

Science of Reading Audit: Report of Findings

Bowling Green State University

2025

The Ohio Department of Higher Education (ODHE) Science of Reading Audit of Ohio’s educator preparation programs (EPPs) assessed the extent to which institutions of higher education (IHEs) in Ohio aligned coursework, instructional materials, and practices with Ohio’s definition of the science of reading as established in the [Science of Reading Audit Metrics: Standards Alignment for the Ohio Department of Higher Education](#) and the Ohio Revised Code.

The audit focused on courses related to reading and literacy instruction. These included courses designed to meet Ohio’s 12-Hour Reading and Literacy Core Standards, 3-Hour Reading in Content Standards, and Reading Endorsement Standards, as well as other undergraduate and graduate courses addressing reading and literacy instruction.

The audit methodology included a multi-tiered course review, supplemental qualitative data collection, and a structured rating framework for programs and institutions. (See the state-level audit report for detailed methodology.)

Data Analyzed

Table 1 summarizes audit data sources from Bowling Green State University, including data collected at a site visit (April 14–17, 2025). A total of 42 course sections were reviewed as a part of the audit process.

Table 1

Audit Data Sources at Bowling Green State University

Source	<i>N</i>
Syllabus reviews	42
Textbook reviews	47
Instructional observations	7
Faculty and EPP leader interviews	7

Audit Results

Each IHE received a rating based on the cumulative alignment ratings of individual course findings.

The rating of **In Alignment** requires that

- 97%–100% of the audit metrics were addressed across the full set of 12-Hour Reading and Literacy Core courses, **and**
- all literacy-related courses complied with relevant provisions of the Ohio Revised Code.

The rating of **In Partial Alignment** requires that

- 50%–96% of the audit metrics were addressed across the full set of 12-Hour Reading and Literacy Core courses, **and**
- all literacy-related courses complied with relevant provisions of the Ohio Revised Code.

The rating of **Not In Alignment** requires that




- fewer than 50% of the audit metrics were addressed across the full set of 12-Hour Reading and Literacy Core courses, **or**
- there was evidence of noncompliance with the Ohio Revised Code in one or more literacy-related courses.

The curriculum and instruction provided in EPPs at Bowling Green State University are **Not In Alignment**. This determination reflects the extent to which courses, instructional materials (e.g. syllabi, textbooks, articles, assignments), and practices align with the expectations established in the audit metrics and in the Ohio Revised Code.

At Bowling Green State University, **100%** of the audit metrics are addressed, but there is evidence of **noncompliance** with Ohio's definition of the science of reading as codified in the Ohio Revised Code. A description of the number of audit metrics addressed by domain is provided in Table 2. Appendix A lists all literacy-related courses within the 12-Hour Reading and Literacy Core that provided evidence of alignment with the audit metrics. A list of audited courses in noncompliance with Ohio's definition of the science of reading is provided in Appendix B.

Table 2*Number of Metrics Addressed per Domain at Bowling Green State University*

Metric domain	Metrics addressed
Teacher Knowledge	12 of 12
Phonological Awareness	9 of 9
Decoding and Encoding	8 of 8
Vocabulary and Oral Language	8 of 8
Reading Fluency	6 of 6
Reading Comprehension	7 of 7
Writing	9 of 9
Collaborative Problem Solving and Multi-Tiered System of Support (MTSS)	11 of 11
High-Quality Instructional Materials	3 of 3

-  = All metrics addressed
 = Some metrics addressed
 = No metrics addressed

Commendations

Commendations highlight notable accomplishments or exemplary practices documented in the audit that reflect alignment with the requirements of the Ohio Revised Code. Their purpose is to recognize, reinforce, and encourage effective practices, and to provide models for replication in other IHEs.

Commendations for Bowling Green State University:

- **Faculty established a system to routinely review materials and update them for alignment with the research.**

Faculty thoughtfully reorganized the program's structure to improve coherence and coverage of essential content. This included streamlining the course sequence, embedding a foundational course for all candidates, and distributing practicum experiences across multiple courses. Additionally, the program partnered with the nonprofit organization Deans for Impact (DFI). Bowling Green faculty incorporated DFI's seven learning modules

into several of their early literacy courses and DFI collected data before and after to assess student mastery of the content.

- **Preservice candidates have multiple opportunities to apply evidence-based instructional practices in field settings with structured guidance, timely feedback, and meaningful reflection.**

Faculty reported to auditors that all preservice teacher candidates begin with shared core coursework that includes early exposure to students with exceptionalities and an introductory field experience that spans urban, rural, suburban, private, and online school settings. Preservice candidates engage in progressively intensive fieldwork during each year of their program, culminating in a senior year professional residency. Most candidates complete a full academic year in a single classroom placement, while dual licensure PK–5 candidates complete semester-long placements in both general and special education settings, in accordance with state law. The program incorporates nearly double the state-required time for student teaching and up to four times the required number of field experience hours.

- **Faculty participate in structured collaboration across literacy-related courses, reinforcing a shared understanding of evidence-based literacy practices and improving instructional coherence.**

According to faculty, a cross section of faculty contributed to course redesign and curriculum review, including intentional inclusion of the branch campus. Branch campus faculty were included in weekly updates, retreats, and collaborative planning, and helped develop two of the new courses. Faculty worked in small teams to review materials aligned with the science of reading and select course texts before development. They piloted courses and redesigned the program sequence. The sequencing of courses to strategically build knowledge and support students with application in the field was a strength across the IHE.

Faculty from multiple licensure areas—such as early childhood, middle grades, and special education—unified course content (e.g., phonics instruction) and shared resources across programs. The redesign was supported by external funding from the State of Ohio, the Dean’s Compact, and DFI. This structured collaboration has become a point of pride and was a clear strength of the program.

Recommendations

Recommendations identify areas where improvements are needed to achieve full alignment with the requirements of the Ohio Revised Code and evidence-based literacy practices.

Mandatory recommendations are required for compliance with Ohio’s definition of the science of reading. Failure to adequately address mandatory recommendations will result in revocation of program approval by ODHE as required by Ohio law.

Advisory recommendations are suggestions for improvement intended as a guide toward best practices and informed by audit findings. Though implementation of advisory recommendations is not compulsory, these suggestions are intended to support continuous improvement and strengthen alignment with the science of reading.

Mandatory Recommendation for Bowling Green State University:

1. Revise course content to ensure alignment with evidence-based literacy instruction.

Replace course materials and instructional practices that incorporate approaches prohibited by the Ohio Revised Code (e.g., the three-cueing approach) to ensure all current and future materials and practices are both high quality and aligned with demonstrated research (e.g., the science of reading). Course materials and instructional practices prohibited by the Ohio Revised Code exist in EDTL 6220 and EDTL 6280. Evidence of prohibited practices was found within the following assigned texts and course materials:

- Stouffer, J. (2021). Seeking middle ground: Analyzing running records from the bottom and the top. *The Reading Teacher*, 74(6), 769–784. <https://doi.org/10.1002/trtr.2012>
- Tips for Word Recognition document
- Intervention for Word Recognition presentation slides
- Miscue Analysis document

These assigned texts and course materials embed a cueing approach in instructional frameworks or assessment procedures. For example, the Tips for Word Recognition document encourages teachers to teach and model the use of picture clues, meaning clues, and structural clues to solve unknown words. The Intervention for Word Recognition presentation slides describe context clue use and structural analysis as part of word recognition instruction. Instructional guidelines included how to teach “problem-solving actions” that incorporated three-cueing, and intervention strategies were framed in terms of identifying and leveraging patterns in cueing system use.

The audit team recommends that Bowling Green State University leadership and faculty systematically review all course content and replace content that is prohibited by the Ohio Revised Code with content fully aligned with the science of reading.

Advisory Recommendations for Bowling Green State University:**1. Strengthen the consistency and clarity of course syllabi across literacy-related coursework.**

Some syllabi lack detailed descriptions of how course content aligns with evidence-based literacy practices and the specific components required by the Ohio Revised Code. At least one reviewed syllabus was well organized, stated weekly objectives clearly, and explicitly described structured literacy-aligned activities. However, not all syllabi demonstrated this level of coherence and organization. For example, one syllabus lacked a schedule entirely, used objectives copied from ODHE standards with no clarification or contextualization, and included minimal information about assignments. Another reviewed syllabus was similarly unclear, offering little detail on topics covered and limited assignment descriptions. Yet another reviewed syllabus presented a long, unstructured list of topics framed as objectives; used inconsistent formatting (e.g., varied fonts and sizes); and was structurally confusing overall.

These inconsistencies may contribute to confusion for both faculty and candidates regarding course expectations and alignment with state literacy requirements. Provide support to faculty to ensure that all syllabi communicate clear expectations and instructional focus.

2. Ensure that all materials demonstrate alignment with principles of structured literacy, including the need for explicit instruction to support the needs of all learners.

Some course materials were not fully aligned with the principles of structured literacy instruction, including a resource presented in EDTL 6220 titled “Interventions Considerations PPT,” which includes references to indirect instruction in multiple places. The audit team recommends a review of instructional resources to ensure that they all align with evidence-based practices.

Appendix A–Metrics Addressed in Literacy-Related Courses

Tables A1 through A9 list all literacy-related courses within the 12-Hour Reading and Literacy Core that provided evidence of Bowling Green State University’s alignment with the audit metrics, separated by audit metric domain. This list is not exhaustive; however, EPP faculty can use this information to identify which, if any, courses may need revisions to be in further alignment with the audit metrics. No individual 12-Hour Reading and Literacy Core course is expected to address every audit metric.

Table A1

Courses Contributing to Evidence of Metric Alignment, Domain 1: Teacher Knowledge

Audit metric	Courses that addressed metric
1	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
2	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1004, READ 2000, READ 5000
3	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
4	EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1004, READ 4020, READ 5010, READ 5030
5	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
6	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030

Audit metric	Courses that addressed metric
7	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
8	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
9	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
10	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
11	EIEC 2130-1001, EIEC 2130-8001, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360-1001, READ 4020, READ 5000, READ 5010, READ 5030
12	EIEC 2130-8001, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3360-1001, READ 3020, READ 4020, READ 5030

Table A2*Courses Contributing to Evidence of Metric Alignment, Domain 2: Phonological Awareness*

Audit metric	Courses that addressed metric
13	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
14	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
15	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, READ 4020, READ 5000, READ 5010, READ 5030
16	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
17	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
18	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
19	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
20	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030

Audit metric	Courses that addressed metric
21	EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, READ 5000, READ 5010

Table A3*Courses Contributing to Evidence of Metric Alignment, Domain 3: Decoding and Encoding*

Audit metric	Courses that addressed metric
22	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
23	EIEC 2130-1001, EIEC 2130-8001, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, READ 5010
24	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 4020, READ 5000, READ 5010, READ 5030
25	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
26	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
27	EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, READ 5010
28	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
29	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 4020, READ 5000, READ 5010, READ 5030

Table A4*Courses Contributing to Evidence of Metric Alignment, Domain 4: Vocabulary and Oral Language*

Audit metric	Courses that addressed metric
30	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
31	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
32	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
33	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
34	EIEC 3360-1001, READ 3020, READ 4020, READ 5030
35	EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3360, EIEC 3360-1001, READ 3020, READ 5000, READ 5010
36	EIEC 2130-1001, EIEC 2130-8001, EIEC 3360, EIEC 3360-1001, READ 3020, READ 4020, READ 5000, READ 5030
37	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5030

Table A5*Courses Contributing to Evidence of Metric Alignment, Domain 5: Reading Fluency*

Audit metric	Courses that addressed metric
38	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
39	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
40	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
41	EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3360, READ 5000
42	EIEC 3360, EIEC 3360-1001, READ 3020
43	EIEC 2130-1001, EIEC 2130-8001

Table A6*Courses Contributing to Evidence of Metric Alignment, Domain 6: Reading Comprehension*

Audit metric	Courses that addressed metric
44	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
45	EIEC 3120-1001, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 3020, READ 4020, READ 5030
46	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
47	EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 5000
48	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
49	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
50	EIEC 3360-1001, READ 3020

Table A7*Courses Contributing to Evidence of Metric Alignment, Domain 7: Writing*

Audit metric	Courses that addressed metric
51	EIEC 2130-1001, EIEC 2130-8001, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 5000
52	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
53	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 5000, READ 5010
54	EIEC 3360, EIEC 3360-1001, READ 3020
55	EIEC 3360, EIEC 3360-1001, READ 3020
56	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
57	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
58	EIEC 3360, EIEC 3360-1001, READ 3020
59	EIEC 2130-1001, EIEC 2130-8001

Table A8

Courses Contributing to Evidence of Metric Alignment, Domain 8: Collaborative Problem Solving and MTSS

Audit metric	Courses that addressed metric
60	EIEC 2130-1001, EIEC 2130-8001, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, READ 4020, READ 5000, READ 5010, READ 5030
61	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
62	EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, READ 4020, READ 5030
63	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
64	READ 4020, READ 5030
65	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
66	READ 4020, READ 5030
67	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
68	EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 3020, READ 4020, READ 5010, READ 5030

Audit metric	Courses that addressed metric
69	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
70	EIEC 2130-8001, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360-1001, READ 3020, READ 4020, READ 5010, READ 5030

Table A9

Courses Contributing to Evidence of Metric Alignment, Domain 9: High-Quality Instructional Materials

Audit metric	Courses that addressed metric
71	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030
72	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5030
73	EIEC 2130-1001, EIEC 2130-8001, EIEC 2130-B, EIEC 2130-D, EIEC 2130, EIEC 3120-1001-H, EIEC 3120-1001, EIEC 3120-1003, EIEC 3120-1004, EIEC 3360, EIEC 3360-1001, READ 2000, READ 3020, READ 4020, READ 5000, READ 5010, READ 5030

Appendix B—Courses With Evidence of Noncompliance

Table B1 provides a list of course sections at Bowling Green State University determined to be out of alignment with Ohio’s definition of the science of reading as codified in the Ohio Revised Code.

Table B1

Audited Courses Not Aligned With Ohio’s Science of Reading Definition

Course	Data source(s) not aligned
EDTL 6220	Assigned texts, course activities or assignments
EDTL 6280	Course activities or assignments