

Mandatory Critical Race Theory in School of Education

Date: March 14, 2025.

Technical Objective: Identify and Assess Cultural and Ideological Trends in a Large Corpus.

Subject: UT Austin's School of Education.

Data Acquisition: March 5, 2025.

Initial Review & Detection

Education schools are meant to equip their students with the knowledge and skills required to be a certified, qualified teacher. But many have adopted a secondary mission: promoting the view that America's education system is fundamentally racist and biased against minorities of all stripes.

Most education schools required their students to be trained in diversity, equity, and inclusion (DEI) and critical race theory (CRT). DEI-focused courses generally discuss how social inequalities and implicit biases create disparities in educational outcomes, while CRT asserts that racism is embedded within education laws, systems, structures, and policies.

A reporter investigating DEI and CRT in schools of education would typically have to review every course individually. Such a process is a barrier to analysis as many schools offer hundreds of education courses. Using advanced machine learning, however, DeepAudit can scan entire course catalogs and objectively surface the courses with the most ideological content.

Our subject is the [College of Education](#) at the University of Texas at Austin, which offers over 450 courses. Our machine learning agent reviewed every course title and description and then used similarity algorithms to identify courses focused on "equity, diversity, social justice, critical pedagogy, critical consciousness, [and] identitarian political activism." A cosine similarity score was assigned to each course, with higher scores indicating a greater similarity to DEI and CRT content.

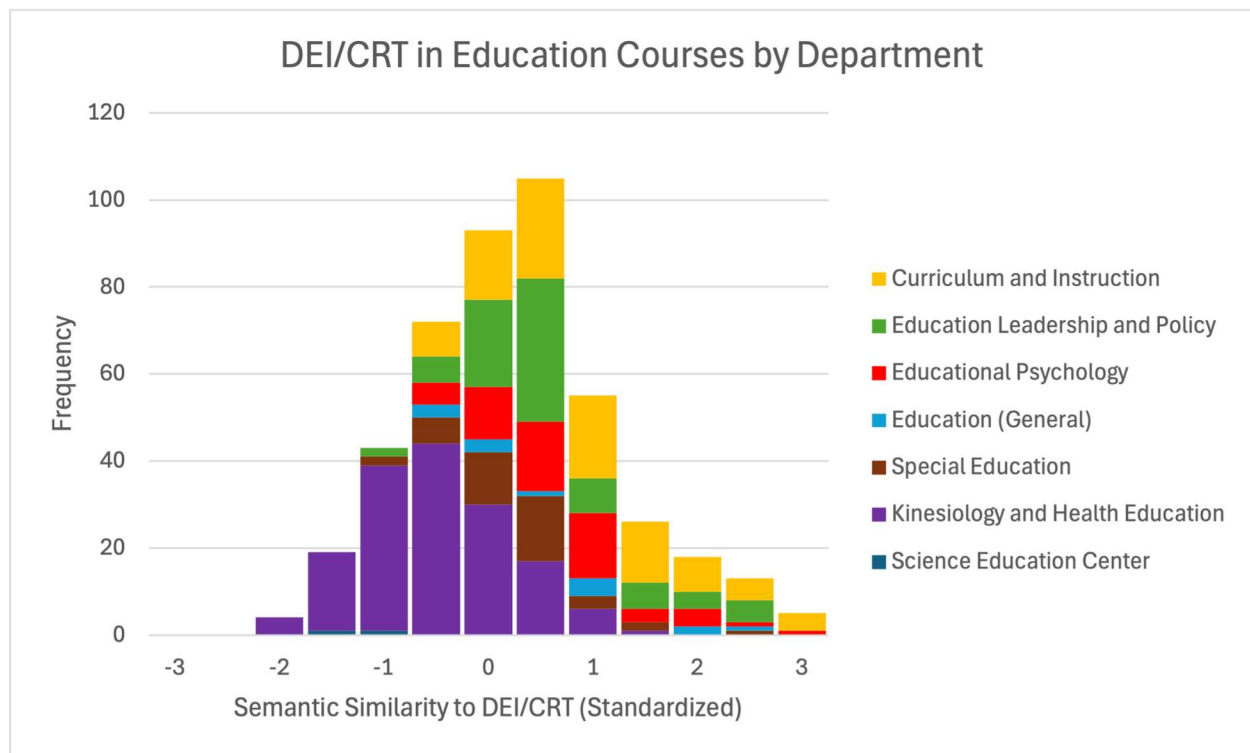
Below are the 10 courses out of 450+ that the machine identified as containing the most DEI and CRT:

Course Code and Title	Cosine Similarity (Standardized)
EDC312. Foundations of United States Schooling	3.00
EDC319. Qualitative Inquiry and Education for Social Change	2.84
EDC385G. Seminar Program Development and Research	2.81
EDP382G. Cultural Diversity and Individual Differences	2.75
EDC380F. Sociocultural Foundations	2.68
ELP354S. Social Awareness and Critical Consciousness in Student Affairs	2.44
EDC395T. Learning Technologies	2.42
ELP354D. Equity and Diversity Issues in Education	2.37
EDC395L. Language and Literacy Studies	2.36
EDC391G. Gender and Race in Education	2.35

In contrast, here are the 10 course descriptions with the lowest cosine similarity scores, reflecting minimal DEI and CRT:

Course Code and Title	Cosine Similarity (Standardized)
KIN425K. Physiology of Exercise	-2.31
KIN315. Motor Learning	-2.23
KIN331. Physical Aging in America	-2.13
KIN343. Clinical Evaluation of Athletic Injuries in the Upper Body	-2.01
KIN376. Measurement in Kinesiology	-1.97
KIN344. Therapeutic Exercise and Rehabilitation Techniques Lower Body	-1.97
SCI365. Physics by Inquiry	-1.86
KIN336. Neuromuscular Control	-1.81
KIN338. Motor Development and Assessment	-1.77
KIN322. Diagnosis and Evaluation of Fitness	-1.77

Courses at the College of Education are offered by several departments, such as the department of curriculum and instruction and the department of educational psychology. Here is the distribution of cosine similarity scores for courses offered by each department.



As can be seen, courses offered by the department of Kinesiology and Health Education scored low on their semantic similarity to DEI and CRT. By contrast, the top end of the distribution ($>2 SD$) was dominated by courses from the department of Curriculum and Instruction, the department of Education Leadership and Policy, and the department of Educational Psychology.

Assessment of Results

The course description containing the most DEI and CRT was “EDC312. Foundations of United States Schooling.” This course covers “the origins and development of public schooling in the United States in the context of processes of settler colonialism, racial capitalism, and contents over the meaning of democracy.” From the UT-Austin course catalogue:

EDC 312. Foundations of United States Schooling.

Discuss the institution of schooling, and processes of school reform, from historical, philosophical, and political perspectives. Introduction to the origins and development of public schooling in the United States in the context of processes of settler colonialism, racial capitalism, and contests over the meaning of democracy. Explore past and present influential philosophical visions of schooling and de-schooling, with focus on debates over the notion of the common school, schooling as socialization, and education for uplift and emancipation. Examine the politics and policy of education, with special attention to the consequences for students of color, Indigenous students, LGBTQIA students, immigrant students, and students with disabilities. Three lecture hours a week for one semester.

This is a [required course](#) for all education majors at UT Austin. Critical race theory isn’t a fringe topic or a course you can choose to avoid; it’s mandatory learning for these UT-Austin soon-to-be teachers.

We found a syllabus for the course online. The professor’s university bio states that the central focus of his work is on “broadening conceptions of the intimate relationships between schools and prisons, particularly in the pK-12 contexts.”

Dr. Brian (he/él) is a Chicagoan, sociologist, and Assistant Professor of Youth and Community Studies in Cultural Studies in Education. His broader scholarly agenda is attentive to inquiries related to race, place, language, and carcerality. His most recent project is focused on the educational, schooling, and reentry experiences of formerly incarcerated youth enrolled in a community-based organization in the San Francisco Bay Area. The central focus of his work, however, is on broadening conceptions of the intimate relations between schools and prisons, particularly in the pK-12 contexts. Other work is focused on the interrogation of power asymmetries, (de)coloniality, racial capitalism, and state-based violence.

Currently, Brian is working on manuscripts related to the youth carceral state, community-based youthwork, schooling reentry, and educational abolitionism. His previous writings can be found in *Race, Ethnicity and Education*, *Educational Studies*, *Critical Sociology*, *American Educational Research Journal*, *Teachers College Record*, *Journal of School Violence*, to name a few.

Brian received his PhD in the Race, Inequality, and Language in Education program at Stanford University's Graduate School of Education, with a specialization in Sociology of Education. He also received his MA in Sociology at Stanford and BA in Sociology with distinction (highest honors) at Oberlin College. Brian is also a product of Chicago Public Schools, particularly a proud graduate from Social Justice High School, located in the Little Village neighborhood of Mexican Chicago.

The materials listed in his syllabi for the class include many critical theory texts that frame the education system as systemically racist and thus systemically hostile to large groups of students. It also includes texts framing school choice as racist and texts to educate teachers on contemporary school debates over transgender athletes and critical race theory. Here is a sample of the required texts used in this required course:

- Freire, P. (2006). **On the Indispensable Qualities of Progressive Teachers for their Better Performance.** In American Association of Colleges for Teacher Education (Eds.), *Humanizing Pedagogy Through HIV and AIDS Prevention* (pp. 22-30). Routledge.
- Simpson, L. B. (2014). **Land as pedagogy: Nishnaabeg intelligence and rebellious transformation.** *Decolonization: indigeneity, education & society*, 3(3), 1-25.
- Wun, C. (2016). **Against captivity: Black girls and school discipline policies in the afterlife of slavery.** *Educational Policy*, 30(1), 171-196.
- Stovall, D. (2018). **Are we ready for ‘school’ abolition?: Thoughts and practices of radical imaginary in education.** *Taboo: The Journal of Culture and Education*, 17(1), 51-61.
- Wells, A. S., Keener, A., Cabral, L., & Cordova-Cobo, D. (2019). **The more things change, the more they stay the same: The resegregation of public schools via charter school reform.** *Peabody Journal of Education*, 94(5), 471-492.
- Buzuvis, E. (2021). **Law, policy, and the participation of transgender athletes in the United States.** *Sport Management Review*, 24(3), 439-451.
- López, F., Molnar, A., Johnson, R., Patterson, A., Ward, L., & Kumashiro, K. (2021). **Understanding the attacks on critical race theory.** *National Education Policy Center*, 1-18.

Conclusion

DeepAudit's technology quickly and objectively assessed and surfaced evidence that renders impossible a denial that critical race theory isn't mandatory at UT Austin's College of Education. Courses such as these take fresh, impressionable undergraduates and teach them to view the U.S. education system as a fundamentally racist, sexist, homophobic, and imperialist institution. Such required courses indoctrinate young students into believing that the U.S. education system is intentionally hostile to "true" educational objectives (which almost invariably are "revolutionary"). It's no wonder that so many teachers are bringing far-left ideologies into the classroom: they have been trained that teaching about the systemic hostility of the education system is core to education.

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