

CASE STUDY: INTERDISCIPLINARY LEARNING

The issue: Different institutions manage interdisciplinarity in different ways.

Core Units

At **Bond University** students are required by the institution to complete four core units at the first level. Students have a choice of eight units of which they must do four, but they can not do units from the same area. For example, students cannot take IT and Business Applications of IT, however they can take IT and either Communication Skills or Public Speaking; Contemporary Issues in Society or Cultural and Ethical Practice; Strategic Management or Entrepreneurship. These core subjects are all foundational and each faculty offers one core subject so students get a grounding in each faculty. The core subjects are usually completed in the students' first eight months of the degree.

<http://www.bond.edu.au/study/courses/hss/ug/b-a01.html>

At the **University of New South Wales**, students must complete 12 credit points or two units from the University's General Education Program. These units are completed in either the second or third year of study and are a requirement of the program. They do not incur an additional HECS or fee obligation.

<http://www.arts.unsw.edu.au/futurestudents/undergraduate/handbook.php?level=ugrad&program=3400&library=FutUGProg>

Core units are also required at the **University of Ballarat**. Students must complete 45 credit points or three units of study from the "Foundation Program" units. These include Knowledge and History; Introduction to Social Inquiry; and Narrative and Text. Students must also complete one unit from another Level 1 designated unit from the multidisciplinary sequence or from an elective unit.

<http://www.ballarat.edu.au/coursefinder/display.php?ID=128>

Disclaimer: The information described above emerged from interviews, discussions and observation of publicly available materials during the BA Scoping Project which commenced in March 2007 and concluded in August 2008. As a result, the practices described in this case study may not reflect current practices or institutional policy. They are a reflection of the understanding at the time the scoping project was in progress.



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