

R. Wes Hayes, Jr.
Chairman

Rusty L. Monhollon, Ph.D.
President & Executive Director



April 29, 2022

The Honorable G. Murrell Smith, Jr., Chair
House Ways and Means Committee
South Carolina House of Representatives
525 Blatt Building
Columbia, SC 29201

The Honorable Rita Allison, Chair
House Education and Public Works Committee
South Carolina House of Representatives
429 Blatt Building
Columbia, SC 29201

The Honorable Harvey S. Peeler, Jr., Chair
Senate Finance Committee
South Carolina Senate
111 Gressette Building
Columbia, SC 29201

The Honorable Greg Hembree, Chair
Senate Education Committee
South Carolina Senate
402 Gressette Building
Columbia, SC 29201

Dear Chairs:

Act 26 of 2021, commonly known as the “REACH ACT,” directs the Commission on Higher Education (CHE) to annually collect information from public institutions of higher education to ensure they are in compliance with its provisions. On November 2, 2021, I submitted correspondence outlining the process the CHE implemented to ensure institutional compliance. Along with a progress update, the letter stated that the CHE would provide a final report on institution compliance in May 2022.

Attached please find the final report outlining institutional compliance with the REACH Act Provisions. The Commission on Higher Education received and approved this report at its April 26, 2022, special board meeting. Based on CHE staff review, all four-year public institutions of higher learning implemented courses that met the minimal requirements of the REACH Act. There were two instances in which purported courses in Fall 2021 did not meet the minimal requirements; however, the two institutions identified the affected students and have taken measures to ensure those students will meet the minimal requirements.

All supporting documents provided to the CHE by institutions can be [accessed electronically at this link](#) for the next 60 days, and afterwards by request. Thank you for the work you do on behalf of the citizens of South Carolina and for higher education. Please do not hesitate to contact me should you have questions or if I may be of assistance to you.

Sincerely,

Rusty Monhollon, Ph.D.
President and Executive Director

Encl: Final AY 2021-22 REACH Act Compliance Report



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Final AY 2021-22 REACH Act Compliance Report

Background:

Act 26 of 2021, known as the Reinforcing College Education on America's Constitutional Heritage Act (REACH Act), requires, at a minimum, undergraduate students of South Carolina public institutions of higher learning to complete a three-credit course in which students read in their entirety the following Founding Documents:

- The United States Constitution
- The Declaration of Independence
- The Emancipation Proclamation
- Five (5) Federalist Papers
- One document foundational to the African American Struggle.

The General Assembly tasked the Commission on Higher Education (CHE) to ensure that all public institutions comply with REACH Act provisions. The General Assembly directed the CHE to collect information from the public institutions to determine compliance annually and report this to the chairs of the House and Senate budget Finance and Education Committees.

On November 3, 2022, the CHE provided an interim progress report on institutional compliance and the review process the CHE implemented. In that progress report, the CHE found that the public institutions had made good-faith efforts to compliance with REACH Act requirements. However, there were instances in which staff could not confirm whether every course an institution certified as being compliant did in fact require students to read the Founding Documents in their entirety.

Since the CHE submitted the letter, staff collected syllabi for every spring semester course public institutions certified as compliant. In addition, CHE staff followed up, as necessary, with public institutions in which staff determined that fall syllabi, by themselves, were insufficient to confirm REACH Act compliance. Because the fall semester for most institutions begins near the middle of August, institutions stated they had little time to ensure course syllabi accurately depicted REACH Act reading requirements. However, beginning with the Spring 2022 term, institutions improved on articulating REACH Act requirements within syllabi.

Process:

On June 3, 2021, President and Executive Director Monhollon presented to CHE Commissioners a draft process staff proposed to use to ensure institutional compliance with the REACH Act. After receiving feedback from the Commissioners, on July 9, 2021, CHE staff informed public institution leadership documents that CHE would require from each institution to ensure compliance with the REACH Act. The documentation included:

- A letter, signed by either the president, chancellor, or provost certifying that:
 - Undergraduate degree requirements, beginning with the entering freshman class of academic year (AY) 2021-22, include completion of a course that requires, at a minimum, reading the entirety of:
 - The United States Constitution,
 - The Declaration of Independence,
 - The Emancipation Proclamation,
 - At least five (5) Federalist Papers, and
 - At least one document that is foundational to the African American Struggle.
 - The institution has established, or is in the process of establishing, procedures to ensure that no student, beginning with the entering freshman class of AY 2021-22, will be awarded a bachelor's degree without having completed a course in compliance with the course requirements above, unless that student is exempt because he or she received a passing grade in an AP, IB, or dual-credit course while in high school.
- A letter, signed by the chair of the institution's board of trustees, affirming that the board of trustees has ensured, or is in the process of assuring, provisions of the REACH Act have been incorporated into all current undergraduate degree requirements in a manner that does not add to the total number of credit hours for any degree and does not conflict with any school accreditation process.

In addition, the CHE requested copies of every syllabus of the courses institutions certified were REACH Act compliant.

After the Commission adopted the REACH Act compliance procedures at its August 2021 board meeting, CHE staff sent out additional guidance and compliance recommendations. CHE staff also coordinated with presidents of two-year institutions to ensure certain introductory courses taught at those campuses include reading the Founding Documents in their entirety. As that process has continued, CHE staff have

provided additional updates to the public institutions.

After CHE staff received the requested documents for the Fall 2021 term, they reviewed each syllabus to ensure students were required to read the Founding Documents in their entirety. As noted in the communication dated November 3, 2021, CHE staff, based on their review of the syllabi, had questions of the institutions. This included certain instances in which syllabi did not appear to have been issued to students or missing syllabi from certain course sections. At that time, CHE staff contacted institutions to seek clarification and additional information to verify compliance.

In preparation for the submission of Spring 2022 course syllabi, CHE staff provided best practices institutions could use to show compliance in their syllabi. Staff requested institutions submit spring syllabi in February 2022 and followed the same review process from the fall review.

Based on conversations with institutions, the CHE estimates agency staff and institutional staff spent over 3,000 hours ensuring compliance with the REACH Act. CHE staff reviewed over 5,000 pages of supporting documents, which are compiled in Exhibit A.

Findings:

Based on our review of syllabi, the CHE confirms that all courses taught in the spring that institutions certified as being compliant with the REACH Act were compliant. However, for the fall term, there were two instances in which institutions admitted that students were not required to read all five Founding Documents in their entirety.

In the first instance, Lander University instructors did not require students to read at least five Federalist Papers in four American National Government course sections. Lander University officials identified the affected students and will assign them to a training module titled “Federalist Papers – Founding Documents Completion.” This training module will include two instructional videos discussing the Federalist Papers and the complete text of Federalist Papers #10, #11, #51, #70, and #84. As a condition of graduation, each of the affected students must watch the videos, read the documents, and pass a comprehension assessment.

In the second instance, The Citadel instructors did not require students to read The Constitution in its entirety for two of the eight course sections of Principled Leadership in American Government and Society. According to university officials, students only read the Preamble through Article VII and select Amendments. The Citadel informed CHE staff that it will mandate cadets who took either of those course

sections to attend an event in conjunction with “Constitution Day,” in which the cadets must read the U.S. Constitution in its entirety.

Attached to this report as Appendix 1 is an institution-by-institution summary of REACH Act compliance.



Appendix 1: COMPLIANCE SUMMARY

Clemson University

Clemson submitted 29 syllabi in the fall semester and 23 syllabi in the spring semester for the following courses:

- American National Government (POSC 1010)
- History of the United States to 1877 (HIST 1010)
- Introduction to Political Theory (POSC 1030)

Clemson initially submitted three syllabi (one for each course) as samples of documents that demonstrated compliance. Later, the institution collected and forwarded a complete set of syllabi for the 29 fall semester course sections offered for these three courses. During the review for compliance of these documents, Commission staff confirmed compliance through syllabi for 29 of 29 courses (100%).

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 23 of 23 courses (100%).

Coastal Carolina University

Coastal Carolina University submitted 47 syllabi in the fall semester and 38 course syllabi in the spring semester for the following courses:

- History of the United States from Discovery through Reconstruction (HIST 201)
- American National Government (POLI 201)

Coastal Carolina initially submitted two syllabi (one for each course) as samples of the documents that demonstrated compliance. Later, the institution collected and forwarded a complete set of syllabi for the 47 fall semester course sections offered for these two courses. During the review for compliance of these documents, Commission staff confirmed compliance through syllabi for 46 of 47 courses (98%). For the remaining course, Commission staff confirmed compliance via email communication from the professor provided by the institution's Associate Provost for Faculty Affairs and Academic Programs.

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 38 or 38 courses (100%).

College of Charleston

College of Charleston submitted nine (9) syllabi in the fall semester and twelve (12) syllabi for the spring semester for the following courses:

- United States History to 1865 (HIST 201)
- African American History to 1865 (HIST 216)
- Civil War and Reconstruction (HIST 304)
- American Government (POLI 101/HONS 165)
- Constitutional Law (POLI 320)
- Civil Liberties (POLI 321)
- American Political Thought (POLI 387)
- Political Philosophy (PHIL 209)

During the review for compliance of fall semester courses, Commission staff noted the submission of sample syllabus for each course and requested copies of the syllabi associated with each section of the above list of courses that were taught in the fall semester. Nine (9) of the nine (9) syllabi (100%) submitted for the fall semester incorporated the readings required for compliance.

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 12 of 12 courses (100%).

Francis Marion University

Francis Marion University submitted nine (9) syllabi in the fall semester and 14 course syllabi in the spring semester for the following courses:

- U.S. Government (POLI 101)
- Introduction to Political Science (POLI 103)

During the review for compliance of fall semester courses, Commission staff confirmed compliance through syllabi for 9 of 9 courses (100%).

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 14 of 14 courses (100%).

Lander University

Lander University submitted 19 syllabi for the fall semester and twelve (12) for the spring semester for the following courses:

- U.S. History to 1877 (HIST 111)
- American National Government (POLS 101)

Lander initially submitted two syllabi (one of each course) as samples of the documents that demonstrated compliance. Later, the institution collected and forwarded a complete set of syllabi for the 19 fall semester course sections offered for these courses. During the review for compliance of fall semester courses, Commission staff confirmed compliance through syllabi for 15 of 19 courses (79%). The remaining four (4) course sections (POLS 101-OL, POLS 101-OLA, POLS 101-04A, and POLS 101-08), did not require students to read five Federalist Papers. The Provost and Dean identified the discrepancy and worked with the instructors to ensure compliance with the REACH Act going forward. In the spring semester, these instructors' syllabi were found to be in compliance. The Lander University Provost and Dean have identified the affected students who were not required to read the five Federalist Papers. These students will be assigned to a Blackboard training section titled "Federalist Papers – Founding Documents Completion." This module contains two instructional videos regarding the Federalist Papers, as well as the complete text of Federalist Papers #10, #11, #51, #70, and #84. Each student will be required to watch the videos, read the documents, and pass an assessment with an 80% or higher as a condition of graduation. Each student's progress through the course will be monitored to ensure compliance. The University will keep the necessary records and each student who successfully completes the instruction will receive a certificate of completion and a gift card to the institution's bookstore. Commission staff believe that this additional instruction, coupled with all prior instruction places Lander fully in compliance.

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 12 of 12 courses (100%).

South Carolina State University

In the fall semester, South Carolina State University initially submitted 13 syllabi for a variety of courses, including, among others, "A History of Jazz" and "Minorities in Mass Media." Commission staff reviewed these and found that several of the courses did not clearly align with the course subject and content requirements of the REACH Act, although each instructor incorporated the required readings into the courses. For the spring semester, a similar collection of courses was included on the list for REACH Act compliance. At that time, Commission staff met with the Interim Provost to discuss the courses included on the REACH Act compliance list. As a result of this conversation, a new set of courses were identified for REACH Act compliance. All freshmen

who completed a course that was removed from the previous list will be advised carefully to ensure that they complete one of the courses that remain on the list without having to add hours to their academic program. Going forward, this requirement will be incorporated into an open elective for each academic program. At this time, based on the new list of REACH Act courses, South Carolina State University, submitted three (3) syllabi for the fall semester and four (4) syllabi for the spring semester in the following courses:

- African American History to 1865 (H316)
- The African American Experience (HHU 250)
- Black Politics (PS 206)
- American Government (PS 252)

During the review for compliance of the syllabi from the amended list of acceptable courses, Commission Staff noted that one syllabus did not clearly include all the required readings. Seeing that the syllabus did not include a detailed course schedule, the Commission staff requested it from the Office of the Provost. With the updated document, Commission staff confirmed compliance through syllabi for 3 of 3 courses (100%).

During the review for compliance of spring semester courses, Commission staff confirmed compliance through syllabi for 2 of 2 courses (100%).

The Citadel

The Citadel submitted eight (8) syllabi in the fall semester and six (6) course syllabi in the spring semester for the following course:

- Principled Leadership in American government and Society (LDRS 202)

During the review for compliance of fall semester courses, Commission staff confirmed compliance through syllabi for 6 of 8 course sections (75%). For the remaining two (2) course sections, additional information was provided by Dr. Karin Roof, Director of Accreditation and Assessment, regarding the students who completed the course sections that did not require a complete reading of the U.S. Constitution. The institution's correctional plan is as follows: "To ensure compliance for the students in the two sections of courses that did not assign the US Constitution in its entirety, The Citadel will put those students (who are a part of our Corps of Cadets) on special orders to ensure that they can attend a special event to [be] held on campus following Constitution Day, September 17. The event is tentatively scheduled for Tuesday, September 20 and will include a full

reading of the US Constitution.” Commission staff believe that this additional instruction, coupled with all prior instruction places The Citadel fully in compliance.

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 6 of 6 courses (100%).

University of South Carolina – Columbia

The University of South Carolina – Columbia and the Palmetto College campuses of Lancaster, Sumter, Salkehatchie, and Union submitted 69 syllabi in the fall semester and 79 course syllabi in the spring semester for the following courses:

- Freedom Papers: Narratives of Race of Nation (AFAM 200)
- United States History to 1865 (HIST 111)
- America’s Founding Documents (HIST 201)
- American National Government (POLI 201)
- Contemporary Political Theory (POLI 304)
- Constitutional Law (POLI 450)
- Constitutional Law II: Civil Liberties (POLI 451)
- The Judicial Process (POLI 452)

The University of South Carolina – Columbia initially submitted eight syllabi as samples of the course syllabi for the REACH Act courses. Having received updated instructions, the institution then gathered and submitted the syllabi for each of the 69 course sections offered in the fall semester. During the review for compliance of fall semester courses, Commission staff confirmed compliance through syllabi for 69 of 69 courses (100%).

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 79 of 79 courses (100%).

Commission staff want to commend the University of South Carolina-Columbia for their clear and thorough approach to the REACH Act requirements. The institution has developed a website dedicated to the REACH Act: (https://sc.edu/study/colleges_schools/artsandsciences/internal/undergrad_students/founding_documents.php). This website contains links to full copies of each of the REACH Act documents, including all the Federalist Papers, and a selection of documents that are appropriate to be used as a document foundational to the African American Struggle. Additionally, public lectures, exhibitions, discussion panels and other cocurricular activities about

the United States' constitutional heritage documents have been planned. Many of these events will be open to the campus and the community.

University of South Carolina Aiken

The University of South Carolina Aiken submitted six (6) syllabi for the fall semester and seven (7) syllabi for the spring semester for the following courses:

- United States History to 1865 (HIST 201)
- United States History from 1865 to the Present (HIST 202)
- American National Government (POLI 101)

During the review for compliance of fall semester courses, Commission staff noted the submission of a sample syllabus for each course which clearly indicated the expected readings for compliance for each course. Commission staff requested and received the syllabi associated with each section of the REACH Act courses that were taught. Commission staff confirmed compliance through syllabi for 6 of 6 courses (100%).

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 7 of 7 courses (100%).

Commission staff want to commend the University of South Carolina Aiken for their clear and thorough approach to the REACH Act requirements. The institution has developed a standard set of course materials to serve as the basis for REACH Act compliance. In the Learning Management System course shell for each of the course sections used to satisfy the REACH Act requirements, the institution has placed a folder for each set of documents (abbreviated FD Folder). Each folder contains an overview of the document, the document(s) in their entirety, and a video lecture by a USCA history or political science professor related to the document(s). Additionally, the materials contain a series of assessments required of each student to ensure compliance.

University of South Carolina Beaufort

The University of South Carolina Beaufort submitted six (6) syllabi in the fall semester and six (6) course syllabi in the spring semester for the following courses:

- U.S. History to 1865 (HIST B111)
- American National Government (POLI B201)

Initially, The University of South Carolina Beaufort submitted one sample course syllabus as

documentation of REACH Act compliance. Commission staff requested and received copies of each course syllabus associated with all the REACH Act course sections. During the review for compliance of fall semester courses, Commission staff confirmed compliance through syllabi for 6 of 6 courses (100%).

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 6 of 6 courses (100%).

University of South Carolina Upstate

The University of South Carolina Upstate submitted nine (9) syllabi in the fall semester and 15 course syllabi in the spring semester for the following courses:

- U.S. History to 1877 (HIST U105)
- African American Studies (AFAM U201)
- World History from 1500 (HIST U102)
- American National Government (POLI U101)
- American Studies 17th – 19th Centuries (AMST U101)

One course from this selection required further review. World History did not initially appear to be an appropriate selection for REACH Act compliance. Commission staff contacted the University of South Carolina Upstate for further justification regarding the appropriateness of this course. Their response was as follows:

World History is a common lower division course, widely taught at American universities. In all World History that examine the world post-1500, American history is part of the course materials, being that it is impossible to teach world history without the inclusion of American history. American history, therefore, is integrated into world history study to provide greater context to explain the forces and trends of the past that craft our world. American history, therefore, is an important element in all World History textbooks, including the texts that are used at USC Upstate. Documents related to American history are found in all World History textbooks and in other materials used for instruction.

It is important to emphasize that the Reach documents are best understood when taught in the context of their importance to American and global history. The Declaration of Independence and the Constitution, for instance, are understood more fully when examined with other documents such as France's Declaration of the Rights of Man and Citizen. Their legacy grows richer and more significant through this type of instruction. Likewise, the Emancipation Proclamation and America's practice of slavery are more fully appreciated by studying their effects on American history as well as within the context of slavery in the British Empire or in Brazil. This type of instruction is the backbone of historical pedagogy and fully satisfies the Reach criteria.

Based on this explanation, Commission staff concurred with the institution on this course and its relevance to American History and American Government.

During the review for compliance of fall semester courses, Commission staff confirmed compliance through syllabi for 9 of 9 courses (100%).

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 15 of 15 courses (100%).

Winthrop University

Winthrop University submitted 21 syllabi for the fall semester and 14 syllabi for the spring semester for the following courses:

- Introduction to Political Economy (ECON 103)
- United States History to 1877 (HIST 211)
- United States History since 1877 (HIST 212)
- American National Government (POSC 201)

One course from this selection required further review. Introduction to Political Economy did not initially appear to be an appropriate selection for REACH Act compliance. Commission staff contacted Winthrop University for further justification regarding the appropriateness of this course. Their response was as follows:

In lieu of repeating the notes that are highlighted throughout my syllabus, I have attached it, with documentation highlighted showing where each component of the course meets the five subsections of the REACH Act. Below, I provide a narrative discussing the way in which I implement the requirements as put forth by the REACH Act.

Essentially, the course is broken out into three sections:

1. Economic Models (1/5 of the course)
2. Founding Documents (2/5)
3. Modern Consequences (2/5)

I begin the course by establishing two fundamental models in economics—the supply and demand model and the production possibilities frontier model. We then use these models to analyze the historical context surrounding the founding documents and surrounding events.

Next, we move in to the discussion of the founding documents themselves. We begin by discussing the Declaration of Independence, and spend a substantial amount of time discussing the economic motivations of both Great Britain and the American colonists leading up to the signing of the Declaration. We discuss the financial constraints placed on Great Britain from decades of war, the financial consequences of the numerous tax acts that were placed on the colonists and subsequently repealed (i.e. Stamp Act, Townshend

Acts, etc.), and the economic motivations of the signers of the Declaration. For example, we discuss the Robert Morris, one of the wealthiest individuals in the colonies, and his role as financier of the Revolution, even though he was far from certain of the colonists' success. Using basic models, we are able to demonstrate why resources might have been used the way they were during this time, and the effect these events had on the lives of those living at the time. For example, how does the closing of Boston Harbor affect prices for MA citizens? What can our models tell us about this?

Next, we use the Articles of Confederation to motivate our introduction to the Federalist Papers. We discuss the role that property rights played in enlightenment thought, and how that, coupled with the experiences under British monarchy, resulted in the structure of the Articles. Under the Articles, the federal government was relatively weak and lacked the power to enforce tax collection. This provides a jumping off point into Federalist Paper #30, where we note Hamilton's argument for power for taxation. We then use this to discuss (1) the role property rights play in facilitating markets, (2) government institutions that promote well-defined property rights, (3) the contingent vs. unalienable right to property as outlined in Amendments V and XIV, (4) and modern economic consequences via eminent domain and the case of *Kelo vs. the City of New London*.

Since we have now introduced the Constitution, we discuss the Constitution as an economic document as well as a historical one. The students analyze the rights and privileges as enumerated by the Constitution, as well as those which are not explicit. This naturally leads students to asking questions about why things are the way they are today. The discussion of taxes and revenue leads naturally to a discussion about how taxes are collected and utilized today. To have this discussion, it is important to understand how taxes affect markets, what deadweight loss is, when benefits of taxation might outweigh costs, etc. We can then discuss things these taxes may be used for, and the questions that arise from the Constitution regarding these things. For example, looking at the Bill of Rights, many students wonder why there is no right to education, or healthcare, enumerated. We then discuss what role these play in the economic decisions that people make, and can take a comparative view of our Constitution relative to others. Much of this is motivated by articles such as "The Constitution as an Economic Document" (Posner, 1987) "Constitutional rights to health, public health and medical care: The status of health protections in 191 countries" (Heymann et al. 2013), and "Getting Started Teaching the Economics of the Constitution" (Schug 1987). During this time, students are also required to read and summarize Federalist Papers 10 and 78 to facilitate our discussions of the judicial system and the election process.

Finally, with the new requirements that we cover the Emancipation Proclamation, we discuss how the Proclamation did not free the slaves, as is widely believed, but instead worked within the confines of executive order as a tool during the Civil War. This naturally leads to students questioning what did free slaves, resulting in a great jumping off point to discuss the economic consequences of race in the US and discussions of historical milestones in the pursuit of equality in the US, including redlining and Jim Crow, segregation, etc. In addition, it becomes especially obvious that the consequences of these policies still echo today as we discuss issues related to economic mobility across racial and ethnic subgroups, or evidence of discrimination in hiring practices. Thus, I am able to incorporate a fair bit of modern economic research on discrimination into our discussion, resulting in requiring much more than the one document related to the "African American Freedom struggle" as outlined in the REACH Act.

With this foundational knowledge about the way the government operates and how these important milestones affect policy, we are able to use the tools we've developed to discuss

active topics in economics research, such as taxation, the environment, education, poverty, and unemployment. Each of the topics above relate directly back to the legal system, ideas related to federalism, and other topics directly in the founding documents, allowing me to continually link these documents to important modern issues. For example, as noted below, in assignments, students are required to read Federalist Papers #12 and 13. We then use these documents to discuss the role of raising and spending revenue, and what economic consequences this may have related to the topics above. During the course of the semester, students are also required to complete three large assignments (approximately 1/3 of their total assignment grade) called Constitution Assignments, where they are required to research the historical events and specific ideas in the founding documents. They then use these to take a Constitution Exam, which tests them on the basic facts surrounding the founding documents. This is **in addition** to other exams and assignments that incorporate these topics into broader discussions.

If there are further questions regarding the content of the class, I am happy to directly discuss these with interested parties, including providing access to my materials, exams, etc., or to have someone sit in on some of my classes.

Based on this explanation, Commission staff concurred with the institution on this course and its relevance to American History and American Government.

During the review for compliance of fall semester courses, Commission staff noted the submission of sample syllabi for each of the four courses that clearly indicated the expected mechanism for compliance for each course. Commission staff requested, received, and reviewed the syllabi associated with each REACH Act course section taught. Commission staff confirmed compliance through syllabi for 21 of the 21 courses (100%).

During the review for compliance of the spring semester courses, Commission staff confirmed compliance through syllabi for 14 of 14 courses (100%).

South Carolina Technical College System

The South Carolina Technical College System (SCTCS) staff provided, as evidence of compliance with the REACH Act, a collection of Master Syllabi for each course and institution. Master syllabi are utilized as the primary template for the syllabi for each section of the course taught at the institution. Instructors add pacing guide or schedule to fit the timeframe of their course (16 week, 8 week, etc.). SCTCS staff did not provide specific syllabi associated with each individual course section, as the information contained in the master syllabus reflects the expected content of the individual course syllabus.

There is some confusion as to how the REACH Act requirements pertain to the SCTCS institutions. Section 59-29-130 (A)(1)(a) seems to indicate that the requirement to meet the requirements of the REACH Act applies to all public institutions of higher learning, which would

include the Technical Colleges. Section 59-29-130(A)(1)(b), however, seems to indicate that this legislation may apply to institutions which grant baccalaureate degrees only. In the interest of supporting the transferability of courses from two-year to four-years institutions, the Technical College System decided to implement the requirements of the REACH Act legislation for each their institutions, and not just for Greenville Technical College.

Aiken Technical College

Aiken Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which listed, as reading assignments, the Founding documents in keeping with the REACH Act.

During the review for compliance of the spring semester courses Commission staff noted the submission of the master syllabus for each course which listed, as reading assignments, the Founding documents in keeping with the REACH Act.

Central Carolina Technical College

Central Carolina Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which listed, as reading assignments, the Founding documents in keeping with the REACH Act.

During the review for compliance of the spring semester courses Commission staff noted the submission of the master syllabus for each course which listed, as reading assignments, the Founding documents in keeping with the REACH Act.

Denmark Technical College

Denmark Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which listed, as reading assignments, the Founding documents as required in the REACH Act.

During the review for compliance of the spring semester courses Commission staff noted the submission of the master syllabus for each course which listed, as reading assignments, the Founding documents as required in the REACH Act

Florence-Darlington Technical College

Florence-Darlington Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which generally indicated the expected readings for compliance with the REACH Act.

Greenville Technical College

Greenville Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which incorporated the required readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which incorporated the required readings for compliance with the REACH Act.

Horry-Georgetown Technical College

Horry-Georgetown Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which referenced the required readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance for compliance with the REACH Act.

Midlands Technical College

Midlands Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which incorporated the required readings, as specified by the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which incorporated the required readings, as specified by the REACH Act.

Northeastern Technical College

Northeastern Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

Orangeburg Calhoun Technical College

Orangeburg Calhoun Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

Piedmont Technical College

Piedmont Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)



During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

Spartanburg Community College

Spartanburg Community College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance as specified by the REACH Act.

Technical College of the Lowcountry

Technical College of the Lowcountry submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

Tri-County Technical College

Tri-County Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance for each course.

Trident Technical College

Trident Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

Williamsburg Technical College

Williamsburg Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance as specified by the REACH Act.

York Technical College

York Technical College submitted two (2) master syllabi for the fall semester and two (2) master syllabi for the spring semester for the following courses:

- American History from Discovery to 1877 (HIS 201)
- American Government (PSC 201)

During the review for compliance of fall semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance as specified by the REACH Act.

During the review for compliance of the spring semester courses, Commission staff noted the submission of the master syllabus for each course which indicated the expected readings for compliance with the REACH Act.

