

URBDP 586: IMPLEMENTATION IN PRESERVATION PLANNING – REVISED 1/30/25- CLASSES 6, 7, & 8 UPDATED

University of Washington Department of Urban Design and Planning
Winter 2025: Thursdays, 5:30 - 8:20 p.m., Gould 102

Instructor

Connie Gray (she/her/hers), MUP, Certificate in Historic Preservation Planning (UW 2001)

Cultural Resources Practice Lead/Senior Architectural Historian, Jacobs Engineering

Email: cwg2020@uw.edu

Office Hours: By appointment (in person, on zoom, or by phone); also in Gould Court Thursdays 3:30-5:00

Description

The course objective is to provide practical experience in documenting historic resources and developing strategies for their protection. Theories, methods, and practices associated with historic preservation are discussed. Students will engage with relevant federal, state and local regulations, and gain field experience in evaluating historic resources.

Through the course assignments, students will develop skills that are critical to successful employment in the fields of historic preservation planning and cultural resources management. These skills include the ability to conduct property research; to understand relevant laws and regulations; to assess the integrity and significance of properties; to compile information into clearly written documents; to create presentation materials and verbally present research projects in a clear and concise manner. Emphasis is placed on developing professional quality written documents, visual materials, and presentation skills.

Readings

Weekly course readings are available on Canvas site - <https://canvas.uw.edu/courses/1788046>. Readings are provided as pdfs in each class module, and hyperlinks (when possible) are provided in the syllabus and also in class module overview files. If you haven't taken URBDP 585 or ARCH 590, these books are recommended as background.

- Planning focus: Murtagh, William J. *Keeping Time: The History & Theory of Preservation in America*. New York: John Wiley & Sons (2005 or 1997 – older edition is fine and less expensive)
- Design focus: Tyler, Norman, Ilene R. Tyler & Ted J. Ligibel. *Historic Preservation: An Introduction to Its History, Principles & Practice. Third edition*. New York: W.W. Norton, 2018

Requirements and Grading

Students are expected to **attend all classes**, to **complete the readings and assignments as scheduled**, and to **participate in class discussions**. Grades will be assigned based on the following criteria:

- **Participation: Total = 25%** including consistent contributions to discussions and active engagement with guest speakers
- **Assignments: Total = 35%**
 - Landmark meeting attendance & summary = 10%
 - Historic Resources Survey = 25%
- **Independent Research project: Total = 40%**

Overview of Assignments (Deliverables, Due Dates, and Grading)

The assignments aim to provide direct experience with how work gets done on the local level – both from a regulatory perspective (Assignment 1) and from a practitioner’s perspective (Assignment 2). Together, these assignments will comprise 35% of your final grade.

Assignment	Description	Deliverable(s)	Due Date(s)	% of grade
Assignment 1: Board meeting attendance and summary. <i>Distributed in separate handout on Class 1.</i>	Attend a landmarks board or district review board meeting and prepare a brief report on key issues discussed at the meeting – nominations, designations, design review, etc.	You’ll pick the meeting you want to attend. Within one week of attendance, you’ll give a brief, informal (2 minutes, no PPT) presentation.	Try to get this done as soon as possible in the quarter, but drop dead date for written summary is March 6 .	10%
Assignment 2: Historic Resource Survey and Inventory. <i>Distributed in separate handout on Class 2.</i>	Complete two survey forms for historic properties, including physical descriptions and statements of significance	Class presentation and written survey/inventory forms	February 6	25%

Overview of Independent Research Project

In addition to the assignments described above, the primary graded assignment of the quarter is an independent research project that demonstrates each student’s grasp of key knowledge, skills and methods covered in the course. Projects are intended to apply practice-based approaches focused on real places and working within existing policy frameworks. Examples of appropriate topics include landmark nominations, context statements, neighborhood surveys, rehabilitation designs or plans, interpretive plans, financial models for rehabilitation projects, or assessments of preservation elements of larger planning initiatives.

The instructor will offer a range of project ideas suggested by professional practitioners in the region, and students are also free to propose their own topic focused on preservation issues and the historic built environment. Research topics and methods must be approved by the instructor. The table below provides a summary of deliverables, due dates, and grading. This project will comprise 40% of your total grade.

Deliverable	Description	Due Date	% of grade
Topic selection	2-3 paragraphs, uploaded to Canvas	January 23	N/A
Progress report	3-5 paragraphs, with an emphasis on methods; brief class presentation	February 13	N/A
60% draft paper	Paper at 60% completion	February 27	10%
Presentation	10-15 minute presentation to class and invited guest speakers and project community contacts	March 13	10%
Final paper	Final paper, and associated documentation	March 20	20%

Anticipated Class Schedule, Readings, and Assignments

Class at-a-glance

Although a more detailed description of each class is presented in below, a brief overview of what students can expect in this class is provided here. Note that times and content can and will likely change class to class, but here is a general overview.

5:30-5:45	Overview of the class topic and guest speaker
5:45- 7:00	Guest speaker presentation and discussion
7:00-7:15	Break
7:15-8:20	Class discussion on presentation, class content, and upcoming assignments/projects; discussion of any landmarks meetings that were attended in the previous week

Class week-to-week

Although subject to change, here's what you can expect each week in class.

Class 1: January 9 – Introductions, Course Assignments and Expectations

Topics

- Introductions: backgrounds and interests
- Course objectives
- Basic categories of preservation activity: identification, documentation, evaluation, treatment
- Laws, regulations, standards, guidelines

Assignments/Projects

- General overview of assignments
- Assignment 1 (Local board meeting) distributed and discussed
- Discussion of potential independent research projects

Readings (Optional)

- Bradley, Betsy. "What if We Expanded Theories as the Basis for New Practices in Preservation?" *The Alliance Review*, newsletter of the National Alliance of Preservation Commissions, 2021, No. 1, 30-32.
- Murtagh, Chapter 1 – The Language of Preservation

Class 2: January 16 – Research and Identification Strategies; Introduction to Survey and Inventory

Guest Speaker: Adam Alsobrook, Architectural Historian, Willamette Cultural Resources Assoc.

Topics

- Identifying architectural styles
- Vernacular resources: identifying form, plan, and other aspects
- Describing buildings and landscapes
- Introduction to historic resources survey and inventory
- Research resources and strategies
- Photographing the built environment

Assignments/Projects

- Assignment 1 discussion (if applicable)
- Assignment 2 (Historic Resources Survey & Inventory) distributed and discussed.

Readings

- Carter, Thomas and Cromley, Elizabeth Collins. *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes*. Knoxville: U Tennessee Press, 2005. (excerpt: pages 54-59)
- Seattle Public Library “[Researching the History of Seattle and King County Buildings](#),” 2019.
- Nelson, Lee H. (NPS) Preservation Brief 17: [Architectural Character—Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving their Character](#) (1988)
- Longstreth, Richard, “Taste versus History,” in *Looking beyond the Icons: Midcentury Architecture, Landscape, and Urbanism*. Charlottesville: University of Virginia Press, 2015, 20-24. (first pub 1994)
- Nyberg, Folke, and Steinbrueck, Victor. “A Visual Inventory of Buildings & Urban Design Resources for Seattle, Washington.” Seattle: Historic Seattle Preservation and Development Authority, 1975. [excerpt]
- Browse National Register Bulletins at <https://www.nps.gov/subjects/nationalregister/publications.htm>, especially “[Researching a Historic Property](#)” (Bulletin 39) and “[Guidelines for Local Surveys: A Basis for Preservation Planning](#)” (Bulletin 24).
- *Optional*: Andersen, Dennis A., and Krafft, Kathryn H. “[Plan Books, Pattern Books, Periodicals](#).” In *Shaping Seattle Architecture*, 2nd ed., Seattle: University of Washington Press, 2014, 94–101

Class 3: January 23 – National Register, Significance and Integrity, Historic Districts

Guest Speaker: Michael Houser, State Architectural Historian, Washington State Department of Archaeology and Historic Preservation (DAHP)

Topics

- Evaluating the significance and integrity of historic resources
- National Historic Preservation Act and the National Register of Historic Places
- NHPA Section 106, the ACHP, and the importance of National Register eligibility
- Understanding historic contexts

Assignments/Projects

- Assignment 1 discussion (if applicable)
- Research Project topic selection due (Canvas upload, 1-2 paragraphs on topic and product)

Readings

- View online inventories: Seattle www.seattle.gov/neighborhoods/programs-and-services/historic-preservation/historic-resources-survey ; WA State Dept. of Archaeology and Historic Preservation <https://wisaard.dahp.wa.gov/>
- “[How to Apply the National Register Criteria for Evaluation](#)” National Register Bulletin 15 Federal Regulations on the National Register
- [36 CFR 60](#) *Browse*
- [National Historic Preservation Act](#) of 1966 (as amended through 2016) *Browse*
- [National Register brochure](#) on the NPS website *Browse*
- [Washington State Standards for Cultural Resource Reporting 2023](#) *Browse*
- [Washington State National Register Guide 2013](#) *Browse*
- *Optional*: Stiles, Elaine “50 Years Reconsidered,” *Forum Journal*, Vol. 24, No. 4, Summer 2010; Murtagh, Chapter 8 – Historic Districts

Class 4: January 30 – Landmark Nominations, Local Preservation Programs, More Survey

Guest Speaker: Taha Ebrahimi, author of landmark nomination for the Cayton-Revels House; Michelle Yellin, Jacobs Engineering

Topics

- Nomination and designation of individual properties
- Local landmarks ordinances and preservation programs: City of Seattle and King County
- Archival research demonstration

Assignments/Projects

- Assignment 1 discussion (if applicable)

Readings

- Familiarize yourself with the Cayton-Revels House - <https://historicseattle.org/the-cayton-revels-house-a-newsworthy-landmark/> - there is also a link to the nomination in this article.
- Choose a landmark nomination (Seattle, King County or National Register) from the Canvas Nominations file to read, or select your own and email the document to the instructor.
- City of Seattle [Landmarks Designation Brochure](#) and [Nomination and Designation Processes](#)
- Seattle DPD Client Assistance Memo 3000, “[Historic Preservation and SEPA Review](#).”
- King County Historic Preservation Program [Technical Papers](#); particularly Landmark and Historic Site Information (Technical Paper #1), Landmark Designation Process (Technical paper #4) and Incentive Programs (Technical Paper #16)
- *Optional*: Avrami, Erica, Cherie-Nicole Leo, and Alberto S. Sanchez. “[Confronting Exclusion: Redefining the Intended Outcomes of Historic Preservation](#).” *Change Over Time* 8, no. 1 (2018): 102–20.

Class 5: February 6 – Approaches to Preservation and Standards for Treatment

Guest speaker: Todd Scott, Planner for the King County Historic Preservation Program

Topics

- Standards & approaches to treatment: rehabilitation, reconstruction, restoration, preservation
- Applying the *Secretary of the Interior's Standards for Rehabilitation*
- Other standards for the treatment of historic properties, and SOIS Professional Qualifications

Assignments/Projects

- Assignment 1 – will hold off on presentations for a couple weeks; please be sure to make sure you attend a landmarks/committee meeting and write a 1 (ish)-page overview.
- Assignment 2 Survey and Inventory student presentations; written documentation due in Canvas at 12:30.

Readings

- [The Secretary of the Interior's Standards for Rehabilitation](#)
- [“The Secretary of Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings,”](#) NPS (browse).
- Beasley, Ellen. “Design Guidelines: A Preservation Perennial.” *Forum Journal*, Nov/Dec 1992, .6, No.6.
- Cassity, Pratt. “How to Determine Compatibility for New Structures,” *Alliance Review*, Jan/Feb 2005, 15. ,
- Semes, Steven W., “‘Differentiated’ and ‘Compatible’: Four Strategies for Additions to Historic Settings,” *Forum Journal*, Summer 2007, Vol. 21, No. 4.
- Jerome, Pamela. [“The Values-Based Approach to Cultural-Heritage Preservation”](#) *APT Bulletin*, Vol. 45, No. 2/3, Special Issue on Values-Based Preservation (2014), 3-8.

Class 6: February 13 –Beyond Buildings – Cultural Landscapes and other non-building resources; Historic Contexts

Guest Speaker: Sarah Steen, King County HPP Landmarks Coordinator

Topics

- Cultural Landscapes
- Historic districts, special review districts and conservation overlay districts
- Objects, utilitarian resources, other resource types
- Historic contexts

Assignments/Projects

- Assignment 1 – will hold off on presentations for a couple weeks; please be sure to make sure you attend a landmarks/committee meeting and write a 1 (ish)-page overview.
- Research Project Methods due – student presentations and written documentation in Canvas. Small group/instructor discussion about Research Project as needed.

Readings

- Birnbaum, Charles A. (NPS) Preservation Brief 36 “[Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes](#)” 1994
- *Optional:* Goetcheus, Cari and Nora Mitchell. “[The Venice Charter and Cultural Landscapes: Evolution of Heritage Concepts and Conservation Over Time.](#)” *Change Over Time* 4:2 (2014), 338-57.
- *Optional:* Murtagh, Chapter 10 – Landscape Preservation (posted on canvas)
- DAHP: [National Register District Guidebook](#). Updated 2009.
- Nelson, Marie: [Writing Historic Contexts](#). California Office of Historic Preservation
- Browse: NPS Bulletin 16b: [How to Complete the National Register Multiple Property Documentation Form](#).

Class 7: February 20 –Beyond Buildings: Archaeology, Traditional Cultural Properties, Cultural Resources Management, and Section 106 of the NHPA

Guest Speaker: Bob Kopperl, Ph.D., Senior Archaeologist and Director-at-Large, Willamette CRA

Topics

- Cultural Resources Management
- Traditional cultural places and archaeological sites
- Section 106 overview

Assignments/Projects

- Assignment 1 discussion (if applicable)

Readings

- Parker, Patricia L. and King, Thomas F., [National Register Bulletin 38: Guidelines for Evaluating and Documenting Traditional Cultural Properties](#). National Park Service, 1990/1998.
- King, Thomas F. “[Cultural Resources in an Environmental Assessment under NEPA.](#)” *Environmental Practice* 4.3 (Sep 2002): 137-144.
- Lusignan, Paul R. “[Traditional Cultural Places and the National Register.](#)” *The George Wright Forum*, Vol. 26, No. 1 (2009), 37-44.
- Birnbaum, Charles A. (NPS) Preservation Brief 36 “
- Browse the following:
 - Bronin, Sara C. and Byrne, J. Peter, *Historic Preservation Law*, Foundation Press (2021), [Table of Contents](#)
 - ACHP “[A Citizen’s Guide to Section 106 Review.](#)”
 - Dept. of Archaeology and Historic Preservation website: [Preservation Laws](#) and [Project Review](#)
- *Optional:* Praetzellis, Mary and Adrian Praetzellis. “[Cultural Resource Management, Archaeology and Heritage Values.](#)” *Historical Archaeology* Vol. 45, No. 1 (2011), 86-100.

- Optional: [Field Guide to Washington State Archaeology.](#) 2003
- Optional: Chapter 12 – Archaeology (posted on canvas)

Class 8: February 27 – Non-Profits and PDAs - Advocacy and Current Issues; Other (non-Section 106) laws and regulations

Guest speakers: Kji Kelly, Executive Director, Historic Seattle; Chris Moore, Executive Director, Washington Trust for Historic Preservation

Topics

- Historic Seattle, 4Culture, and other Preservation and Development Authorities (PDAs)
- Washington Trust for Historic Preservation and the Main Street Program (downtown revitalization)
- Advocacy at the federal, state and local level
- Other laws and regulations related to cultural resources

Assignments/Projects

- Assignment 1 discussion (if applicable)
- Research Project 60% written draft due –Students submit 60% written draft of final project (Canvas upload)

Readings

- Explore the websites for the [Washington Trust for Historic Preservation](#) , [Preservation 4Culture](#) , and [Historic Seattle](#).
- Morgan, David W., Morgan, Nancy I. M., and Barrett, Brenda. [“Finding a Place for the Commonplace: Hurricane Katrina, Communities, and Preservation Law.”](#) American Anthropologist 108, no. 4 (2006): 706-18.
- Powe, Michael, Jonathan Mabry, Emily Talen, and Dillon Mahmoudi. [“Jane Jacobs and the Value of Older, Smaller Buildings.”](#) Journal of the American Planning Association 82, no. 2 (2016): 167-80.
- Browse the following:
 - [Washington State Executive Order 21-02](#) on Archaeological and Cultural Resources
 - [Washington State Historic Preservation Plan 2021-2026](#)
 - Incentives for Historic Properties in Seattle
www.seattle.gov/Documents/Departments/Neighborhoods/HistoricPreservation/PreservationIncentives/brochure-incentives.pdf

Class 9: March 6 – Equity, Diversity and Inclusion in the evolving preservation field

Guest Speaker: Alex Rolluda, President, Rolluda Architects

Topics

- Addressing issues of equity, diversity and inclusion in theory and practice
- Incorporating intangible cultural heritage into preservation practice
- Professional and volunteer opportunities in the preservation field
- Current issues in preservation theory, policy and practice

Assignments/Projects

- Assignment 1 discussion (if applicable), and all Assignment 1 reflections due.

Readings

- Browse through the contents of [Preservation and Social Inclusion](#), edited by Erica Avrami, Columbia Books on Architecture and the City, 2020 and **choose one essay to summarize for the class**
- Michael, Vince. "[Diversity in Preservation: Rethinking Standards and Practices](#)" *Forum Journal*, Volume 28, Number 3, Spring 2014, pp. 5-12
- Rast, Raymond W. "[A Matter of Alignment: Methods to Match the Goals of the Preservation Movement](#)" *Forum Journal*, Volume 28, Number 3, Spring 2014, pp. 13-22
- *Optional:* Kaufman, Ned. "[Putting Intangible Heritage in its Place\(s\): Proposals for Policy and Practice.](#)" *International Journal of Intangible Heritage*, Vol. 8 (2013), 20-36.
- *Optional:* Buckley, James & Donna Graves, "[Tangible Benefits From Intangible Resources: Using Social and Cultural History to Plan Neighborhood Futures](#)," *Journal of the American Planning Assn* 82:2 (2016), 152-166.

Class 10: March 13 – Presentations on Individual Projects

You'll be giving a 10-15 minute presentation on your research project to the class, invited guest speakers, and community partners. Be sure to upload your presentation (ppt or pdf) to Canvas by 12:30.

The **written project** will be due (Canvas upload) on **Wednesday March 19, 12:30 pm**.

Note - Schedule adjustment in case of cancellation

If UW cancels in-person classes due to snow or COVID or other reasons, we will attempt to hold class as scheduled on zoom. If that is not possible, we will adjust the schedule as needed, and make up missed classes on zoom at a mutually agreeable time. There will be no final exam for this course; however, it may be necessary to schedule final presentations during exam week if we miss a week of class.

Additional References

National Register of Historic Places Program Publications:

<http://www.nps.gov/subjects/nationalregister/publications.htm>

Scholarly journals featuring preservation content include *APT Bulletin*, *Buildings & Landscapes* (formerly *Perspectives in Vernacular Architecture*), *Change Over Time*, *Future Anterior*, *Preservation Education & Research*, *The Public Historian* and others available through JSTOR or Project Muse.

https://www.getty.edu/conservation/publications_resources/

These books in the CBE library may also be useful for research projects or for the survey assignment.

Arbogast, David H. *How to Write a Historic Structure Report*. New York: W.W. Norton & Co., 2010.

Bucher, Ward (ed.). *Dictionary of Building Preservation*. New York: Preservation Press, 1996.

Carter, Thomas and Elizabeth C. Cromley. *Invitation to Vernacular Architecture*. Knoxville: University of Tennessee Press, 2005.

Bluestone, Daniel. *Buildings, Landscapes, and Memory: Case Studies in Historic Preservation*. New York: W.W. Norton, 2011.

Leifeste, Amalia. *Sustainable Heritage: Merging Environmental Conservation and Historic Preservation*. New York: Routledge, 2018.

Longstreth, Richard. *The Buildings of Main Street: A Guide to American Commercial Architecture*. Washington, D.C.: Preservation Press, 2000 (1987).

McAlester, Virginia and Lee. *A Field Guide to American Houses*. New York: Knopf, 2013.

Page, Max and Randall Mason. *Giving Preservation a History: Histories of Historic Preservation in the United States (Second Edition)*. New York: Routledge, 2019.

Stipe, Robert E., ed. *A Richer Heritage: Historic Preservation in the Twenty-First Century*. University of North Carolina Press, 2003.

Tomlan, Michael A, and David Listokin. *Historic Preservation: Caring for Our Expanding Legacy*. Cham, Switzerland: Springer, 2015.

General Information, Protocol, and Expectations

TECHNOLOGY PROTOCOL

Cell Phones and other Internet distractions: Please be courteous and refrain from personal digital activity during class time.

As of the start of the quarter, no classes are scheduled to be virtual. However, if circumstances change, and a class meeting needs to be virtual, these could be in either in a synchronist or asynchronistic format. The Zoom links will be provided through Canvas. For the virtual classes, please review Zoom Etiquette:

1. Log into Zoom a few minutes prior to the meeting time
2. Test your camera, headset and microphone to ensure they are working properly
3. Find a quiet place; ensure that your background is appropriate
4. If you need to speak, raise hands or submit a question via chat box.
5. Refrain from "side conversations" that will distract students from the ongoing conversation.
6. Please have your cameras on as it better stimulates the face-to-face classroom experience (Bauer, 2020)
7. The instructor will remain in the Zoom room ten minutes after the class concludes to take any additional questions/clarifications you might have.

AI MODELS USE POLICY

It is not allowed to use artificial intelligence (AI) language models, such as ChatGPT, for course assignments except as explicitly recommended by the instructor. Students are expected to write in your own words using a style guide. You may choose from any common style guide, such as Chicago, MLA or APA. Use Zotero, Endnote or similar bibliographic software to organize your citations.

ABSENCES

When absent, it is the responsibility of the student to inform the instructor in advance (or as close to the class period as possible in the case of an unexpected absence), and to request appropriate make-up work. The instructor will determine if make-up work is possible and/or to modify assignment or course grading. For chronic absences, the instructor may award an incomplete grade after the 8th week, or recommend the student contact their academic adviser to consider a hardship withdrawal (known as a Registrar Drop).

ACCOMMODATION

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS) please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. The website for the DRS provides other resources for students and faculty for making accommodations.

Religious Accommodation: Washington state law requires that UW develop a policy for the accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy>Links to an external site.). Accommodations must be requested within the first two weeks of this course using the Religious

Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request>).

INCLUSIVITY

Among the core values of the university are inclusivity and diversity, regardless of race, gender, sexuality, age, income, ability, beliefs, nationality, and other ways that people distinguish themselves from others. If any assignments and activities are not accessible to you, please contact me so we can make arrangements to include you by making an alternative assignment available.

Learning often involves the exchange of ideas. To include everyone in the learning process, we expect you will demonstrate respect, politeness, reasonableness, and willingness to listen to others at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.

Preventing violence is a shared responsibility in which everyone at the UW plays a part. If you experience harassment during your studies, please report it to the Safe Campus website (anonymous reports are possible (<https://www.washington.edu/safecampus/Links to an external site.>)). Safe Campus provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.

CAMPUS RESOURCES

Student Tech Loan Program (<https://stlp.uw.edu/reserve>), can borrow laptops, camera, etc.

University graduate students' resources page: <https://grad.uw.edu/current-students/student-success/campus-resources/>

Odegaard Writing and Research Center offers writing advising: <https://depts.washington.edu/owrcweb/wordpress/Links to an external site.>

Husky OnNet: Provides current UW students, faculty and staff with a secure connection to the UW network from remote locations: <https://itconnect.uw.edu/tools-services-support/networks-connectivity/husky-onnet/>

Chat with a librarian, helps you with finding resources and conducting research: <https://lib.uw.edu/about/contact/chat/>

Health & Wellness Resources

Your well-being matters! College life can be exciting, but it's important to take care of yourself—inside and outside the classroom. Here's how UW supports you:

Start Here: Husky Health & Wellbeing

Visit the [Husky Health & Well-Being](#) website for a complete list of resources, including food assistance through the UW Food Pantry and substance use support.

Campus-Wide Mental Health Resources

[Husky Helpline](#): Confidential, 24/7, and available worldwide in multiple languages. Call (206) 616-7777, access [online](#), or use the app.

[Counseling Center](#): Need someone to talk to? Visit Schmitz Hall or Call (206) 543-1240 for short-term therapy, workshops, and referrals.

[LiveWell](#): Explore [Peer Wellness Coaching](#), health education workshops, and more in Elm Hall and online.

If you are a student in a CBE Program:

Contact the CBE Mental Health Counselor, Leigh Eisele, at leisele1@uw.edu for confidential support with a variety of topics including stress, anxiety, relationships, or finding balance.

Reach out to the Office of Student Services at cbe-oss@uw.edu, your instructor, or your advisor for additional help.

Worried about yourself or a friend? Call [Safe Campus](#) at (206) 685-7233 (M–F, 8am–5pm) or submit a [Student Care Report](#).

Need immediate help? Explore [24/7 Crisis Resources](#).

For more information check out the [CBE Mental Health Support](#) page.