Expression of interest
Application for online course development support and incentive funding

Applications for funding for online course development must be submitted using this form. Applications must be signed by the relevant Dean or Head of School and submitted electronically as PDFs to GOMelb-EOIs@unimelb.edu.au, including the proposed course title in the email subject line, by 4pm, Thursday November 17th.

# SECTION 1: DETAILS OF PROPOSED PROGRAM

# 1. Title of proposed course

e.g.: Master of Online Education

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# 2. Custodial Faculty or Graduate School

Select the Faculty or Graduate School that will own the proposed course. If an interdisciplinary course is proposed, please select the Faculty or Graduate School that will own the course in ISIS.

|  |  |
| --- | --- |
|  | [ ]  Architecture, Building and Planning |
|  | [ ]  Arts |
|  | [ ]  Business and Economics |
|  | [ ]  Education |
|  | [ ]  Engineering |
|  | [ ]  Law |
|  | [ ]  Medicine, Dentistry and Health Sciences |
|  | [ ]  Science |
|  | [ ]  Veterinary and Agricultural Sciences |
|  | [ ]  VCA & MCM |

# 3. Nested courses available within program

Please select the full range of course options available within the program. See policy MPF1327 for more information on nested degrees, including definitions of Specialist and Professional Certificates.

|  |  |
| --- | --- |
|  | [ ]  200 point Masters |
|  | [ ]  150 point Masters |
|  | [ ]  100 point Masters |
|  | [ ]  100 point Graduate Diploma |
|  | [ ]  50 point Graduate Certificate |
|  | [ ]  25 point Specialist Certificate |
|  | [ ]  25 point Professional Certificate |

# 4. Brief description of the proposed program

Maximum 300 words.

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# 5. Course-level learning outcomes

Please enter the list of expected course-level learning outcomes for the highest available course in the program (i.e.: if the proposed course contains a Masters with nested Graduate Certificate, please enter the learning outcomes for the Masters course). Maximum 300 words.

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# 6. Does this proposal reflect one or more of the priority fields identified in the EOI call?

For more information, please see [“Online Course Development Funding Process” section of the *Graduate Online - Melbourne* FAQs](https://online.unimelb.edu.au/staff#faqs).

|  |  |
| --- | --- |
|  | [ ]  Yes |
|  | [ ]  No |

# 6A. If yes, which priority field(s) does this proposal reflect?

|  |  |
| --- | --- |
|  | [ ]  Journalism and communication |
|  | [ ]  Public administration |
|  | [ ]  Law |
|  | [ ]  Design thinking |
|  | [ ]  Creative writing |
|  | [ ]  Nursing |
|  | [ ]  Psychology |
|  | [ ]  Medicine |
|  | [ ]  Medical imaging |
|  | [ ]  Health administration and management |
|  | [ ]  Computer science and IT |
|  | [ ]  Biotechnology, innovation and commercialisation |
|  | [ ]  Accounting |
|  | [ ]  Finance |
|  | [ ]  Marketing and advertising |
|  | [ ]  Supply chain management |
|  | [ ]  Human resources |

# 7. Pre-existing or new course

Is the proposed course brand new or pre-existing?

|  |  |
| --- | --- |
|  | [ ]  New (please skip to question 8) |
|  | [ ]  Pre-existing |

# 7A. Delivery mode of pre-existing course

Please select which of the following delivery modes best described the pre-existing course.

|  |  |
| --- | --- |
|  | [ ]  On campus |
|  | [ ]  Online |
|  | [ ]  Blended |

# 7B. What enrolments has the pre-existing course had in the preceding five years?

Please record enrolments as student numbers, not EFTSL.

|  |  |
| --- | --- |
| 2015 |       |
| 2014 |       |
| 2013 |       |
| 2012 |       |
| 2011 |       |

# 7C. If this proposal is successful, will the pre-existing course continue to run in parallel with the wholly online course?

If yes, why?

|  |  |
| --- | --- |
|  | [ ]  No |
|  | [ ]  Yes,  |
|  |

|  |
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|       |

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# 8. What enrolments do you anticipate for the first five years of the proposed online course delivery?

Please record enrolments as student numbers, not EFTSL.

|  |  |
| --- | --- |
| 2018 |       |
| 2019 |       |
| 2020 |       |
| 2021 |       |
| 2022 |       |

# SECTION 2: ANTICIPATED MARKET AND MARKETING CONSIDERATIONS

# 9. Competitor courses

List all national and international competitor courses to the proposed course. Please input information in the following format:
- University/institution
- Course title
- Delivery mode (on campus/online/blended)
- Course enrolment data (noting whether this data is known or estimated).
e.g.: University of Newcastle, Master of Online Education, online, 2015 = 80 new students/2014 = 63 new students/2013 = 40 new students.

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# 10. Market demand dynamics

What market dynamics or circumstances lead you to think that an online offering of the proposed course from the University of Melbourne will be attractive to prospective students? (Max 250 words.)

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# 11. Prospective student sources

What are the industries and employment sectors from which you expect prospective students? (Max 200 words.)

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# 12. Examples of organisations within aforementioned industries and employment sectors

List specific examples of entities (companies, public organisations or government departments) within the industries and employment sectors listed in the previous question. Please list examples of likely organisations from which students may be attracted to the proposed program. Please input information in the following format: entity name, website, any relevant commentary (e.g., past interactions of expressions of interest or other validation). e.g.: "NSW Department of Health, www.health.nsw.gov.au, has annual budget of $6,500 pa for managerial professional development, Department Training Manager, Justine Hargreaves, indicated in November 2015 a preference for flexible PD opportunities and preference for engagement with higher education provider for this "

|  |  |  |
| --- | --- | --- |
| Entity name | Website | Relevant commentary |
|       |       |       |

# 13. Students' motivations for enrolment

How will the proposed online course(s) facilitate students’ career enhancement and/or career change? What other factors may motivate students to take this course?Please note specific examples of the types of jobs students may have when they enter the course, and the type of job they may be qualified for on completion of the course.

|  |  |
| --- | --- |
| Career enahancement |       |
| Career starter or career changer |       |
| Other motivating factors |       |

# 14. Accreditation requirements of the field

List any accreditation requirements for professionals in this field. Will these accreditation bodies accredit the proposed course(s)? Please note as many local and international accrediting bodies as possible.

|  |
| --- |
|       |

# 15. Marketing channels

Students considering the proposed program to enhance rather than commence a career typically get industry or sector-specific information from trusted sources.Please provide examples specific to your field, including specific examples of magazines, journals, industry news sites, websites, blogs, newsletters, and conferences.

|  |
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|       |

# 16. Alignment of proposed course with Faculty or Graduate School strategy

Please describe how the proposed course aligns with your Faculty or Graduate School's strategic plan and existing course offerings. Max 200 words.

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# SECTION 3: STAFF AND FACULTY/GRADUATE SCHOOL INVOLVEMENT

Each program supported by *Graduate Online — Melbourne* will require a dedicated Course Development Coordinator in addition to the usual Course Coordinator(s). These roles will be Faculty or Graduate School appointments. The Course Development Coordinator should have minimal or no teaching and research commitments during course development. Please see [“What funding and support is provided by *Graduate Online – Melbourne*?” of the FAQs](https://online.unimelb.edu.au/staff#faqs) for more information on the Course Development Coordinator role.

# 17. Academic expertise of the proposed course development coordinator

Does the academic expertise of the proposed course development coordinator align with the content of the proposed course? If no, please explain why this person has been nominated for the coordinator role.

|  |  |
| --- | --- |
|  | [ ]  Yes |
|  | [ ]  No       |
|  | [ ]  No course development coordinator nominated yet (please skip to question 18) |

# 17A. Details of the proposed course coordinator

Enter "N/A" if not yet known. The course coordinator is the academic staff member responsible for the delivery, not development, of the proposed course.

|  |  |
| --- | --- |
| Title |       |
| First name |       |
| Last name |       |
| Department |       |
| Faculty / Graduate School |       |
| Email address |       |

# 18. Staff availability during online course design and development

Will the Faculties or Graduate Schools of the course development coordinator and subject development coordinators support a reduced teaching load during course and subject development? This support will be confirmed with the Dean/Head of School as part of the proposal review process.

|  |  |
| --- | --- |
|  | [ ]  Yes |
|  | [ ]  No |

# 19. Contact for this application

Please enter the details of the person that *Graduate Online – Melbourne* can contact with any queries regarding this application. This person is usually the staff member who prepared the application.

|  |  |
| --- | --- |
| Title |       |
| First name |       |
| Last name |       |
| Department |       |
| Faculty / Graduate School |       |
| Email address |       |

# SECTION 5: APPROVAL

I/we support this proposal and agree that it will be supported by our faculty(ies).

|  |  |  |
| --- | --- | --- |
| **Dean title and name** | **Dean signature** | **Date** |
|  |  |  |

# What next?

The process of application review, shortlisting, market research and selection is outlined on [the *Graduate Online – Melbourne* FAQs page](https://online.unimelb.edu.au/staff#faqs). If you have any questions about the process, please contact Jacqui Williams, Operations Manager*, Graduate Online - Melbourne*, at jkw@unimelb.edu.au or 03 9035 5683.