In 1969 Santa Barbara experienced the worst oil spill in U.S. history up to that time. The University of California, Santa Barbara was within sight and smell of the littered channel and its beaches. Until that point in history, the world of academia had not yet realized that it overlooked a very important aspect of educating students on how to care, respect, and develop a framework to protect our fragile world.

But this all changed just a few weeks after the spill when on February 18th, 1969 a group of twenty-one faculty, calling themselves The Friends of the Human Habitat, met to discuss the possibility of promoting environmental education at UCSB. The members of the ad-hoc committee were geologists, geographers, engineers, biologists, an economist, and a historian. By the fall of 1970 the Environmental Studies Program at UCSB was established, one of the first of a new breed of educational programs in the country. It was constructed as a multidisciplinary program drawing on the strengths of many fields and providing a balanced and holistic approach to complex environmental issues.

Five decades later, Environmental Studies (ES) still holds true to its goal of offering students an interdisciplinary education while simultaneously evolving to meet the challenges of an ever changing world. The first graduating ES class in 1972 had only 12 students. In 1980 the total number of graduates rose to 871. Today, with more than 1,100 enrolled students and over 8,700 alumni, the ES Program at UC Santa Barbara is considered one of the largest and most successful undergraduate environmental programs in the world.

What is Environmental Studies? Simply put, environmental studies is the systematic study of human interaction with the natural environment. Today’s environmental problems are highly complex interdisciplinary issues involving political, economic, social, physical and biological considerations. Modern environmental studies must include the examination of both the urban and natural environment. Society needs educated people who can address current and future environmental problems using a holistic approach, one that emphasizes linkages between systems such as the urban environment and atmospheric contamination, or economic growth and its impact on natural resources. These types of relationships must be analyzed and understood in order to successfully address environmental problems at local, regional, and global scales.

The Environmental Studies curriculum at UCSB is designed to provide students with the scholarly background and intellectual skills necessary to understand complex environmental problems and formulate decisions that are environmentally sound. The academic process is interdisciplinary, drawing upon the diversity of environmentally related departments and disciplines throughout UCSB. A student majoring in environmental studies will explore a wide variety of issues, including:

The social and human environment: urban and regional planning, ethical and values systems, the history of human/environment interactions, environmental law and policy, indigenous and cultural beliefs, human dimensions of globalization, sustainable agriculture, and environmental impact analysis

The physical environment: the hydrologic cycle, waste management, coastal processes and management, energy production technologies, soil preservation, geography, and air/water pollution

The biological environment: the function of ecosystems, population dynamics, toxicology, and habitat conservation and restoration
ES offers two degrees in environmental studies: B.A. and B.S. degrees. While both majors stress the importance of understanding interrelationships between the humanities, social sciences, and natural science disciplines, offering two degree options affords students the opportunity to choose a major that most appropriately fits their environmental interests and long-term goals.

The bachelor of arts (B.A.) degree provides maximum flexibility for students to explore the social, cultural, and scientific issues pertaining to the environment. At the preparation level (lower-division) students enroll in a breadth of introductory social science, humanities, and natural science courses to establish a fundamental understanding of today's complex and interdisciplinary environmental problems. During one's junior and senior years (upper-division level) they complete four required courses and select 28 elective units from a wide range of 90+ environmental courses to develop an unique emphasis based on personal interests and goals. The last part of the major is a 16-unit outside concentration where students complete courses from one or more UCSB departments/programs relating to their emphasis. Approximately 1/3 of ES majors use this section to complete a double major or minor and many more participate in a field studies or study abroad programs. Some popular emphases B.A. majors pursue include: law and policy, urban and regional planning, education, environmental economics/green business, waste management, environmental justice, journalism/media, sustainable agriculture, environmental design, and environmental issues in developing nations.

The bachelor of science (B.S.) degree is similar to the B.A. as it requires introductory social, economic, political and ethics courses. But the B.S.'s primary focus is to train students to become proficient in the natural and physical sciences and develop their technical, quantitative, ecological, and analytical skills. Thus, a greater number of introductory courses in biology, mathematics, chemistry, and physics are required versus the B.A. degree. At the upper-division level students take a majority of their environmental electives and outside concentration courses from the natural and physical science disciplines to better understand the role they play in solving environmental problems. B.S. students often formulate their electives to create emphases such as air and water quality, conservation and habitat restoration, environmental health and toxicology, developing renewable energy technologies, wildlife management, and soil and ecosystem science to name a few.

The ES Program also offers a bachelor of science degree in Hydrologic Sciences and Policy which provides students with the scientific training needed to understand and solve complex hydrologic (water) problems at local, regional, and global levels. As hydrology deals specifically with the occurrence, circulation, distribution, and properties of the waters of the earth and its atmosphere, its curriculum is more focused than either of the environmental studies degrees. It provides a rigorous framework of courses in biology, chemistry, math, geography, physics, and geology necessary for students to understand the hydrologic process and the impacts humans have upon it. Introductory courses for this major concentrate on physical & natural sciences to prepare majors for demanding upper-division courses in rivers, environmental hydrology, water pollution, and water policy. To complete the major students select courses in one of three emphases: Biology/Ecology, Earth Science/Chemistry, or Policy. Although the B.S. degree in Hydrologic Sciences and Policy is housed within the ES Program, it is a cooperative effort by the departments of Ecology, Evolution and Marine Biology, Chemistry, Geography, Earth Science, and a number of social science departments. Major requirement sheets for all ES degrees are available online at: www.es.ucsb.edu/degrees

The ES Faculty: UCSB’s Environmental Studies Program employs 17 faculty members (including two distinguished endowed chairs), many of whom hold joint appointments with other UCSB departments, including: biological sciences, earth sciences, geography, history, sociology and the Bren School. Additionally, there are a number of affiliated faculty from other departments who teach courses for the ES and approximately 12-15 working professionals (lecturers) who teach 'real world' courses on environmental topics within their field of expertise. Visit the ES website’s People section for a complete list of ES faculty, their areas of expertise, and detailed biographies and research interests: www.es.ucsb.edu/people
Welcome from the ES Program Chair, Professor Carla D’Antonio:

Our program is one of the top undergraduate environmental programs in the country! It is rigorous yet flexible with a wide range of interesting classes, internships and other opportunities so it has a lot to offer a bright and talented student like you.

In the early days of the Environmental Movement, the issues seemed clear cut: clean up the air, clean up the water, bolster environmental protection and preserve wilderness. The “environment” was often seen as that part of the world where people didn’t live, and ecologists studied “pristine” ecosystems. Over time, and as we’ve solved the simple problems, our understanding of the “environment” and the intimate linkage between human cultural and socioeconomic systems and natural resources has changed. We have come to realize that the planet operates as an integrated “earth system” and that humans have dramatically altered the functioning of that system and are critical to solving the challenges of creating a healthier and more sustainable system. Thus increasingly we see environmental problems in a larger and more interwoven context. The “Environment” is as much about urban, suburban, and agricultural lands as it is about wilderness. Solving environmental problems means understanding human behavior and social and economic systems as well as the natural sciences. The discipline of Environmental Studies is thus an integrated inter-disciplinary study of the linkage between human and natural systems.

The challenge of environmentalism remains about how to live well and help all people to live well, while being better stewards of the earth and the systems on which we depend. Accomplishing that goal requires educating people who will become effective environmental problem solvers and leaders. Educating those leaders has always been the goal of our Program and we have been successful in this goal: former UCSB-ES graduates are leaders with NASA, the National Park Service, State Resources Agencies, City and County Agencies, Universities and private corporations. We produce graduates who couple a commitment to enhancing our environment and the sustainability of the planet with insight and understanding of how human and natural systems function and the tools that can be used to enhance environmental well-being.

Environmental Studies has built its strength by coupling classes taught by professors, who bring the most modern scholarship to the classroom, with classes taught by professionals from outside UCSB who bring the most modern practices to the classroom. These professionals include environmental lawyers, waste management supervisors, environmental consultants and City and
regional planners. In addition to providing detailed practical knowledge, exposure to these professionals gives our students a first hand view of careers they might follow and often results in internship opportunities. In addition we believe strongly in the importance of getting students out of the classroom through field trips, internships both on and off campus, study abroad and environmental field studies programs. We also offer research opportunities with our faculty in areas as diverse as hydrological sciences, food systems sustainability, field ecology, history and policy.

When you consider the natural beauty of the Santa Barbara area, its diverse and extremely active local environmental community, and the unparalleled scholastic and academic excellence of our faculty and staff, it is hard to find anywhere else other than UCSB that offers the opportunities for an undergraduate to study, understand, and eventually solve the complex environmental problems of our modern world.

Thank you for your interest in our Program! Please do not hesitate to contact either our Academic Advisor, Eric Zimmerman, or myself should you have any additional questions.

Sincerely yours,

Carla D'Antonio, Ph.D.
Chair, Environmental Studies Program
(805) 893-2968
dantonio@es.ucsb.edu

Eric Zimmerman
Academic Advisor, ES Program
(805) 893-3185
zimmerman@es.ucsb.edu
Welcome from the ES Program Chair, Professor David Pellow:

UCSB’s Environmental Studies Program is a vibrant community of inspiring faculty, lecturers, students and staff. We’re one of the first and most prestigious Environmental Studies programs in the nation. We are also one of the largest programs in terms of the cumulative numbers of student graduates over time—around 7500!

The Environmental Studies Program generates transformative ideas through research and educates students to become agents of change for a healthy and just environment. We train environmental leaders of the future and instruct our students in developing the skills, confidence, creativity, and power to positively change the trajectory of our planet at the local, national, and global scales. Our graduates are leaders in every sector, holding jobs in state and federal government, industry, and NGOs focused on, for example, promoting sustainable and environmentally smart city and county planning, advancing efficiency and ecological sustainability in business, introducing environmental education curriculum in school districts, improving waste management practices in U.S. cities, tackling climate change, and strengthening our democratic systems. Our program’s goal is to assist you in developing the skills needed to understand the complex environmental problems societies face, and to participate in generating solutions to these challenges. ES students gain these skills through classes with top notch and skilled faculty instructors as well as through classes taught by leading environmental professionals. For example our Waste Management course is taught by one of Santa Barbara County’s waste management professionals (also a graduate of our program!) and our environmental law sequence is taught by an accomplished attorney who specializes in land use and coastal environmental law. ES students have the honor of being part of the only major at UCSB that features core courses in the sciences, social sciences, and humanities—truly a world-class education.

In addition to stimulating classroom experiences, we try to ensure that our students get out of the actual classroom and into the field. We encourage involvement in Wildland Studies courses and the Education Abroad Program, and we offer a variety of field based courses within our own curriculum. Some of these get students out into wildland settings to view firsthand the challenges of managing wild places in a rapidly changing world. Other courses with a field element expose students to ecological restoration (and restoration internships), water distribution & politics, energy generation, coastal processes and their management, and agriculture and its intricate ties to an array of environmental challenges. Our amazing Undergraduate Advisor helps to place students into internships in a wide range of areas including law, planning, resources management, ocean pollution, environmental education, ecological restoration and more. We also encourage student involvement in research through collaboration with faculty, graduate students, and postdoctoral fellows, and we have small grants available to help facilitate this. A number of our faculty have produced cutting-edge scientific and policy-relevant research in partnership with ES undergraduates, and many of those students have traveled to professional conferences to share their work.
Finally, we have a number of exciting new initiatives that will enable students to go deeper with their work and to apply their skills to produce more inspiring and impactful change. These initiatives are the Environmental Leadership Incubator (ELI), the Center for Undergraduate Environmental Leadership (CUEL), and the Global Environmental Justice Project (GEJP). These centers are spaces of innovation, creativity, collaboration, and problem solving, where students work to produce research, science, technology, art, and actions that promote sustainable, equitable, and lasting solutions for the earth and its peoples in the 21st century.

When you consider the natural beauty of the Santa Barbara area, its diverse and extremely active and globally-connected environmental community, and the unrivaled scholastic and academic excellence of our faculty and staff, it is difficult to find anywhere else other than UCSB that offers these kinds of opportunities for an undergraduate to study, understand, and solve the complex environmental problems of our modern world.

As we near our 50th anniversary, we will host a series of campus-wide and public events for a national and global audience to commemorate the progress we have made in the program’s first half-century, while charting a course for what we plan to accomplish over the next fifty years.

Thank you for your interest in our Program! Please do not hesitate to contact one of our Academic Advisors, Eric Zimmerman or Tara Robinson or myself should you have any additional questions.

Sincerely yours,

David Pellow, PhD.  
Chair, Environmental Studies Program  
(805) 893-2968  
pellow@es.ucsb.edu

Tara Robinson  
advising@es.ucsb.edu

Academic Advising  
Environmental Studies  
(805) 893-3185  
advising@es.ucsb.edu
Interesting Facts About Environmental Studies at UCSB:

**Celebrating 50+ years at UCSB!** Recognized as one of the first undergraduate environmental programs in the world, the Environmental Studies Program at UCSB was **established in 1970** as a new, innovative, interdisciplinary program to provide students with scholarly training and critical analysis skills to understand and solve complex environmental problems.

**With 1,100+ majors** and over **8,700 alumni** UCSB’s Environmental Studies Program is one of the world’s largest and most successful undergraduate environmental programs.

Offer both a **Bachelor of Arts (B.A.)** and **Science (B.S.) degree in Environmental Studies** and a third degree in **(B.S.) Hydrologic Sciences and Policy**. Multiple degree options provide students flexibility to select a major that most appropriately fits their environmental interests and long-term goals.

Close to a third of all Environmental Studies majors graduate with a **double major or official minor**.

ES faculty research and expertise contributed to **UCSB’s 2018 ranking as the 31st best university in the world** based on teaching, research, international diversity, and financial stability. 
*Source: Round University Ranking (RUR)*

In 2019-20 just over one hundred ES students **studied abroad in 25 different countries** through UCSB’s Education Abroad Program (EAP). Dozens more participated in **academic environmental field studies programs** working as research associates and gaining valuable research experience while helping scientists in exotic locations such as the Amazon, South Africa, Himalayas, Australia, Thailand, Chile, and Alaska.


The **Environmental Studies Internship Program** is one of the largest department internship programs on campus. Environmental Studies considers internships a vital bridge between academic course work and practical applications and each year over 150 sophomore, junior and senior ES and Hydrologic Sciences students receive academic credit while completing internship positions locally, statewide, nationally, and internationally.

The ES Program is located in Bren Hall, the “greenest” laboratory building in the UC system and the first in the United States to receive a “triple platinum” LEED rating for design and sustainability.

UCSB is **ranked the second greenest university in the U.S.** by national publication Greenopia based on its 62% recycling rate, goal to be zero waste by 2025, use of greywater for landscaping, and large number of LEED certified buildings. Sierra Club Magazine consistently ranks UCSB in it’s top ten annual list of “Coolest Schools” in recognition of the campus effort to help solve climate problems and making significant efforts to operate sustainably.

**ES Program alumni have succeeded** in a vast and diverse array of careers in the public, private, academic, scientific, and non-profit sectors across California, the United States, and around the world. 
See the next page for a small sample of **job titles held by UCSB ES Program alumni**.
Sample of job titles held by UCSB Environmental Studies Alumni:

**LOCAL:**
- Director, Planning Agency
- Alternative Transportation Manager
- Executive Director
- Redevelopment Supervisor
- Professor of Environmental Studies
- Executive Director
- Director of Environmental Safety
- Principle Architect/Owner
- Hydrologist

**STATE:**
- Assistant Secretary, Ocean and Coastal Policy
- Director of International Programs
- Deputy Secretary, Climate Change and Energy
- Chief, Environmental Planning & Management
- Director of Education

**NATIONAL:**
- Vice President for Sustainability Programs
- President, Regions
- Manager of Environmental Assessments
- President
- Director of Conservation
- Director of Bureau of Planning and Sustainability
- President, Board of Directors
- National Field Director
- Senior Research Fellow
- Resource Management Planner

**FEDERAL:**
- Manager of Communications for the Environment
- Deputy Director, Congressional and Legislative Affairs
- Superintendent, North Cascades
- Deputy Asst. Secretary for Fish and Wildlife and Parks
- Director, Environmental Planning
- Specialist, Human Capacity Development
- GIS Technician
- Staff Attorney

**INTERNATIONAL:**
- Policy Officer/Remote Sensing Scientist
- Manager of Health, Safety & Environment

**ES Program Alumni Survey:**

The Environmental Studies Program periodically conducts an alumni survey to obtain valuable feedback about our graduates’ experience while at UCSB and life after graduation. The ES Program is getting ready to launch its next survey and we hope to publish the results by Fall of 2023. A complete summary of our 2005 Survey Results may be downloaded online at: [www.es.ucsb.edu/alumni](http://www.es.ucsb.edu/alumni)

For more information about the Environmental Studies Program, including its rich history, curriculum and course descriptions, faculty profiles, visit online at: [www.es.ucsb.edu](http://www.es.ucsb.edu) or call 805-893-2968
Environmental Studies Program Course #s and Titles:

1. Introduction to Environmental Studies
2. Introduction to Environmental Science
3. Introduction to the Social and Cultural Environment
4. Environmental Chemistry Series with Lab
5. Quantitative Thinking in Environmental Studies
6. Introduction to Environmental Economics
7. Critical Thinking & Evidence Based Reasoning in Env. Studies
8. Bending the Curve: Climate Change Solutions
9. Intro to Environmental Ethics
10. Intro to Ecological Restoration Field Skills
11. Intro to Curation of Natural History Collections
12. Introduction to Research in Environmental Studies
13. Environmental Ecology
14. Ecosystems Services and Biodiversity
15. Qualitative Methods in Environmental Studies
16. Flora and Vegetation of CA
17. Renewable Energy Systems
18. History of Oceans
19. Wildlife in America
20. The California Channel Islands
22. Engineering and Environmental Geo-Logic
23. Soil Science & Soil Genesis and Classification
24. Energy and the Environment
25. Sustainable Communities
26. Transition to Low Carbon Society
27. Industrial Ecology: Designing for the Environment
28. Ecology & Management of CA Wildlands
29. Intro Env. Toxicology & Advanced Env. Toxicology
30. Contaminants of Emerging Concern
31. Cultural Rep.: The Rhetoric of Climate Change
32. Cultural Rep.: Literature & Environment
33. Cultural Rep.: Nature and Environment
34. Principles of Environmental Law
35. Climate Change Law
36. Foundations of Environmental Education
37. Advanced Environmental Education and Praticum
38. Foundations of Ecosystem Restoration
39. Ecopsychology
40. Un-naturalizing Disasters: Risk, Vulnerability, Resilience
41. Global Tourism and Environmental Conservation
42. Aquatic Food and Resource Management
43. Eco Vista: Creating Systemic Alternatives
44. The World in 2050: Systematic Alternatives
45. International Environmental Law and Politics
46. Human Behavior and Global Environment
47. Biodiversity and Conservation Biology
48. Coastal Processes and Management
49. Climate Justice
50. Earth in Crisis
51. Principles of Env. Planning & Advanced Env. Planning
52. Green Works - Exploring Technology/Sustainability
53. Sustainable Architecture: History & Aesthetics
54. Business and the Environment
55. Chemistry of Global Change
56. Microbes and the Human Environment
57. Endangered Species Management
58. Form, Process, and Human Use of Rivers
59. Climate Change Mitigation Strategies
60. Animals in Society: Ethical Issues of Animal Use
61. Air Quality and the Environment
62. Transforming Food Systems
63. World Agriculture, Food, and Population
64. Healing Grounds: Regenerative Ag. & Social Justice
65. Environmental Anthropology
66. Applied Marine Ecology
67. Geographical Info Systems for Env. Applications
68. The Built World: Infrastructure & Env. Change
69. American Environmental Literature
70. Environmental Communications: Strategies/Tactics
71. Environmental Water Quality
72. Global Water Resources: Water Supply & Demand
73. Global Water Resources: Water Management Policy
74. Diet and Climate Change
75. Biogeography: Plant & Animal Distribution
76. Aqueous Transport of Pollutants
77. Tracer and Contaminant Hydrology
78. Ecosystem Processes
79. Waste Management: Recycling/Product Stewardship
80. American Environmental History
81. Environmental Policy and Economics
82. Environmental Economics
83. Energy Politics and Policy
84. Water Policy in the West & Adv. Study of Water
85. Comparative Environmental Politics
86. Politics of the Environment
87. Natural Resource Economics
88. Global Environmental Movements
89. Power, Justice, and the Environment
90. Field Seminar in Community & Personal Resilience
91. Film, Representation, and the Environment
92. Gender and the Environment
93. Human Environmental Rights
94. Development, Displacement, and Environmental Justice
95. The Ethics of Human-Environment Relations
96. Colloquium on Current Env. Topics & Careers
97. Nature and Science Education Practicum
98. Internship in Environmental Studies
99. Ancestral Foods
100. Consumer Behavior and the Environment
101. New Perspectives: Reducing, Reusing & Recycling
102. Conservation Planning
103. People’s Science: Into to “Citizen” & Community
104. Advanced Statistics and Data Science & Env.
105. Ethnobotany: Human Use of Plants
106. Fire in Western USA Ecosystems
107. Green Building Design & Operations
108. America’s Public Lands & Waters - Law & Policy
109. The Art of Public Speaking for the Environment
110. Sustainability and Innovation
111. Sea Turtle Conservation and Management
112. Intro to Collecting, Wrangling, & Exploring Water Data
113. Traditional Ecological Knowledge
114. Wild Literature in the Urban Landscape
115. Environmental Leadership Incubator
116. Senior Thesis in Environmental Studies
117. Independent Investigation
118. Independent Studies Research Assistance

Detailed course descriptions and syllabi available online at: www.es.ucsb.edu/courses
More often than not, the deciding factor for a ES graduate being selected for a job or accepted to graduate school is not based on good grades in required courses, but rather the amount of experience one has in dealing with ‘real world’ situations. An employer wants an employee who is versatile, self-reliant, has a high level of self-esteem, can fulfill leadership positions, and can be trusted to do the job. Managers are reluctant to invest time and money in training someone who has never set foot outside the “ivory towers” of academia or who has not demonstrated an ability to cope with adverse situations or interact with others in a professional setting. The classroom will provide the formal education, but those who pursue challenging field and research courses and/or experiential education opportunities will heighten their professional stature and job marketability.

Opportunities to develop hands-on skills deemed important by both ES alumni and industry executives are readily available through the Environmental Studies Program and UCSB. Over three-quarters of all environmental studies majors complete at least one internship, research opportunity, field studies or study abroad program before graduating. Below is a list of some of the many hands-on experiential opportunities ES students may elect to pursue during their undergraduate education:

**Environmental Studies Internship Program (ESIP):** Internships are considered an integral part of the environmental studies and hydrologic sciences curriculum and are fully supported by the faculty. Managed by the environmental studies internship coordinator, this academic program was initiated in 1973 to provide students with experience in their field of interest and to tie classroom learning to practical field applications. Over 150 students are placed in academic internships locally, statewide, nationally, and internationally each year. Positions are available year-round and the internship coordinator is available to assist students in selecting appropriate internships to meet their learning objectives. Academic credit (ENVS 192) is awarded to students who successfully complete an internship position. Many ES majors elect to spend a quarter pursuing internships in our state or nation’s capital through the UC Sacramento or UC Washington D.C. Program (UCDC).

**Independent Studies, Research, and Senior Thesis Opportunities:** The Environmental Studies Program encourages students to pursue any number of research opportunities made available to its students, including: enroll in the ES Honors Program, complete a senior thesis (ENVS 197), or conduct an independent research project (ENVS 99 or 199) or serve as a research assistant with an ES faculty member (ENVS 99 or 199RA).

**Enroll in the Environmental Leadership Incubator (ELI):** This course (ENVS 195) combines the theory and practice of leadership, cultivating leadership skills in environmentally-oriented undergraduates and functioning as an incubator for student-initiated group projects focused on positive environmental change under the mentorship of an environmental professional. Projects may address campus, community or regional environmental challenges through social activism, technology development, education, policy change, and other means.

**Studying Abroad:** The flexibility of the environmental studies curriculum permits students the opportunity to pursue study abroad opportunities through the UC’s Education Abroad Program offering hundreds of programs in 45+ countries or through third-party academic programs. Past ES majors have studied up to one full year at universities located on six continents or cruise around the world aboard Semester at Sea. Depending on the coursework taken academic credit may be petitioned to substitute for a large number of major requirements.

**Environmental Field Studies:** Environmental studies students may earn academic credit and fulfill their Outside Concentration while conducting field research in small teams with faculty and professional researchers from all over the globe. Field studies opportunities are available through a number of affiliated environmental field studies and research programs (i.e. Wildlands Studies, School for Field Studies, Sierra Institute, etc.) and offer excellent first-hand field research experiences in often exotic locations like the Peruvian Amazon, Himalayas, Alaskan Wilderness, Belize’s tropical rainforests, Yellowstone, and South Africa to name a few.

Additional info is available on our website at: [www.es.ucsb.edu/student-programs-0](http://www.es.ucsb.edu/student-programs-0)
A variety of environmental problems now affect our entire planet. As globalization continues and the earth’s natural processes transform local problems into international ones, no societies are untouched by major environmental problems.

UCSB’s Environmental Studies Program strongly encourages its students to consider completing some portion of their undergraduate study through the Education Abroad Program (EAP) or similar “off-campus” studies program. An opportunity to study in a foreign university not only offers an international dimension to an undergraduate education, but can deepen a student’s understanding of the causes and effects of today’s environmental problems on a global scale.

**Go explore the global environment!**

### Why study abroad?

Each year dozens of Environmental Studies (ES) majors study abroad. With careful academic planning, ES majors can have an experience of a lifetime studying in a foreign university with no loss of time in completing their degrees. Develop a global understanding of the structure and dynamics of complex environmental systems and enhance your future career through classroom, laboratory and field experiences that are unique to the country and region in which you study.

### Where should I study abroad?

UC’s Education Abroad Program provides Environmental Studies students opportunities to study environmental problems and issues in over 30 countries located on six different continents. Students wishing to complete a substantial part of your major requirements abroad have a wide variety of options. There are over 20 different countries with host universities that have environmental studies programs or departments. Additional countries offer a variety of environmental courses through more “traditional” academic departments such as biology, sociology, geography, and anthropology. And with the option for students to satisfy your “outside concentration” requirement by taking units from any single, non-environmental, department or program, ES majors have a world of choices.

### When should I study abroad?

ES majors are advised to complete their lower-division preparation courses at UCSB before leaving to study abroad during the academic year. Summer programs are popular for students with sophomore standing.

Transfer students are eligible to participate as early as their first quarter at UCSB.

### What classes should I take?

*Keep in mind that students in the College of Letters and Science must complete at least 20 units of upper-division major coursework (or 12 upper-division minor units) in residence at UCSB along with other residence requirements. Consult an advisor in the College of Letters & Science for more information.*

Depending on a student’s area of academic interest and the number and type of courses offered at their host university, it is possible for an ES major to apply as many as 36 upper-division EAP units towards major requirements. Here are some helpful guidelines for applying EAP courses towards major requirements, including the **maximum** number of EAP upper-division units that may be applied:

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**The Cost of EAP**

Studying abroad through EAP can be comparable to the cost of study at UCSB. EAP participants continue to receive UC financial aid while abroad. EAP students are also eligible for special grants and scholarships from UC and other sources.
For the **B.A. and B.S. ES majors**:

- **Area A (required courses)** -- max 4 units. The description of the EAP course must be **VERY similar (70% +)** to the course offered/required at UCSB.

- **Area B (electives)** -- max 12 units. Either the course content is similar to an ES course offered at UCSB, OR it’s a unique course, with no UCSB equivalent, that studies how **humans interact with their natural environment**. **NOTE:** ES B.S. majors must complete 20 units from the B-1 elective list (emphasizing physical and/or natural science concepts). Students may apply EAP units to this section, but you must prove that the course integrates physical or natural sciences concepts while addressing an environmental topic. Generally, if the course has a biology, chemistry, math, statistics, or earth science prerequisite, then chances are good it will apply to Area B-1.

- **Area C (outside concentration)** -- up to the entire 16 (B.S.) or 20 (B.A.) units. This is the most flexible part of the ES major. Students may follow one of two options:
  
  1. **Single department option:** Complete any 16-20 upper-division, letter-graded units from any ONE department or program.
  2. **Interdisciplinary emphasis:** Combine 16-20 upper-division units from more than one department or program to create a concentration of study that forms a coherent emphasis linking the Area C courses together. Students pursuing this option must justify how the chosen courses relate to each other and create a desired emphasis. Students may combine units from both UCSB and abroad to meet one of these two requirements.

For the **Hydrologic Sciences and Policy major**:

- **Area A (required courses)** -- max 8 units.

- **Area B (required for emphasis)** -- max 4-8 units.

- **Area C (electives)** -- max 8-12 units.

**Note:** Area A and Area B required courses must match the UCSB course content **very** closely. Area C electives may be similar to a UCSB course, **OR** they may be hydrology-related courses with no UCSB equivalent or are related to your emphasis.

EAP students automatically earn UC credit for the work they complete abroad. However, application of credit to major requirements is subject to the discretion of the department and approval of the college.

**How do I get started?**

Consult the EAP web pages (eap.ucop.edu/) to identify appropriate EAP programs. Explore the resources found under Program Search and Course Catalog. Navigate to host universities’ web sites on the available links to learn more about the schools and their departments.

Stop by the EAP office at 2431 South Hall. Peer advisors who have recently returned from studying abroad as well as staff advisors are eager to answer your questions. Go see your department Undergraduate Advisor and make an appointment to speak with an advisor in the College of Letters & Science.

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**Department of Environmental Studies**

Bren Hall, Rm. 4312  
University of California, Santa Barbara  
Santa Barbara, CA 93106-4160  
Phone: (805) 893-2968  
email: esinfo@es.ucsb.edu  
www.es.ucsb.edu  

March 2014
504 (12.3%) of the approximately 4,100 total ES alumni submitted a survey in 2005.

1. Location/Residence of ES Alumni:

ES alumni currently live in 30 out of the 50 United States & District of Columbia. California has the largest population with 404 (81%), Oregon is second with 12 (2.4%), Washington is third at 8 (1.6%), and Maryland is fourth with 7 (1.4%). Other states with multiple ES alumni include: Alaska, Colorado, D.C., Florida, Hawaii, Idaho, Massachusetts, Montana, New York, Pennsylvania, Texas, Virginia, and Wyoming.

11 ES Alumni (2.0%) live in another country, including: Argentina, Australia, Bali, Canada, Finland, Guam, Japan, New Zealand, Sultan of Oman, and Benin-West Africa.

2. Undergraduate/ES Degree Information:

Of the 504 respondents, 188 (37.3%) received a B.A. prior to 1990, 213 (42.3%) obtained B.A. degree after 1990, 96 (19%) received a B.S. degree or the B.A. with the Natural Science emphasis, and 7 (1.4%) had received the B.S. degree in Hydrologic Sciences.

178 (38.7%) of 468 transferred to UCSB from another institution. 118 from CA Community Colleges, 24 from another UC campus, and 19 from California State Schools.

Out of the 467 who responded, 167 ES alumni (35.8%) said they graduated with a double major; the largest departments with ES double majors were Geography - 54, Economics - 27, Biology - 21, and Political Science - 15.

111 (24.7%) of 450 studied abroad or participated in an environmental field studies/experiential education program (i.e. EAP, Wildlands Studies, UCDC, etc.).

225 (48.5%) of 464 alumni completed a Senior Thesis (86.3% because it was required) and their overall satisfaction with the experience averaged a score of 5.99 (scale of 1=lowest to 7=highest).

67.1% (314 of 468 respondents) said they completed at least one internship while at UCSB. 96 (20.5%) did two, 35 (7.5%) completed three, and 10 (2.1%) finished four.

3. Alumni Rank Their UCSB and ES Experience:

Alumni were asked to use a number between 1 (lowest) and 7 (highest) to rank the following topics based on their experience while a student at UCSB. 449 responded:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Avg. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Satisfaction With Your Education Within the ES Program:</td>
<td>6.14</td>
</tr>
<tr>
<td>Overall Satisfaction With Your UCSB Education:</td>
<td>5.99</td>
</tr>
<tr>
<td>The Overall Quality of the ES Faculty:</td>
<td>6.19</td>
</tr>
<tr>
<td>The Overall Quality of the ES Staff:</td>
<td>6.18</td>
</tr>
</tbody>
</table>

By June, 2005, the Environmental Studies Program at UCSB graduated approximately 4,100 students, establishing itself as one of the oldest and most successful environmental studies programs in the nation!

As part of the ES Program’s 35th Anniversary, an alumni survey was conducted in spring, 2005. As of June 30th, 504 alumni had responded and the following summary highlights the results.

For a copy of the complete ES alumni survey report, visit the ES Program’s website at: www.es.ucsb.edu

The 2005 ES Alumni Survey Report was prepared by Eric Zimmerman.

The project was sponsored by the UCSB Environmental Studies Associates and the Environmental Studies Program.
When alumni were asked to summarize their overall experience in the ES Program, the following phrases were used most often:

<table>
<thead>
<tr>
<th>What They Said:</th>
<th># times used by Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent!!!</td>
<td>51</td>
</tr>
<tr>
<td>Great!</td>
<td>34</td>
</tr>
<tr>
<td>I loved it</td>
<td>21</td>
</tr>
<tr>
<td>Very Good</td>
<td>16</td>
</tr>
<tr>
<td>Good</td>
<td>15</td>
</tr>
<tr>
<td>I enjoyed it</td>
<td>9</td>
</tr>
<tr>
<td>Positive</td>
<td>9</td>
</tr>
<tr>
<td>Wonderful</td>
<td>9</td>
</tr>
<tr>
<td>Fantastic!!!</td>
<td>8</td>
</tr>
<tr>
<td>It was great</td>
<td>8</td>
</tr>
<tr>
<td>Terrific</td>
<td>2</td>
</tr>
<tr>
<td>Amazing!</td>
<td>1</td>
</tr>
<tr>
<td>A ‘10’!</td>
<td>1</td>
</tr>
<tr>
<td>Rockin!!!!!!!!!!</td>
<td>1</td>
</tr>
</tbody>
</table>

4. ADDITIONAL EDUCATION

Of 458 respondents, **310 (67.7%)** said they completed some form of post undergraduate education after UCSB. The breakdown was as follows:

<table>
<thead>
<tr>
<th></th>
<th>% of 458</th>
<th>% of 310 w/ Add. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # Alumni</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Grad Degrees</td>
<td>199</td>
<td>43.4%</td>
</tr>
<tr>
<td>(M.A., Ph.D., Etc.)</td>
<td></td>
<td>64.2%</td>
</tr>
<tr>
<td># completed a</td>
<td>92</td>
<td>20.0%</td>
</tr>
<tr>
<td>Certificate Program</td>
<td></td>
<td>29.7%</td>
</tr>
<tr>
<td># with Assoc. or 2nd</td>
<td>10</td>
<td>2.2%</td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
<td>3.2%</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>9</td>
<td>1.9%</td>
</tr>
<tr>
<td>additional education</td>
<td></td>
<td>2.9%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>310</strong></td>
<td><strong>67.7%</strong></td>
</tr>
</tbody>
</table>

There were 21 Ph.D.’s, 42 law degrees, 31 Masters in Planning, 19 Teaching Credentials, 13 M.B.A.’s, 12 Masters in Public Administration, 9 Masters in Education, 8 Masters in Env. Science and Management, 5 Masters in Public Health, 2 Veterinarians, and 1 M.D.

5. PROFESSIONAL SKILLS DEEMED NECESSARY AFTER GRADUATION

375 alumni provided comments regarding “skills” they deemed necessary for undergraduates to develop if they wish to enhance their marketability after graduating. Here is a sample of the more popular skills recommended by ES alumni:

- Effective written and verbal communication skills.
- Interpersonal skills, such as the ability to work cooperatively with others on group projects.
- Hands on business skills.
- Research and organizational skills.
- Ability to work independently.
- Technical writing, articulate speaking, and public presentation skills.
- Develop problem solving skills.
- A good work ethic.
- Ability to think critically and creatively.
- Flexibility, adaptability, and perseverance.
- A sense of humor.
- People skills always seem to come first in this world.
- Ability to think on your own and be creative.
- Ability to see the whole picture.
- Awareness of current events and world affairs.
- Writing, writing, writing! So practice, practice......
- Experience! - Do as many internships as possible.

6. WORDS OF WISDOM FROM ES ALUMNI

Over 370 alumni shared their thoughts on how current Environmental Studies majors may enhance their education while at UCSB. Here are just a few:

- Balance your ‘book’ knowledge with real-life experiences through internships.
- If you wish to go on to graduate school: Get to Know Your Faculty!
- Be a sponge. Absorb the wealth of knowledge that the professors have to offer.
- As with anything in life, you get out what you put into the experience.
- Be active in the community - UCSB, Isla Vista, Santa Barbara - Get out and get to know people, network!
- Be creative and willing to think outside the box when looking, finding, and defining your education.
- Don’t get caught up in the doom and gloom attitude of some people in the environmental community. Maintain a sense of empowerment and optimism in order to continue working for what you believe is right.
• Put in the effort to get to know your teachers, your fellow students, the land and community around campus -- all will guide you on your path.

• Don’t get too hung up on ‘being’ one thing when you ‘grow up.’ Life has a funny way of changing your plans.

• Challenge your assumptions. Be aware of accepting conclusions just because they correspond with yours.

• Write a senior thesis, it’s a good experience and has great post-graduation marketability.

• Work hard, play harder! You only get your undergraduate degree once, so enjoy it everyday.

• Try everything at first and learn from every experience. You will find your closest friends and create your greatest memories from your own ambition.

• Don’t get ‘lost in the cracks’ and do the bare minimum to graduate, this will not help you get a job out of school. Take advantage of opportunities to build your resume and your skills.

• ES is a very real world major! Employers want people who can think and write. They want people who can defend their ideas. ES offers you the opportunity to develop these skills, but you have to take advantage of them.

7. ES Alumni Employment Data

Of the 504 total survey respondents, 455 (90.3%) were currently employed.

Of the 455 employed, 352 (77.4%) said they considered their job to be “environmental.”

Of the 49 (9.7%) who were unemployed, 26 were current graduates students, 4 had become stay at home moms, 2 were retired, and only 11 were currently looking for employment or in the middle of a career change.

Alumni were asked to select an employment category that best fit their current employer and job. 455 alumni responded:

<table>
<thead>
<tr>
<th>Category: All ES Alumni</th>
<th>#</th>
<th>% of 455</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Sector</td>
<td>164</td>
<td>36.5%</td>
</tr>
<tr>
<td>Local Government</td>
<td>81</td>
<td>17.7%</td>
</tr>
<tr>
<td>Academia/Education</td>
<td>59</td>
<td>13.0%</td>
</tr>
<tr>
<td>Non Government</td>
<td>54</td>
<td>11.8%</td>
</tr>
<tr>
<td>Self Employed</td>
<td>46</td>
<td>10.0%</td>
</tr>
<tr>
<td>State Government</td>
<td>25</td>
<td>5.4%</td>
</tr>
<tr>
<td>Federal Government</td>
<td>22</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

ES Alumni were also asked to choose the annual salary range for which they qualified. 388 responses were recorded and are included below.

<table>
<thead>
<tr>
<th>Annual Salary</th>
<th>#</th>
<th>% of 388</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 to $20,000</td>
<td>34</td>
<td>8.6%</td>
</tr>
<tr>
<td>$21,000 to $35,000</td>
<td>53</td>
<td>13.4%</td>
</tr>
<tr>
<td>$36,000 to $50,000</td>
<td>87</td>
<td>22.0%</td>
</tr>
<tr>
<td>$51,000 to $65,000</td>
<td>74</td>
<td>18.7%</td>
</tr>
<tr>
<td>$66,000 to $80,000</td>
<td>55</td>
<td>13.9%</td>
</tr>
<tr>
<td>$81,000 to $96,000</td>
<td>23</td>
<td>5.8%</td>
</tr>
<tr>
<td>More than $96,000</td>
<td>69</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

Short list of ES Alumni’s job titles and employers:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architect</td>
<td>Miller Hayashi Architects</td>
</tr>
<tr>
<td>Ecologist</td>
<td>U.S. Geological Survey</td>
</tr>
<tr>
<td>Senior Env. Engineer</td>
<td>Lowney Associates</td>
</tr>
<tr>
<td>President/Principal Planner</td>
<td>Urban Planning Concepts</td>
</tr>
<tr>
<td>District Superintendent</td>
<td>CA Dept. of Parks &amp; Rec.</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Cal Poly San Luis Obispo</td>
</tr>
<tr>
<td>Aquatic Ecotoxicologist</td>
<td>Pacific Ecorisk</td>
</tr>
<tr>
<td>President</td>
<td>League of Conservation Voters</td>
</tr>
<tr>
<td>Air Pollution Specialist</td>
<td>CA Air Resources Board</td>
</tr>
<tr>
<td>Senior Attorney</td>
<td>Centers for Disease Control &amp; Prevention</td>
</tr>
<tr>
<td>Director of Conservation</td>
<td>New England Aquarium</td>
</tr>
<tr>
<td>Photo Interpreter/GIS</td>
<td>Bureau of Reclamation</td>
</tr>
<tr>
<td>Democratic Legislative Staff</td>
<td>U.S. House of Reps. Committee on Resources</td>
</tr>
<tr>
<td>Vice President</td>
<td>Bonneville Environmental Foundation</td>
</tr>
<tr>
<td>Battalion Chief</td>
<td>USDA Forest Service</td>
</tr>
<tr>
<td>Manager</td>
<td>NASA Groundwater Cleanup</td>
</tr>
<tr>
<td>Superintendent, NPS Lewis and Clark National</td>
<td>Historical Park</td>
</tr>
<tr>
<td>Asst. Secretary of Resources</td>
<td>CA Resources Agency</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Coalition for Sustainable</td>
</tr>
</tbody>
</table>
ES Alumni were asked to select one job field which best described their current employment or job title. 456 responses were recorded and the results are summarized below:

<table>
<thead>
<tr>
<th>Alumni Classified by Job Field</th>
<th>#</th>
<th>% of 456</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture/Design</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Comprehensive</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Land Use/Zoning</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Environmental Science</strong></td>
<td>103</td>
<td>22.6%</td>
</tr>
<tr>
<td>Air Quality</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Biology/Ecology</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Botany</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Env. Health/Safety</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Fishery/Wildlife Mgt.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GIS/Remote Sensing</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Hazardous Waste</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Hydrology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Industrial Hygiene</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mineral Resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Resource Conservation</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Solid Waste</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Water Quality</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>58</td>
<td>12.7%</td>
</tr>
<tr>
<td>Administration</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Camps/Outdoor</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Current Grad Student</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Instructor, College/University</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Teacher, Primary</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Teacher, Secondary</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td>56</td>
<td>12.3%</td>
</tr>
<tr>
<td>Agriculture/Horticulture</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Consulting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Health care</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Public Safety</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>43</td>
<td>9.4%</td>
</tr>
<tr>
<td>Construction</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>29</td>
<td>6.4%</td>
</tr>
<tr>
<td>Corporate</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Criminal</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Estate Planning</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Public Interest</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Policy/Politics</strong></td>
<td>26</td>
<td>5.7%</td>
</tr>
<tr>
<td>Administrator</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Analyst</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Consultant</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Gov’t Staff</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Lobbyist</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Politician</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>20</td>
<td>4.4%</td>
</tr>
<tr>
<td>Env. Organizing/Fundraising</td>
<td>9</td>
<td>2.0%</td>
</tr>
<tr>
<td>Land/Wildlife Conservation</td>
<td>5</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Water Resource Management</strong></td>
<td>4</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

8.0 ADDITIONAL COMMENTS BY ES ALUMNI

- I am very proud to have graduated from this school and this program.
- A pioneering program that was ahead of its time. My hat’s off to those who conceived it & made it happen.
- Greatest major at the best school on the planet. Maybe I’m exaggerating, but it’s close.
- I felt that I received an excellent education from faculty who were passionate about their beliefs.
- I greatly admire the ES Program’s continuous development and improvement over the past 30+ years.
- I would do anything to do it all over again!
- I’d love to be a course instructor at UCSB ES; then my life would be complete! Also my wife was also ‘78 ES grad and our first son is 2001 UCSB ES grad.
- Please keep up the fantastic work! Many of my students have and are coming to UCSB to study environmental studies/science.
- The E.S. Program changed my life and provided a very good foundation for an interesting and varied professional career.
Some Quotes From Alumni About UCSB’s ES Program:

• UCSB’s Environmental Studies Program not only excited me about working on environmental issues, but helped me develop tools to do so effectively.

• The ES Program inspired me to dedicate myself to improving the quality of life and the environment by encouraging the transition to a sustainable energy future. I will always be grateful for the opportunity!

• I learned a tremendous amount while in the ES Program, and was always very grateful that I had an opportunity to participate in such a broad-based program about the environment. To this day, I feel I have a broader perspective on environmental issues than my peers due solely to my ES Program education.

• After a decade away from the Program, I am surprised and elated how invaluable the program has been for my career and personal life. When I was going through the Program, I had no idea how I would apply much of the information gained from the courses. As the years go by, I am more thankful to those who touched my life during my ES days!

• ES provided me more practical skills than my Business/Economics double major. The caring faculty and students made all the difference. It is a values program worthy of support and protection.

• I am very proud to be an UCSB ES graduate. The ES Program provided me a valuable foundation for my environmental career. Through ES, I learned what it truly means to be an environmental specialist/professional. So many of my colleagues who came from other kinds of educational backgrounds do not understand how their careers are fundamentally rooted in the environmental movement.

• I have consistently found UCSB ES graduates to be the top candidates for positions for which I have been recruiting/hiring. My years in the ES Program stand out as a time of intense exploration, challenge, discovery, and satisfaction.

• The integrative approach of the program and the diversity of courses open to undergraduates were key factors in my success at grad school.

• You might mention to people who doubt the department’s credibility that I have yet to regret in any way getting my degree in Environmental Studies. The broad science background has proven surprisingly useful; most companies are glad to teach you the specifics.

• I think the broad spectrum of insights has allowed for a true process to be attained for attacking problems. I’ve learned how to learn.

• I appreciated the staff, professors, fellow students and the overall experience of being an ES major at UCSB. I learned a lot, both in and out, of the classroom that I apply to my personal and professional life.

• I have used the best parts of my ES experience as templates for the current program I have designed for undergraduates at my campus (and previous elements I crafted while at UCLA and Stanford). In general ES gave me a wonderful interdisciplinary-focused appreciation for Environmental Challenges. I was vastly better prepared to understand, propose effective solutions to, and move beyond various environmental challenges than my peers who had not had an ES or ES-like preparation.
Pursue an academic internship via Environmental Studies Internship Program

In 1973 the Environmental Studies Program initiated its own academic internship program (ESIP) to complement a student’s classroom education with practical hands-on experience in their field of interest. Each year hundreds of ES and Hydrologic Sciences students received academic credit by completing internship positions locally, statewide, nationally, and internationally. There are dozens of local agencies and hundreds of non-local internship opportunities accessible to ES students. Combined with appropriate course work, internships provide a stepping stone to a number of careers in environmentally related fields. For more ESIP information visit the ES Internship webpage at http://www.es.ucsb.edu/student/internships

Some Example Agencies ES Students Have Interned with Include:

Local
Cachuma Operations and Maintenance Board
California Solar
California State Fish and Game, SB Office
CALPIRG, UCSB Chapter
Channel Islands Marine and Wildlife Institute
Channel Islands National Marine Sanctuary
Cheadle Center Biodiversity and Ecological Restoration, UCSB
City of Lompoc, Solid Waste Division
City of Goleta, Planning and Development
City of Santa Barbara, Waste Management
City of Santa Barbara, Water Conservation
Community Environmental Council
County of Santa Barbara, Planning Division
County of Santa Barbara, Energy Division
Demo to Design, Architectural reUse
Direct Relief International
DUDEK Consulting
Elipz Lighting Inc.
Environmental Defense Center
Fairview Gardens Organic Farm
Gaviota Coast Conservancy
Goleta Sanitary District
Goleta Water District
Land Trust for Santa Barbara
Office of Assemblymember Das Williams
Office of Senator Hannah-Beth Jackson
Marine Science Institute, UCSB
Mesa Lane Partners
National Center for Ecological Analysis and Synthesis, UCSB
Nuclear Age Peace Foundation, SB
Patagonia Inc. Headquarters, Ventura
Plow to Porch Organics, Inc.
Santa Barbara Botanical Garden
Santa Barbara Channel Keeper
Santa Barbara Flood Control District
Santa Barbara Natural History Museum
Santa Barbara Wildlife Care Network
Sprout Up (Education for Next Generation)
Surfrider, Santa Barbara Chapter
UCSB Facilities Management, Energy Division
UCSB Sustainability Program
Ventura County Air Pollution Control Dist.
Wild Local Seafood Co.

Non-Local Agencies
Bureau of Land Management
CA Governor’s Office of Planning/Research
CA Student Sustainability Coalition
League of Conservation Voters, D.C.
Monterey County Planning Department
National Wildlife Federation, D.C.
Rocky Mountain Institute
Santa Monica Mountains Natl. Recreation
Senator Dianne Feinstein, D.C.
Sea World, San Diego
Science Applications International, NASA
Tree People, Los Angeles
United Hemp Council
US Forestry Service
US President’s Council on Env. Quality, D.C.
Yosemite National Park
Sparked by the first image of the Earth from the moon and the 1969 Santa Barbara Oil Spill, a movement was born. In its wake, the first undergraduate environmental education program of its kind was founded at UCSB. This inspiring documentary (USA, 28:26 minutes) by director Isaac Hernández explores the 50-year history of the multidisciplinary Environmental Studies Program at the University of California Santa Barbara, recounted by professors, students and graduates. Narrated by Jon Zuber. Original score by Sheena Birrittella. Produced by Cafe Solo Films, Mercury Press International.

Watch it Today for Free at: https://vimeo.com/396369922