

SUS CRITERIA

There are three criteria which must be met for a course to receive the SUS attribute. See the [Sustainability Course Rubric](#) for more details.

1. Syllabus includes a minimum of two sustainability-related learning outcomes, described below.
 - a. **The core sustainability learning outcome:** “Students will be able to comprehend the interconnection between environmental, social, and economic systems in relation to sustainability.”
 - b. **At least one disciplinary sustainability learning outcome** which explicitly links or applies the faculty’s disciplinary/topic area(s) of focus to sustainability.

Example areas/topics connected to sustainability. These are not written as learning outcomes, but suggest possible disciplinary areas/topics of focus with respect to sustainability, revealing the range of connection across disciplines.

- A. Sustainability as a concept: the history, politics, culture and science of ideas of sustainability and sustainable development.
- B. Natural limits: the relationship between human population and lifestyle in relation to the finite capacity of natural ecosystems (including the global ecosystem) to provide for human needs.
- C. Maintaining ecosystems: Natural resource conservation science and practices to maintain the integrity of ecosystems in the face of rising human demands.
- D. Health professions: The interconnections between health, wellness, and environmental quality (e.g, air quality and respiratory health, active transit and wellness).
- E. Business and economics: Re-shaping market conditions to address “market failures” with respect to the environment and to provide incentives for businesses and economic systems to better maintain the integrity of ecosystems.
- F. Social capacity: The social factors (e.g., psychology, sociology,) that support behavioral shifts (including but not limited to economic choices) necessary to enable and encourage societies to live in ways compatible with maintaining the long-term integrity of ecosystems.
- G. Social equity: The mutual interactions between social inequality and environmental degradation, including theories of social reforms required to ensure an environmentally healthy and socially just society.
- H. Sustainability discourse and representation: The framing, discussion, and/or presentation of environmental/social/economic sustainability in the visual and performing arts, literature, media, politics, and everyday life.
- I. Culture, religion, and ethics: How culture, religion, values, and ethics—from consumerism to environmental stewardship—shape human behavior toward the natural world.
- J. Governance: How legal frameworks and policies shape human behavior toward the natural world.
- K. Science and Technology: The role of science and technology (broadly and individual technologies) specifically in influencing human impacts on and adaptations to the natural world and its systems.

- L. Planning and design: Concepts and techniques from urban, regional, and rural planning and/or building design and/or product design that can influence human impacts on the environment and environmental impacts on humans.
- M. Sustainability science: The new field of sustainability science that specifically attempts to build interdisciplinary perspectives from the themes (and related academic disciplines) listed above to promote human-environmental balance.
- N. Applied sustainability: Experience working to address an environmental/social/economic sustainability challenge in a particular context/community/locale.
- O. Other emerging fields and topics relevant to sustainability.

**This list was adapted for WSU from the University of Oregon's STARS Curriculum Definitions (2010)*

2. Course includes some sustainability content, as assessed from the syllabus and completed application form, using the Sustainability Course Rubric.
3. In addition to the sustainability-focused learning outcomes, the syllabus includes information on how they are intended to be assessed (see the [Sustainability Course Rubric](#) for examples).