

# Science of Reading Audit: Report of Findings

## Central 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 Central State University, including data collected at a site visit (February 27, 2025). A total of five course sections were reviewed as a part of the audit process.

**Table 1**

*Audit Data Sources at Central State University*

Source	<i>N</i>
Syllabus reviews	5
Textbook reviews	5
Instructional observations	1
Faculty and EPP leader interviews	2

## 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 Central 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 Central State University, **97%** 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 Central 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)	9 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.

### Commendation for Central State University:

- **Course assignments include authentic, performance-based tasks that build preservice candidates' readiness to plan, implement, and evaluate evidence-based literacy instruction and that are purposefully designed to support real-world application.**

Course materials included assignments that support evidence-based literacy instruction. For example, EDU 3320 included assignments requiring assessment data analysis and planning for systematic instruction across foundational reading areas (phonemic

awareness, phonics, advanced word reading/morphology, and fluency). Additionally, EDU 3320 included multiple discussion posts to engage students in course content, building their confidence with the material and ability to apply that content in practice.

## 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 Recommendations for Central State University:

- 1. Address all audit metrics across the 12-Hour Reading and Literacy Core courses. Revise courses and ensure integration of all audit metrics within syllabi, course content, and assessments across courses.**

Central State University addressed 97% of the audit metrics. Revise courses to ensure full alignment, in particular the inclusion of Domain 8: Collaborative Problem Solving and MTSS (Metrics 62 and 64). (See Appendix A.) Review the 12-Hour Reading and Literacy Core course materials and integrate all audit metrics into appropriate courses in the sequence.

- 2. 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 EDU 3315 and EDU 2200. Evidence of prohibited practices was found within the following textbooks:

- Gurjar, N., Meacham, S., & Beecher, C. (2023). *Methods of teaching early literacy*. Iowa State University Digital Press.  
<https://open.umn.edu/opentextbooks/textbooks/methods-of-teaching-early-literacy>
- Leland, C., Lewison, M., & Harste, J. C. (2017). *Teaching children's literature: It's critical!* (2nd ed.). Routledge.

The Gurjar et al. (2023) textbook is incorporated within EDU 2200 and the Leland et al. (2017) textbook within EDU 3315. These textbooks contain content that argues against the science of reading and embeds a cueing approach in instructional frameworks. For example, Gujar et al. recommend using visual clues to figure out unknown words, stating, “If the word to complete is the name of something in an illustration, your child can examine the illustration for a clue” (p. 70). Similarly, Leland et al. write that “some teachers use sticky notes to cover words or phrases ... thus encouraging students to use their knowledge of language, the story, and their world to predict the words and phrases underneath” (p. 223). The audit team recommends that Central 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 Central State University:**

- 1. Develop and implement an ongoing professional development plan that supports continued faculty learning, resolving misconceptions about evidence-based literacy instruction.**

Some faculty require additional systematic training on evidence-based literacy instruction that resolves misconceptions about the science of reading, access to Ohio science of reading modules, and opportunities to engage with professional networks and research communities. Within interviews, faculty repeatedly indicated that the three-cueing approach was not used. However, it was not consistently clear that faculty have comprehensive knowledge of what the three-cueing approach includes. Support all faculty in understanding how the term *the science of reading* refers to all evidence-based practices for effective literacy instruction.

## 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 Central 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	EDU 2200, EDU 3310, EDU 3320
2	EDU 2200
3	EDU 2200, EDU 3310
4	EDU 2200, EDU 3310, EDU 3320
5	EDU 2200, EDU 3310
6	EDU 2200, EDU 3310, EDU 3320
7	EDU 2200, EDU 3310, EDU 3320
8	EDU 2200, EDU 3310, EDU 3315
9	EDU 2200, EDU 3310, EDU 3320
10	EDU 2200, EDU 3310, EDU 3315, EDU 3320
11	EDU 2200, EDU 3310, EDU 3320
12	EDU 2200, EDU 3310

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

Audit metric	Courses that addressed metric
13	EDU 2200, EDU 3310, EDU 3320
14	EDU 2200, EDU 3320
15	EDU 2200, EDU 3310, EDU 3320
16	EDU 2200, EDU 3310
17	EDU 2200, EDU 3320
18	EDU 2200, EDU 3320
19	EDU 2200, EDU 3320
20	EDU 2200, EDU 3320
21	EDU 2200, EDU 3320

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

Audit metric	Courses that addressed metric
22	EDU 2200, EDU 3320
23	EDU 2200, EDU 3310, EDU 3320
24	EDU 2200, EDU 3320
25	EDU 2200, EDU 3320
26	EDU 2200, EDU 3320
27	EDU 2200, EDU 3320
28	EDU 3310, EDU 3320
29	EDU 2200



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

Audit metric	Courses that addressed metric
30	EDU 2200, EDU 3310
31	EDU 2200, EDU 3310
32	EDU 2200, EDU 3310, EDU 3315
33	EDU 2200, EDU 3310, EDU 3315
34	EDU 2200, EDU 3310
35	EDU 2200, EDU 3310
36	EDU 2200, EDU 3310, EDU 3315
37	EDU 2200, EDU 3310

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

Audit metric	Courses that addressed metric
38	EDU 2200, EDU 3310, EDU 3320
39	EDU 2200, EDU 3310, EDU 3320
40	EDU 2200, EDU 3310
41	EDU 2200, EDU 3315, EDU 3320
42	EDU 2200, EDU 3310
43	EDU 2200, EDU 3310, EDU 3315

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

Audit metric	Courses that addressed metric
44	EDU 2200, EDU 3310
45	EDU 2200, EDU 3310
46	EDU 2200, EDU 3310, EDU 3315
47	EDU 2200, EDU 3310
48	EDU 2200, EDU 3310, EDU 3315
49	EDU 2200, EDU 3310, EDU 3315
50	EDU 2200, EDU 3310, EDU 3315

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

Audit metric	Courses that addressed metric
51	EDU 2200, EDU 3310, EDU 3315
52	EDU 2200, EDU 3310, EDU 3315
53	EDU 2200, EDU 3310, EDU 3320
54	EDU 2200, EDU 3310, EDU 3315
55	EDU 2200, EDU 3310
56	EDU 3310
57	EDU 2200, EDU 3310, EDU 3315, EDU 3320
58	EDU 2200, EDU 3310
59	EDU 2200

**Table A8**

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

<b>Audit metric</b>	<b>Courses that addressed metric</b>
60	EDU 2200, EDU 3310, EDU 3315
61	EDU 2200, EDU 3310, EDU 3320
62	<b>No evidence of audit metric alignment</b>
63	EDU 2200
64	<b>No evidence of audit metric alignment</b>
65	EDU 3320
66	EDU 3320
67	EDU 2200, EDU 3310, EDU 3320
68	EDU 2200, EDU 3310, EDU 3315, EDU 3320
69	EDU 2200, EDU 3310, EDU 3315, EDU 3320
70	EDU 2200, EDU 3320

**Table A9**

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

<b>Audit metric</b>	<b>Courses that addressed metric</b>
71	EDU 2200, EDU 3310, EDU 3315
72	EDU 3310
73	EDU 2200, EDU 3310

## Appendix B—Courses With Evidence of Noncompliance

Table B1 provides a list of course sections at Central 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 not aligned
EDU 2200	Textbooks
EDU 3315	Textbooks