



ELEG 467/667 SEMINAR: TOPICS IN CAUSALITY AND MACHINE LEARNING

Credits: 3

Semester: Fall, Year: 2026

Instructor: Dr. Burak Varici

Meeting Days, Times, Location and Room: **MWF 11:30am-12:25pm**. Colburn Hall, Room 109

Instructor Office Hours: Wednesdays, 12:30-1:30pm (Evans 316), otherwise by appointment

Table of Contents

[1. Instructor Information](#)

[2. Course Description](#)

[3. Learning Outcomes](#)

[4. Learning Resources](#)

[5. Learning Assessment](#)

[6. Course Calendar](#)

[7. Course Policy Document](#)

1. Instructor Information

Name: Burak Varici (preferred address: Dr. Varici or Dr. Varici or Burak)

Pronouns: he/his/him

Email: bvarici@udel.edu

Website: bvarici.github.io

Office: Evans Hall Room 316

Office hours: Wednesdays 12:30-2pm, either at the classroom or instructor's office, otherwise by appointment

Canvas course site: <https://udel.instructure.com/courses/1940625>

2. Course Description

Course Catalog Description

As machine learning systems are increasingly deployed in settings requiring robustness, adaptation, and reliable decision-making, purely associational learning is often insufficient. This course introduces modern causality with an outlook toward machine learning. We will discuss how causal questions differ from associational ones; how interventions, counterfactuals, and causal effects are represented; and how they can be identified from observational and interventional data. A major focus is causal discovery, covering both classical approaches and modern ML-driven methods for learning causal structure from data. The course also connects causality to contemporary ML, such as representation learning, generative models, and out-of-domain generalization. Students will learn to formulate causal questions, reason about identifiability, and apply causal principles to ML problems.

This is a new course. The instructor can make adjustments to the coverage of different topics based on his interactions with the students and in-class impressions. **Tentative topics include:**

- foundations of causality (probabilistic modeling, graphical models, doing vs. seeing, structural causal models, interventions)
- causal effects and their identification (potential outcome and SCM frameworks, identifying causal effects from observational data)
- causal discovery (discovery via conditional independence, score-based discovery, differentiable discovery, linear models, root cause analysis, practical issues)
- causality and representation learning (independent component analysis, disentangled representations, identifiability, causal representation learning—CRL— formulation, interventional and score-based CRL, robotic applications, genomics applications)
- Causality principles for trustworthy AI (invariant risk minimization, causal interventions and mechanistic interpretability, counterfactual fairness, causality and LLMs)

ELEG 467 vs ELEG 667: ELEG 467/667 is a single course offered at both the undergraduate level (ELEG 467) and the graduate level (ELEG 667). The courses are the same except that students enrolled in ELEG 667 will have additional assessment.

Prerequisites

Knowledge of undergraduate-level probability, linear algebra, statistics, and a brief exposure to machine learning.

Course Delivery

Lectures will be delivered in-person, in a combination of presentations and black board lectures, as suited to the specific topic.

3. Learning Outcomes

At the completion of this course an actively engaged student will be able to

1. Distinguish problems that require causal reasoning, beyond statistical correlations
2. Cast relevant real-world problems into causal diagrams, understand requirements and limitations of inference from observational data
3. Explain and implement state-of-the-art causal discovery algorithms
4. Understand the premise of causality for modern AI, specifically for representation learning

4. Learning Resources

Required Learning Materials

Class slides and/or notes as PDFs will typically be posted to Canvas the same day as lecture either shortly before or shortly after each lecture.

There are no required textbooks. However, some chapters of the following supplementary resources can be assigned as reading. PDFs and links to other relevant research papers will be posted on Canvas.

Primary resource:

- **[Pearl]** Causality: Models, Reasoning, and Inference.
Judea Pearl. 2nd edition, Cambridge University Press, 2009.
ISBN: 9780521895606
<https://dl.acm.org/doi/10.5555/1642718>

Secondary resources:

- **[Primer]** Causal Inference in Statistics: A Primer.
Judea Pearl, Madelyn Glymour, Nicholas P. Jewell.
ISBN: 9781119186847
[Online freely available](#)
- **[SGS]** Causation, prediction, and search.
Peter Spirtes, Clark Glymour, and Richard Scheines. 2nd edition, 2001.
ISBN: 9780262194402
[Online freely available](#)
- **[Elements]** Elements of Causal Inference: Foundations and Learning Algorithms
Jonas Peters, Dominik Janzing, and Bernhard Schölkopf
ISBN: 9780262037310
[Online freely available](#)
- **[PGM]** Probabilistic graphical models: principles and technique
Daphne Koller, and Nir Friedman, The MIT Press, 2009
ISBN: 978026201319
[Online freely available](#)
- **[Neal]** Introduction to Causal Inference from a Machine Learning Perspective
Brady Neal, Course Lecture Notes
[Online freely available](#)

Technology

Appropriate programming environment: Projects and homework will require access and familiarity to a computer programming environment suitable for data processing, statistics, and machine learning. Suggested languages, in no particular order: Python, MATLAB, R.

Colab provided by Google is a Jupyter notebook (Python) hosted on the cloud. Your notebooks are in your UD Google Drive and you can also mount your UD Google Drive to access stored data or pull in data during execution.

Canvas: In this class, Canvas, UD's online learning management system, will be used for all course activities and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed. Information on how to use Canvas is available through the [Canvas Student Guide](#). Canvas can also be accessed via [MyUD](#).

Generative AI and large-language models (LLM):

<https://www.udel.edu/udaily/2025/january/generative-ai-tools-now-available-at-ud/>
<https://services.udel.edu/TDClient/32/Portal/KB/ArticleDet?ID=1150>

Office Hours

- **In-person Office Hours:** Wednesday 12:30-1:30pm, either in the lecture room or in the instructor's office.
- What to do if office hours do not match your schedule? If you expect the discussion to be short, an email exchange is preferred. Otherwise, please email to schedule an appointment, either in-person or on Zoom.
- Please ask questions that are relevant to the entire class during the lecture. Class will be best if the audience is interactive.
- Please stay for office hours to discuss topics that are specific to your project, or your learning outcome performance.
- Also, I am happy to answer questions about my research, more in-detail discussion of the lecture topics, potential research directions, or hear your perspective on how this course can help you in your research. As a new faculty, I am looking forward to engaging with the students as much as possible.

5. Learning Assessment

Final Grade Breakdown

The final course grade will be calculated using the following components:

Course Component	Percentage of Total
Class Participation	8%
Homeworks	32%
Midterm exam	25%
Final project	35%

Class Participation

The final assessment will have 8% for class participation, which will be easy to ace if you are attending classes and at least occasionally participate in discussions. Since this will be a new course with relatively a small group of students, your active participation is crucial for a good learning experience.

Attendance is not mandatory, though **if you will have to miss consecutive lectures, please inform the instructor via email** and explain if necessary.

Homeworks

There will be four homeworks assignments each worth 8% throughout the semester. Homeworks' due dates will be 12-14 days from the release date.

Midterm exam

A one-hour long midterm exam will account for 25% of the final grade.

Final Project

Instead of a final exam, there will be a research presentation and a research report to be submitted at the end of the semester. The students can form groups of at most 2 for their research projects. Students are encouraged to start the project as early as possible in the semester and consult with the instructor as needed. Details of what is expected from a final project and potential topics will be provided by the first week of classes.

Policy on Late Submissions

Late homework submission: You can submit one homework late, by at most two days, without penalty. This allowance is introduced to account for possible conflicts and personal situations, such as paper deadlines. Beyond this allowance, 20% will be deducted for any late submission up to two days.

Project presentations and reports will not be accepted late, unless the student gets the instructor's approval in advance.

Use of Advanced Automated Tools

Use only with acknowledgement. Students are allowed to use advanced automated tools (e.g., Generative AI tools such as ChatGPT, Claude, Gemini et al.) on assignments in this course if that use is properly documented and credited. **However, the restrictions will apply on an assignment basis**, please review the instructions for each homework and project carefully.

Grading Scale

Students will be assigned the following letter grade based on the calculation coming from the course assessment section. The instructor reserves the right to do adjustments as needed throughout the semester, such as introducing extra credits.

Grade	Interval
A	[90,∞)
A-	[85,90)
B+	[80,85)
B	[75,80)
B-	[70,75)
C+	[65,70)
C	[60,65)
F	[0,60)

6. Course Calendar

Important Dates

- 8/26 (W) First day of class
- 9/7 (M) No class (Labor Day)
- 10/12 (M) Midterm exam
- 10/19(M), 10/21(W), 10/23(F): Instructor will be traveling.
- 10/23(F): Project proposals are due
- 12/2-12/4 Final project presentations
- 12/7(M) Last day of class.
- 12/13(S) Final project report is due.

Class schedule (subject to change — please check the most recent version for important updates)

This is a new course. The instructor can make adjustments to the coverage of different topics based on the interactions with the students and in-class impressions. The tentative plan is to cover the following five modules.

Part 1: Introduction and Foundations

- F1. Introduction to Causality: A Brief History
- F2. Probability Refresher and (Conditional) Independence Properties
- F3. Graphical Models and Markov Properties
- F4. D-separation and Causal Effects
- F5. Causal Graphs, Structural Causal Models, and Interventions

Part 2: Identification of Causal Effects

- I1. Causal Effects, Randomized Controlled Trials, and Identification Problem
- I2. Potential Outcomes Framework
- I3. Graphical Adjustments for Causal Effects
- I4. Beyond Adjustment: Frontdoor, do-Calculus, and Counterfactual Inference

Part 3: Causal Discovery (a.k.a. Causal Structure Learning)

- D1. Causal Discovery Problem Overview and Applications
- D2. Constraint-Based Discovery via Conditional Independence
- D3. Score-Based Discovery
- D4. ML-inspired Causal Discovery I: Differentiable Approaches
- D5. Causal Discovery in Linear and Functional Models
- D6. ML-inspired Causal Discovery II: Score-Matching Methods
- D7. Causal Discovery from Interventions
- D8. Difference Learning and Root-Cause Analysis

Part 4: Causality and Representation Learning

- R1. Why Representation Learning Enters Causality—and Vice Versa
- R2. Independent Component Analysis and Disentangled Representations
- R3. Formulating Causal Representation Learning and Identifiability
- R4. CRL from Multiple Environments and Interventions
- R5. Score-Function-Based CRL
- R6. CRL from Observational Data

- R7. Applications and Outlook

Part 5: Causality for Trustworthy AI

- M1. Invariant Risk Minimization and OOD Generalization
- M2. Counterfactual Fairness
- M3. Causal Bandits for Experiment Design
- M4. Causal Knowledge and Reasoning in LLMs
- M5. Causal Interventions and Mechanistic Interpretability

Date	Lecture	Theme/Topic	Readings/Assignments Due
8/26	1	Introduction to Causality	
8/28	2	Probability Refresher and (Conditional) Independence Properties	Reading: [Pearl] Chapter 1.1 (pages 1–12)
8/31	3	Graphical Models and Markov Properties	Reading: [Pearl] Chapter 1.2 (pages 12–21)
9/2	4	D-separation and Causal Effects	Reading: [Pearl] Chapter 1.3 (pages 21–26)
9/4	5	Causal Graphs, Structural Causal Models, and Interventions	Reading: [Pearl] Chapters 1.4, 1.5 (pages 26–40) Assignment 1 is released.
9/7	Labor day		
9/9	6	Causal Effects, Randomized Controlled Trials, and Identifiability	Reading: [Pearl] Pages 65–77
9/11	7	Potential Outcomes Framework	Reading: [Neal] Chapter 2
9/14	8	Graphical Adjustments for Causal Effects	Reading: [Pearl] Pages 77–85
9/16	9	Beyond Adjustment: Frontdoor, do-Calculus, and Counterfactual Inference	Reading: [Pearl] Pages 85–89
9/18	10	Introduction to Causal Discovery and Markov Equivalence Class	Assignment 1 is due.
9/21	11	Constraint-Based Discovery via Conditional Independence	Suggested readings: see the relevant links in lecture slides.
9/23	12	PC Algorithm Demo and A Brief Intro to Causal Discovery with Hidden Confounders	Suggested readings: see the relevant links in lecture slides.
9/25	13	Score-Based Discovery: GES Algorithm	Suggested readings: see the relevant links in lecture slides.
9/28	14	ML-inspired Causal Discovery: Differentiable Approaches I	DAGs with NO TEARS: Continuous Optimization for Structure Learning (Zheng et al.) https://arxiv.org/abs/1803.01422

Date	Lecture	Theme/Topic	Readings/Assignments Due
9/30	15	ML-inspired Causal Discovery: Differentiable Approaches II	Suggested readings: Learning Sparse Nonparametric DAGs (Zheng et al.) https://arxiv.org/pdf/1909.13189 DAGMA: Learning DAGs via M-matrices and a Log-Determinant Acyclicity Characterization (Bello et al.) https://arxiv.org/abs/2209.08037
10/2	16	Causal Discovery in Linear and Functional Models: LinGAM case	A Linear Non-Gaussian Acyclic Model for Causal Discovery (Shimizu et al.) https://jmlr.org/papers/v7/shimizu06a.html
10/5	17	ML-inspired Causal Discovery: Score-Matching Methods	Scalable Causal Discovery with Score Matching (Montagna et al.) https://arxiv.org/abs/2304.03382
10/7	18	Causal Discovery from Interventions	Characterizing and Learning Equivalence Classes of Causal DAGs under Interventions (Yang et al.) https://arxiv.org/abs/1802.06310
10/9	-	CIS Seminar: Causal Representation Learning (by Dr. Varici)	This seminar will serve as an early introduction for upcoming Part 4: Causality and Representation Learning Assignment 2 is due.
10/12		Midterm exam	
10/14	19	Causal Discovery from Interventions (cont.)	Midterm discussion
10/16	20	Project Discussion	Expectations from the project and potential topics will be discussed
10/19		TBD: Dr. Varici will be traveling	You are expected to develop your project proposal and get approval from Dr. Varici by 10/26.
10/21		TBD: Dr. Varici will be traveling	
10/23		TBD: Dr. Varici will be traveling	
10/26	21	Root-cause-analysis and Intervention target estimation	Scalable Intervention Target Estimation in Linear Models (https://arxiv.org/abs/2111.07512) iSCAN: Identifying Causal Mechanism Shifts among Nonlinear Additive Noise Models (https://arxiv.org/abs/2306.17361) Root Cause Analysis of Failures in Microservices through Causal Discovery (https://openreview.net/forum?id=weoLjoYFvXY)
10/28	22	ICA and Disentangled Representation Learning	TBD

Date	Lecture	Theme/Topic	Readings/Assignments Due
10/30	23	Formulating Causal Representation Learning (CRL) and Identifiability	Towards Causal Representation Learning (Schölkopf et al.) https://arxiv.org/pdf/2102.11107
11/2	24	CRL via Interventions	Learning Generative Factors via Causal Representation Learning: A Score-based Perspective (Acartürk et al.) https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=11392728
11/4	25	Score-Based CRL: I	
11/6	26	Score-Based CRL: II	
11/9	27	CRL from Observational Data	TBD
11/11	28	Temporal CRL	TBD
11/13	29	CRL Applications	Block Disentanglement in CRL: Bridging Identifiability and Visual State Estimation (https://arxiv.org/abs/2610.06809) This lecture will close Part 4
11/16	30	Seminar Style: Invariant Risk Minimization and OOD Generalization	Invariant Risk Minimization (Arjovski et al.) https://arxiv.org/pdf/1907.02893
11/18	31	Seminar Style: Counterfactual Fairness	Counterfactual Fairness (Kusner et al.) https://arxiv.org/pdf/1703.06856
11/20	32	Causal Bandits for Experiment Design	TBD Last class before Thanksgiving
	33	Thanksgiving Break	
11/30		Causal Knowledge and Reasoning in LLMs	TBD
12/2	34	Causal Interventions and Mechanistic Interpretability	TBD
12/4	35	Project Presentations	
12/7	36	Project Presentations	Last day of classes
12/13		Project Reports are due	

7. Policies

Attendance

Attendance is not mandatory, though **if you will have to miss consecutive lectures, please inform the instructor via email** and explain if necessary. Please also recall that “class participation” is one component of the final grade.

Absences on religious holidays listed in university calendars are recognized as an excused absence. Nevertheless, you are urged to remind me of your intention to be absent on a particular upcoming holiday. Absences on religious holidays

not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which you are an official representative of the university, shall be recognized as excused absences when you inform me in writing during the first two weeks of the semester of these planned absences for the semester.

Communication

Content-related questions should be discussed in class or during office hours. Individual performance, learning and career development, or detailed individual project questions are best discussed in office hours. Please limit the use of email to times when these options are not suitable, as questions sent by email may not be answered before the next class, especially questions whose response could benefit the entire class.

Student Wellbeing

College students often experience things that may interfere with academic success such as stress, physical illness, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you are experiencing any of the above in a way that is negatively impacting your ability to participate fully in the learning activities for this class, I strongly encourage you to get in touch with me. Additionally, I have provided information below from Student Wellbeing about campus health resources.

- Contact me
 - If you are struggling with this class or anticipate the need to miss class for a health-related reason, please check-in during office hours or contact me by email at bvarici@udel.edu
 - The sooner you let a faculty member know that you're experiencing a hardship, the more options you have for academic support.
- Check-in with your academic advisor or the Assistant Dean for Student Services in your college.
 - If you are struggling in multiple classes, unsure whether you are making the most of your time at UD, or unsure what academic resources are available at UD.
 - Your college's Assistant Dean can also provide support for [absences related to serious illness](#).
 - For a complete list of advisors, check out <https://www.advising.udel.edu/academic-advisor-directory/>
- Student Wellbeing at UD
 - Student Wellbeing provides physical and mental health services for UD Students. You can make an appointment through your [UD Health Portal](#) or by calling 302-831-WELL(9355).
 - Student Wellbeing offers confidential mental health services. Services include walk-in urgent visits, scheduled individual and group counseling, psychiatry, off-campus referral coordination, and consultation for students, parents, and faculty. By caring for your mental health, you can be more successful in your academic, personal, and career pursuits. Student Wellbeing is here to help!
 - Most of the services Student Wellbeing provides are covered by mandatory fees included in tuition and come at no additional cost to eligible students. To learn more about what's covered by mandatory fees versus what's covered by insurance, [visit the Student Wellbeing website](#).
 - 24/7 Resources
 - Student Wellbeing partners with [TimelyCare](#) to provide 24/7 Talk Now services as well as scheduled counseling and health coaching via telehealth. All UD students can access these services for free through the TimelyCare app or online.
 - Options for after-hours medical care, include an afterhours nurse line (1-888-258-3428), Newark Urgent Care (on Main Street), and the ChristianaCare Health System.
 - Visit Student Wellbeing's [Emergency & After-Hours website](#) for additional information and resources.
 - For a comprehensive listing of wellbeing resources, activities, and services available to all students, take time to explore the [Student Life's Wellbeing webpage](#)

UD Academic Policies

The Safety of Our Learning Environment

Student learning can only occur when students and their instructors feel safe, respected, and supported by each other. To ensure that our learning environment is as safe as possible, you are expected to abide by the most up-to-date [University of Delaware's COVID-19 Guidelines](#).

[[Important: Be sure to include the following required policies regarding academic integrity, unauthorized recording, harassment, sexual misconduct, and diversity.]]

Academic Honesty

Please familiarize yourself with UD policies regarding academic dishonesty. The [Academic Honesty Policy](#) states: "Students must be honest and forthright in their academic studies. Students are expected to do their own work and must give proper credit for any work not their own. Students may neither give nor receive unauthorized assistance. Engaging in academic dishonesty, or allowing other students to do the same, corrupts the educational process and diminishes the quality of a University of Delaware degree." View the [university's procedures](#) for resolving academic dishonesty concerns. Contact Community Standards & Conflict Resolution at communitystandards@udel.edu or (302) 831-2117.

Unauthorized Recording and Intellectual Property

In accordance with the [Student Guide to University Policies](#), students are prohibited from (1) unauthorized recording, entirely or in part, of any class, and (2) posting of notes, study guides, exams, answer keys or any other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, without express permission from the faculty member. Any questions regarding the Student Guide to University Policies should be directed to the University's Office of [Community Standards & Conflict Resolution](#).

Harassment, Discrimination, and Sexual Misconduct

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment and sexual misconduct. As a member of the community, your rights, resources and responsibilities are reflected in the Non-Discrimination, Sexual Misconduct, and Title IX policy. Please familiarize yourself with this policy at the [University's Office of Civil Rights and Title IX Compliance website](#). You can report any concerns to the University's Office of Civil Rights and Title IX Compliance (302) 831-8063 or at kbuchko@udel.edu. You can report anonymously through UD Police (302) 831-2222 or the [EthicsPoint Compliance Hotline](#).

- Read the [full policy](#)
- [File a report](#)

Responsible Employee Disclosure Statement

As a University employee, I must report any alleged violation of the *Non-Discrimination, Sexual Misconduct and Title IX Policy*. This means that if I become aware of any instance in which a member of our campus community, including students, may have experienced sexual misconduct—including sexual harassment, sexual assault, relationship violence (domestic or dating violence), or stalking — or any form of discrimination as outlined in the Policy, I am required to report the matter to the University's Title IX Coordinator.

Once a report is made, the Title IX Coordinator will reach out to the affected party to provide information about their rights and options, available support resources, and how the University may respond to the report. The goal is to ensure the safety and well-being of both the individual and the broader campus community.

If such information is shared with me — whether during class, in a written assignment, or in a one-on-one conversation — I will respect your privacy. I will share the information only with the Title IX Coordinator.

For more information about the University's *Non-Discrimination, Sexual Misconduct and Title IX Policy*, support services, and reporting procedures, please visit www.udel.edu/sexualmisconduct. You may also contact the Title IX Coordinator directly at kbuchko@udel.edu.

The University offers the following confidential resources:

1. TimelyCare provides [24/7 mental health support via telehealth](https://www.udel.edu/students/health-wellbeing/counseling-center-services/timelycare/) for confidential crisis and victim support for survivors of all forms of sexual misconduct. Students can receive eight (8) free *scheduled telehealth* counseling sessions per year with a therapist of their choosing. Students can register for TimelyCare at <https://www.udel.edu/students/health-wellbeing/counseling-center-services/timelycare/>
2. If you need immediate counseling assistance after hours, TimelyCare: TalkNow offers unlimited free emergency virtual sessions within five (5) minutes of logging on. Available 24/7, TalkNow provides on-demand emotional support to talk about anything, including anxiety, relationships, depression and school-related issues. TalkNow can be accessed at <https://www.udel.edu/students/health-wellbeing/counseling-center-services/timelycare/>
3. Student Wellness & Health Promotion offers one-on-one appointments with a professional victim advocate or a dating violence counselor. The Victim Advocate is available for all UD students facing traumatic situations, including sexual assault, dating and domestic violence, sexual harassment, and stalking. The Victim Advocate also provides information on resources including professional advocacy, support groups and 24/7 crisis assistance. To contact the Victim Advocate, email victimsupport@udel.edu, use this link to schedule an appointment: [Book an Appointment with me](https://www.udel.edu/students/support/victim-support-services/) or visit <https://www.udel.edu/students/support/victim-support-services/> for more information.
4. The Center for Counseling & Student Development Services provides individual and group counseling. The Counseling Center also offers walk-in hours Monday-Friday between 9:30am-4pm that are based on a first-come, first-served basis.

Accommodations for Students with Disabilities

Any student who may need disability-related accommodations should contact the Office of Disability Support Services (DSS) office as soon as possible. For more information, please visit [Getting Registered at DSS](https://www.udel.edu/dss/). Contact DSS by phone: 302-831-4643; fax: 302-831-3261; website: www.udel.edu/dss; email: dssoffice@udel.edu; or visit 240 Academy Street, Alison Hall Suite 130 during business hours (8-5 M-F).

Notice of Non-Discrimination and Equal Opportunity

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI and VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment, including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion-
oei@udel.edu, (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, dssoffice@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](https://www.ed.gov/office-for-civil-rights)