of lower division academic credit" or students' transfer hours may not exceed the institution's policy on maximum transfer hours set by the institution.

5 Other – If no other category fits the reason for the course not transferring, select "other."

Item #11 Major Area of Concentration. Enter the first four-digits of the CIP code of the major area of concentration at the receiving institution at the time of matriculation.

## Appendix B

### Institutional Breakdown of Number of Courses Denied Credit, Number of Unduplicated Students, and First-Time Transfers, Fall 2020

Institution Name	Total Courses Denied Credit	Unduplicated Students with Denied Course Credit	First-Time Enrollees with CTC course Credit <sup>1</sup>
Angelo State University	782	190	960
Lamar University	247	106	762
Midwestern State University	219	71	673
Prairie View A&M University	287	137	705
Sam Houston State University	3,991	1,250	2,580
Stephen F. Austin State University	1,429	452	1,376
Sul Ross State University	245	50	124
Sul Ross State University Rio Grande College	387	94	143
Tarleton State University	3,734	650	2,110
Texas A&M International University	772	248	1,036
Texas A&M University	6,496	1,553	6,593
Texas A&M University at Galveston	477	73	195
Texas A&M University-Central Texas	694	147	296
Texas A&M University-Commerce	1,195	371	1,044
Texas A&M University-Corpus Christi	330	90	1,046
Texas A&M University-Kingsville	67	46	805
Texas A&M University-San Antonio	1,247	349	687
Texas A&M University-Texarkana	78	41	241
Texas Southern University	13	5	336

Texas State University	3,825	819	4,134
Texas Tech University	1,208	447	4,548
Texas Woman's University	1,667	355	1,284
The University of Texas Permian Basin	50	27	563
The University of Texas at Arlington	1,886	404	4,529
The University of Texas at Austin	245	151	3,509
The University of Texas at Dallas	2,157	817	2,693
The University of Texas at El Paso	2,988	773	1,613
The University of Texas at San Antonio	5,092	1,295	4,359
The University of Texas at Tyler	1,291	321	1,328
The University of Texas-Rio Grande Valley	2,293	657	3,758
University of Houston	7,339	1,521	4,839
University of Houston-Clear Lake	4,609	684	1,111
University of Houston-Downtown	5,574	910	2,056
University of Houston-Victoria	2,186	369	528
University of North Texas	3,681	1,096	4,635
University of North Texas at Dallas	773	326	644
West Texas A&M University	139	56	596
Total	69,693	16,951	68,439

Source: CBM00T, CBM001

<sup>1</sup> Includes students reported as first-time transfers at a university with a Federal Interagency Committee of Education (FICE) code from a public two-year institution and students who were flagged as first-time in college and had dual credit in the past four years.



## Appendix C

### Reason for Credit Denial by Course for Top 100 Most Reported Courses, Fall 2020

Course Name	Course Outside the Degree Req	Min Grade Req	Repeated Course	Exceeded Max Transfer Hours	Other	Total
MATH 1314 College Algebra (3 SCHs)	798	2,218	585	76	24	3,701
ENGL 1301 Composition I	253	1,372	824	13	8	2,470
HIST 1301 United States History I	46	1,624	703	13	9	2,395
ENGL 1302 Composition II	293	1,542	511	9	10	2,365
EDUC 1300 Learning Framework (3 SCHs)	1,736	212	51	148	187	2,334
PSYC 2301 General Psychology	667	907	508	40	36	2,158
HIST 1302 United States History II	93	1,217	509	6	14	1,839
GOVT 2305 Federal Government (Federal Constitution & Topics)	40	1,063	539	2	9	1,653
BIOL 2401 Anatomy & Physiology I (lecture + lab)	253	915	382	22	33	1,605
GOVT 2306 Texas Government (Texas Constitution)	45	894	379	3	9	1,330
SOCI 1301 Introduction to Sociology	494	493	158	49	34	1,228
MATH 2412 Pre-Calculus Math (4 SCHs)	375	516	109	109	7	1,116
BIOL 1406 Biology for Science Majors I (lecture + lab)	204	680	201	3	10	1,098
MATH 1316 Plane Trigonometry	451	448	88	49	6	1,042
ECON 2301 Principles of Macroeconomics	307	516	138	28	5	994
ARTS 1301 Art Appreciation	351	434	136	33	3	957
CHEM 1411 General Chemistry I (lecture + lab)	207	563	137	6	6	919
PSYC 2314 Lifespan Growth & Development	539	218	115	36	8	916
SPCH 1315 Public Speaking	322	426	95	16	42	901
MATH 1324 Math for Business & Social Sciences	149	546	141	24	12	872

BCIS 1305 Business Computer Applications (3 SCHs)	399	286	59	18	71	833
SPAN 1411 Beginning Spanish I (1st semester, 4 SCHs)	454	252	49	39	22	816
MATH 1342 Elementary Statistical Methods (3-SCH version, freshman level)	215	449	112	17	11	804
MATH 2413 Calculus I (4-SCH version)	78	546	155	19	5	803
PHIL 1301 Introduction to Philosophy	172	476	96	31	8	783
SPCH 1311 Introduction to Speech Communication	279	297	105	34	49	764
PHED 1164 Intro to Physical Fitness & Wellness	468	170	31	29	42	740
BIOL 2402 Anatomy & Physiology II (lecture + lab)	159	359	193	22	5	738
ACCT 2301 Principles of Financial Accounting (3 SCHs)	194	371	79	9	27	680
COSC 1301 Introduction to Computing (3 SCHs)	310	180	42	30	20	582
MATH 1325 Calculus for Business & Social Sciences (3-SCH version)	137	345	56	16	9	563
ECON 2302 Principles of Microeconomics	135	336	71	10	5	557
CHEM 1405 Introductory Chemistry I (lecture + lab)	132	218	35	13	91	489
BIOL 1322 Nutrition & Diet Therapy	237	157	56	20	17	487
HUMA 1301 Introduction to Humanities I	226	207	32	14	6	485
MATH 1414 College Algebra (4 SCHs)	102	229	78	69	1	479
EDUC 1301 Introduction to the Teaching Profession	267	113	27	1	36	444
MATH 2414 Calculus II (4-SCH version)	43	313	70	9	1	436
BIOL 2420 Microbiology for Non-Science Majors (lecture + lab)	125	194	71	15	7	412
MUSI 1306 Music Appreciation	103	235	53	3	16	410
CHEM 1412 General Chemistry II (lecture + lab)	69	262	52	5	10	398
BIOL 1407 Biology for Science Majors II (lecture + lab)	114	200	63	5	15	397
BIOL 1408 Biology for Non-Science Majors I (lecture + lab)	78	233	69	0	14	394

BUSI 1301 Business Principles	263	82	18	7	20	390
CHEM 1311 General Chemistry I (lecture)	100	227	46	5	5	383
SPAN 1412 Beginning Spanish II (2nd semester, 4-SCH version)	246	70	7	27	15	365
PHIL 2306 Introduction to Ethics	120	196	23	19	3	361
SPCH 1318 Interpersonal Communication	138	121	23	14	31	327
BIOL 1106 Biology for Science Majors Lab I (lab)	84	178	24	9	29	324
MATH 1332 Contemporary Mathematics (Quantitative Reasoning)	98	178	34	8	5	323
CHEM 1111 General Chemistry I (lab)	110	136	32	13	29	320
PHYS 1401 College Physics I (lecture + lab)	74	189	26	8	14	311
GEOL 1403 Physical Geology (lecture + lab)	68	184	29	4	11	296
SPCH 1321 Business & Professional Communication	123	139	8	5	13	288
BIOL 2101 Anatomy & Physiology I (lab)	83	115	40	3	38	279
ENGR 1201 Introduction to Engineering (single-semester course)	182	63	1	26	6	278
ENGL 2311 Technical & Business Writing (single-semester course)	155	84	19	5	1	264
PSYC 1300 Learning Framework (3-SCH version)	160	46	11	5	34	256
DRAM 1310 Theater Appreciation (title change)	126	85	25	8	5	249
CRIJ 1301 Introduction to Criminal Justice	151	58	19	10	6	244
BIOL 2301 Anatomy & Physiology I (lecture)	34	133	55	0	13	235
MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I)	105	96	17	4	2	224
BIOL 1308 Biology for Non-Science Majors I (lecture)	45	153	12	4	4	218
PHYS 2425 University Physics I (lecture + lab)	38	151	24	2	3	218
HIST 2301 Texas History	86	103	25	1	2	217
BIOL 1306 Biology for Science Majors I (lecture)	25	155	27	3	3	213
ACCT 2302 Principles of Managerial Accounting (3-SCH version)	59	106	30	3	14	212

PSYC 2306 Human Sexuality	139	50	6	12	5	212
ENGL 2322 British Literature I	97	86	4	7	16	210
KINE 1164 Unknown	168	26	8	0	3	205
BIOL 2404 Anatomy & Physiology (specialized, single-semester course, lecture + lab)	61	115	16	4	6	202
COSC 1336 Programming Fundamentals I (3 SCHs)	73	77	13	35	3	201
ENGL 2327 American Literature I	52	117	9	12	5	195
MATH 2415 Calculus III (4-SCH version)	83	81	19	9	0	192
CRIJ 1306 Court Systems & Practices	139	30	12	3	4	188
EDUC 2301 Introduction to Special Populations	106	39	12	3	28	188
BUSI 2301 Business Law	107	54	10	6	10	187
ARTS 1303 Art History I (Prehistoric to the 14th century)	63	108	14	0	0	185
ENGL 2323 British Literature II	107	55	4	4	15	185
MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II)	89	62	15	1	2	169
BIOL 2102 Anatomy & Physiology II (lab)	71	49	21	2	22	165
GEOG 1303 World Regional Geography	63	74	11	6	2	156
COMM 1307 Introduction to Mass Communication	76	50	10	12	7	155
BIOL 1107 Biology for Science Majors Lab II (lab)	62	68	10	5	8	153
BIOL 1409 Biology for Non-Science Majors II (lecture + lab)	62	67	14	1	8	152
PSYC 2319 Social Psychology	100	39	9	3	1	152
ARTS 1316 Drawing I	97	34	8	11	0	150
EDUC 1100 Learning Framework (1-SCH version)	138	6	0	2	1	147
MATH 2312 Pre-Calculus Math (3-SCH version)	43	90	11	1	0	145
COSC 1436 Programming Fundamentals I (4-SCH version)	63	56	15	2	5	141
CRIJ 1310 Fundamentals of Criminal Law	107	22	7	4	0	140

Source: CBM00T