



DOCTOR OF PHILOSOPHY PROGRAM IN HUMAN RESOURCE
AND ORGANIZATION DEVELOPMENT
INTERNATIONAL PROGRAM
(PROGRAM REVISION 2018)

Graduate School of Human Resource Development
National Institute of Development Administration

DOCTOR OF PHILOSOPHY PROGRAM IN HUMAN RESOURCE
AND ORGANIZATION DEVELOPMENT
INTERNATIONAL PROGRAM
(PROGRAM REVISION 2018)

Institution Name: National Institute of Development Administration

School: Graduate School of Human Resource Development

| |
|----------------------------|
| Part I General Information |
|----------------------------|

1. Name of Program

Name in Thai: หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการพัฒนาทรัพยากรมนุษย์และองค์การ
(หลักสูตรนานาชาติ)

Name in English: Doctor of Philosophy Program in Human Resource and
Organization Development
(International Program)

2. Name of Degree

Full Name: ปรัชญาดุษฎีบัณฑิต (การพัฒนาทรัพยากรมนุษย์และองค์การ)
Doctor of Philosophy (Human Resource and Organization
Development)

Abbreviated Name: ปร.ด. (การพัฒนาทรัพยากรมนุษย์และองค์การ)
Ph.D. (HROD)

3. Major

None

4. Number of credits in the curriculum

The total credits, including coursework and dissertation, are as follows:

4.1 Plan 1 (1.1) **48 Credits** There may be non-credit coursework. Dissertation 48 credits

4.2 Plan 2 (2.1) **63 Credits** Coursework 27 credits and dissertation 36 credits

4.3 Plan 2 (2.2) **84 Credits** Coursework 36 credits and dissertation 48 credits

5. Characteristic of the Program

5.1 Characteristic

Doctorate degree according to the standard of higher education program

5.2 Medium of Instruction

English

5.3 Admission

This program is intended to recruit Thai and foreign students. Their degrees need not be in Human Resource and Organization Development.

5.4 Cooperation with other Institutions

The National Institute of Development Administration is the sole provider of this program. We also have academic partnerships with national and international higher educational institutions.

5.5 Award of the Degree

Upon the completion of study requirements, graduates will be awarded the Degree of Doctor of Philosophy (Human Resource and Organization Development).

6. Conditions of the Program and the Approval of the Program

The revised program A.D. 2018 begins in the first semester of the academic year 2019. The Board of Academic Directors agreed to submit the program to the Council of the Institution in the meeting No. 4/2561 on 28 November 2018.

7. Readiness in Publishing the Curriculum with Quality and Standards

Academic year 2021

8. Graduate Employment Opportunities

Graduates from this program will find employment in a number of professional careers such as:

- 8.1 Lecturers in colleges and universities;
- 8.2 Researchers in research institutions;
- 8.3 Policy makers in public and private sectors;
- 8.4 HROD Professional Consultant and Leader

9. Name, Surname, Personal Number and Education Qualification of Program Administrators

| Name Lists | Personal Number | Position | Degree/Field of Study | Educational Background |
|--------------------------|-----------------|---------------------|--|--|
| Chiraprapha Akaraborworn | xxxxxxxxx | Associate Professor | Ph.D., Human Resource Development | University of Minnesota, U.S.A. |
| Wichai Utsahajit | xxxxxxxxx | Associate Professor | Ph.D., Practical Arts and Vocational- Technical Education : Business Education | University of Missouri, Columbia, U.S.A. |
| Oranuch Pruetipibultham | xxxxxxxxx | Assistant Professor | Ph.D., Human Resource Development | University of Minnesota, U.S.A. |

10. Place for Studying

All teaching will be held at the National Institute of Development Administration.

Address: 118 Moo3, Serithai Road, Klong-Chan, Bangkapi, Bangkok THAILAND 10240

Tel: +662-727-3000

11. External Factors on Program Planning

Human resource development has played a vital role in building a strong national foundation and strengthening national capacity. It has become a key success factor in maintaining a sustainable competitive advantage as well as adding more value and quality to social capital which becomes indispensable in the time of uncertainty and disruption. In order for Thailand to adapt to changes effectively, a well-designed outcome-based PhD. program in HROD that can generate active, knowledgeable, and practical scholars is necessary. The Graduate School of Human Resource Development is dedicated to provide teaching and learning as well as building student capability which reflects an integration of local wisdom within the international context. The three missions comprise of innovative teaching and learning, high quality research, and knowledge creation in HROD field with international collaboration and contribution.

12. Impact from 11 on the Program Development in Relation to the Institution's Obligations

12.1 Program Development

The Doctor of Philosophy in Human Resource and Organization Development (International Program) is designed for lecturers, researchers, and executives in organizations both in the public and private sectors, who need advanced knowledge in human resource and organization development. The revised program aims to create highly competent graduates who are well-rounded, continuously self-developed, highly skillful in learning and adapting to change as well as ready to serve the society as good citizens. Moreover, the revised program focuses more on developing graduates who are capable of producing practicable research contributing to both academia and advancement of the society.

12.2 The Connection with the Institution's Obligations

According to the long-term development plan of the National Institute of Development Administration 2008 - 2022, approved by the Council of the Institute, one of the eight strategies is to maintain academic excellence in teaching, research and public service. To fulfill this goal, a continual revision of the program is necessity in the dynamic environment. It is also very crucial for the Institute to revise the program in order to live up to the international academic standard. The National Institute of Development Administration holds the value of

WISDOM for Change, involving contribution to social development. Hence, the program is designed to train students to be expert and be ready for social contribution in their own context.

13. Relations (if any) with other Programs being Offered by Other Graduate Schools of the Institution (i.e. courses opened by other graduate schools or offered by other schools)

13.1 Courses/Subjects in the Curriculum being offered by Other Schools/Departments

English as remedial courses under the School of Language and Communication of NIDA

13.2 Courses/Subjects in this Curriculum that are Available for Other Curriculums

Students from other curriculums of the institution can choose to take any courses offered in the curriculum. Taking such courses must conform to the requirements of the curriculums, and must receive an approval from the advisor and the instructor.

13.3 Administration

The Doctor of Philosophy in Human Resource and Organization Development (international) is under the supervision of the Executive Board of the program. The Board has responsibilities in all of the teaching, the class and examination schedules, and the overall standards to meet the requirement of the Office of the Higher Education and Thailand Qualification Framework for Higher Education.

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Part II Specific Information of the Program

1. Philosophy of the Program

1.1 Philosophy

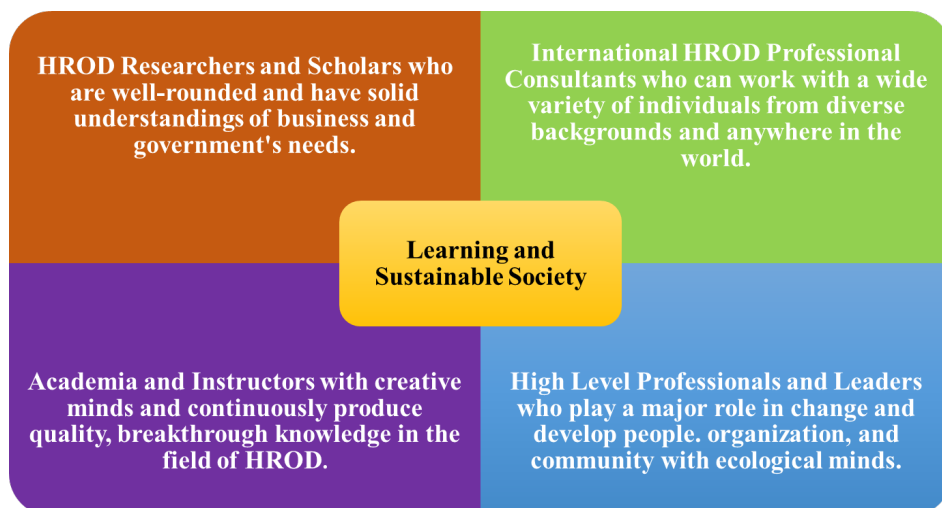
The Doctor of Philosophy program in Human Resource and Organization Development (HROD) is designed for experienced practitioners and researchers who wish to refine and broaden their knowledge in the area of human resources and organization development through the emphasis on a solid education grounded in both theories and practices from micro and macro perspectives of private, public, and international organizations. In order to widen the capacities of students to diagnose and create new patterns of change in human resources and organization improvement, the students are expected to conduct quantitative and qualitative research in a scholarly manner.

1.2 Program Objectives

The main objective of the program is to prepare high level professionals such as corporate consultants, researchers and academicians who will become leaders in the field of HROD to be able to:

- Strategically synthesize multiple bodies of knowledge in HROD from interdisciplinary perspectives
- Creatively construct new knowledge and critically analyze the existing ideas via scholarly research and theory building.
- Ethically transform knowledge to present the obtained knowledge in practical and effective forms via means of publication, teaching and implementation.

Upon program completion, students will be proficient in the 4 areas illustrated in the following diagram:



2. Development Plans

| Development Plans/Changes | Strategies | Evidence/Indicators |
|--|--|--|
| - Developing the program to meet the standards specified by CHE | - Developing the curriculum in line with other international curriculums. - Maintaining international standard by related certification agencies selected by the Graduate School of HRD | - The program document - Reports of the program evaluation |
| - Improving the standard of the program in comparison with similar programs in the international level, also tailoring the program to reflect the changes in the economic, political, technological and social situation and to meet the market's needs. | - Increasing the research in the areas of advanced theoretical knowledge and application. | - Research grant per full-time lecturer - Research projects per year - Satisfaction evaluation from the employer |

| Development Plans/Changes | Strategies | Evidence/Indicators |
|--|--|--|
| <p>- Strengthening faculty members' skills in teaching, doing the research and other academic service.</p> | <ul style="list-style-type: none"> - Supporting research publication in both national and international level - Operating academic conference in both national and international level - Supporting paper presentation of the faculty members in international conference - Supporting team teaching between faculty members and international visiting professors | <ul style="list-style-type: none"> - Number of research papers published in journal - Number of national and international conferences - Number of faculty member presenting research paper in the international conference |

1. Educational Management System

1.1 System

An academic year is based on two 15-week semesters.

1.2 Summer Session Study

Summer semester is provisional and credits for course in this semester can be compared to regular semesters.

2. Program Operation

2.1 Teaching Hours

First semester begins August – December

Second semester begins January – May

Summer semester begins June - July

2.2 Qualifications of Applicants

2.2.1 Plan 1(1.1) for an applicant who graduated with a Master's degree from the research-oriented plan or the one involves advanced research or has experience in conducting research or participate in a research paper in addition to the class requirement from the institution accredited by Commission on Higher Education or the Office of the Civil Service Committee or organizations that provide approved standard or an academic institution accredited by the Council and had extensive experience in Human Resource and Organization Development field.

2.2.2 Plan 2(2.1) for an applicant who has a Master's degree from a university or institution accredited by Commission on Higher Education or the Office of the Civil Service Committee or organizations that provide approved standard or an academic institution accredited by the Council.

2.2.3 Plan 2(2.2) for an applicant who has a Bachelor's degree with a minimum GPA of 3.50 from a university or institution accredited by Commission on Higher Education or the Office of the Civil Service Committee or organizations that provide approved standard or an academic institution accredited by the Council.

2.2.4 All applicants must present English literacy at a satisfied level for graduate study as specified by the Doctoral Executive Committee in accordance with NIDA's announcement and criteria.

2.2.5 Admission Procedure

Each applicant is required to submit the following documents:

- A completed HROD Ph.D. application form
- A 3-5 pages of statement of purpose which describes one's career goals and means for accomplishments. Part of the statement should include research interests and objectives of the research.
- Strong letters of recommendation from three persons who have had an opportunity to judge the applicant's professional work and/or academic performance.
- Academic Transcripts from undergraduate and graduate degrees.

After submission of application packages, the applicants will be informed for further interview if the scholastic records, professional experiences, and qualifications suit with program requirements.

2.3 Problems Faced by First Year Students

None

2.4 Strategies to Solve Problems or Students' Limitation in 2.3

None

2.5 Plans for Student Admission and Graduates within 5 Years

| Student Numbers | Academic Year | | | | |
|---------------------|---------------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Number of Admission | 10 | 20 | 20 | 20 | 20 |
| Number of Graduates | - | - | 5 | 15 | 15 |

2.6 Budget

2.6.1 Source of funding is allocated by National Institute Development Administration

2.6.2 Outstanding Thai and international applicants may be considered for tuition fee scholarships. Additionally, the Institute will permit the use of a fee sponsorship under the provisions of National Institute of Development Administration.

2.7 Education System

- Classroom
- Distant study via publications
- Distant study via the broadcast media (i.e. Skype)
- Distant study via E-learning
- Distant Study via the internet
- Others (specify)

2.8 Credit Transfer, Courses and Cross Institution Enrolment (if any)

Credit transfer is subject to current the National Institute of Development Administration's Regulations on Education.

3. Curriculum and Teaching Staff

3.1 Curriculum

3.1.1 Credits

3.1.1.1 Plan 1(1.1): Total credits for Ph.D. program for an applicant with MS/MA are 48 credits including basic courses with no credit counted toward the doctoral degree (as assigned by the program), and 48 credits for dissertation with at least one extra research and publication in addition to graduation requirement.

3.1.1.2 Plan 2(2.1): Total credits for Ph.D. program for an applicant with MS/MA are 63 credits including 9 credits for core courses, 6 credits for research methodology, 3 seminar courses with no credit counted toward the doctoral degree, 9 credits for specialized field courses, 3 credits for elective courses and 36 credits for dissertation.

3.1.1.3 Plan 2(2.2): Total credits for Ph.D. program for an applicant with Bachelor are 84 credits including 9 credits for core courses, 6 credits for research methodology, 3 seminar courses with no credit counted, 9 credits for specialized field courses, 12 credits for elective courses and 48 credits for dissertation.

* **Please note that** students who first apply for the Ph.D. program in plan 2 (2.2) but fail to meet the degree requirements or change their plans will be eligible for the Master's Degree. However, they have to meet the Master's Degree requirements for 36 credits of course works which included 9 credits of core courses, 6 credits for research methodology, three seminar

courses with no credit counted, 9 credits for specialized field courses, 9 credits for an elective course, 3 credits for independent study.

Otherwise, students may choose to do thesis for 12 credits so they are not required to take 9 credits for elective courses, and 3 credits for independent study. Students must pass the comprehensive and oral examination.

3.2 Program Structure

| | Plan 1(1.1) | Plan 2(2.1) | Plan 2(2.2) |
|------------------------------|-------------------|-------------------|-------------------|
| – | | | |
| A. Remedial Courses | Non-credit | Non-credit | Non-credit |
| B. Core Courses | - | 9 Credits | 9 Credits |
| C. Research Methodology | - | 6 Credits | 6 Credits |
| D. Specialized Field Courses | - | 9 Credits | 9 Credits |
| E. Elective Course | - | 3 Credits | 12 Credits |
| F. Seminar Courses | - | Non-credit | Non-credit |
| G. Dissertation | 48 Credits | 36 Credits | 48 Credits |
| H. Qualifying Examination | - | Required | Required |
| | 48 Credits | 63 Credits | 84 Credits |

3.2.1 Courses List

| | | |
|----------------------------|---|-------------------|
| A. Remedial Courses | | Non-credit |
| LC 4003 | Advanced Integrated English Language Skills Development | 3 (3 – 0 – 6) |
| LC 6000 | Advanced Reading and Writing in English for Graduate Studies | 3 (3 – 0 – 6) |
| B. Core Courses | | 9 Credits |
| HROD 6001 | Strategic Human Resource in Global Context * | 3 (3 – 0 – 6) |
| HROD 6002 | Organization Development and Change | 3 (3 – 0 – 6) |
| HROD 6003 | Epistemology & Inquiry in Human Resource and Organization Development * | 3 (3 – 0 – 6) |

| | | |
|---|--|-----------------------|
| C. Research Methodology | | 6 Credits |
| HROD 6004 | Qualitative Research for Human Resource and Organization Development | 3 (3 – 0 – 6) |
| HROD 6005 | Quantitative Research for Human Resource and Organization Development | 3 (3 – 0 – 6) |
| D. Specialized Field Courses | | 9 Credits |
| HROD 7101 | Human Resource and Organization Development Theory Development | 3 (3 – 0 – 6) |
| HROD 7102 | Learning and Development in the Workplace * | 3 (3 – 0 – 6) |
| HROD 7103 | Ethics in a Workplace and Ethical Global Issues * | 3 (3 – 0 – 6) |
| E. Elective Courses | | 3 Credits |
| HROD 7201 | Cultural Intelligence in Human Resource and Organization Development | 3 (3 – 0 – 6) |
| HROD 7202 | Leadership Development | 3 (3 – 0 – 6) |
| HROD 7203 | Communication in Organization Development | 3 (3 – 0 – 6) |
| HROD 7204 | Knowledge Management & Learning Organization | 3 (3 – 0 – 6) |
| HROD 7205 | Human Resource and Organization Development Testing and Evaluation | 3 (3 – 0 – 6) |
| HROD 7206 | Professional Consultant | 3 (3 – 0 – 6) |
| HROD 7207 | Advanced Organization Development | 3 (3 – 0 – 6) |
| HROD 7208 | Strategic Performance Management | 3 (3 – 0 – 6) |
| HROD 7209 | Analytics and Innovation in Futuristic Human Resource and Organization Development | 3 (3 – 0 – 6) |
| F. Seminar Courses | | Non-credit |
| HROD 8001 | Seminar I | 1 (3 – 0 – 6) |
| HROD 8002 | Seminar II | 1 (3 – 0 – 6) |
| HROD 8003 | Seminar III | 1 (3 – 0 – 6) |

| | |
|--|------------|
| G. Dissertation Courses (HROD 9900) for plan 1 (1.1) | 48 Credits |
| Dissertation Courses (HROD 9900) for plan 2 (2.1) | 36 Credits |
| Dissertation Courses (HROD 9900) for plan 2 (2.2) | 48 Credits |

H. Qualifying Examination

* These courses are credits and can be waived and/or transferred for those who have taken related courses from National Institute of Development Administration, or from other institutions in the same level. Such exemption and credit transfer must be in accordance with the section 8 of NIDA regulations on academic affairs year 2558 B.E.

The exemption on courses will be in accordance with the announcements by School of Human Resources Development, National Institute of Development Administration.

3.3 Study Plan

The detailed curriculum consists of the following sequence:

3.3.1 Plan 1(1.1) 48 credits for Ph.D. Only

First Year, 1st Semester

| | | |
|-----------|---|---------------------------|
| LC 4003 | Advanced Integrated English Language Skills Development | 3 Credits (Non-credit) |
| HROD 9900 | Dissertation | 6 Credits |

First Year, 2nd Semester

| | | |
|-----------|--|---------------------------|
| LC 6000 | Advanced Reading and Writing in English for Graduate Studies | 3 Credits (Non-credit) |
| HROD 9900 | Dissertation | 6 Credits |

The Other Semesters

| | | |
|-----------|--------------|------------|
| HROD 9900 | Dissertation | 36 credits |
|-----------|--------------|------------|

| | |
|----------------------|-------------------|
| Total Credits | 48 Credits |
|----------------------|-------------------|

3.3.2 Plan 2(2.1) 63 credits for Ph.D. Only

First Year, 1st Semester

| | | |
|-----------|--|-----------|
| HROD 6001 | Strategic Human Resource in Global Context | 3 Credits |
| HROD 6002 | Organization Development and Change | 3 Credits |
| HROD 6003 | Epistemology & Inquiry in Human Resource and Organization Development | 3 Credits |
| HROD 8001 | Seminar I | 1 Credit |

(Non-credit)

First Year, 2nd Semester

| | | |
|-----------|--|-----------|
| HROD 7101 | Human Resource and Organization Development Theory Development | 3 Credits |
| HROD 6004 | Qualitative Research for Human Resource and Organization Development | 3 Credits |
| HROD 6005 | Quantitative Research for Human Resource and Organization Development | 3 Credits |
| HROD 8002 | Seminar II | 1 Credit |

(Non-credit)

Second Year, 1st Semester

| | | |
|-----------|---|-----------|
| HROD 7102 | Learning and Development in the Workplace | 3 Credits |
| HROD 7103 | Ethics in a Workplace and Ethical Global Issues | 3 Credits |

Second Year, 2nd Semester

| | | |
|-----------|-----------------|-----------|
| HROD 72xx | Elective Course | 3 Credits |
| HROD 8003 | Seminar III | 1 Credit |

(Non-credit)

QUALIFYING EXAM

Third Year, 1st Semester

| | | |
|-----------|--------------|------------|
| HROD 9900 | Dissertation | 6 credits |
| HROD 9900 | Dissertation | 30 credits |

Total Credits

63 Credits

3.3.3 Plan 2(2.2) 84 Credits for M.Sci. and Ph.D.

First Year, 1st Semester

| | | |
|-----------|---|--------------------------|
| HROD 6001 | Strategic Human Resource in Global Context | 3 Credits |
| HROD 6002 | Organization Development and Change | 3 Credits |
| HROD 6003 | Epistemology & Inquiry in Human Resource and Organization Development | 3 Credits |
| HROD 8001 | Seminar I | 1 Credit (Non-credit) |

First Year, 2nd Semester

| | | |
|-----------|---|--------------------------|
| HROD 7101 | Human Resource and Organization Development Theory Development | 3 Credits |
| HROD 6004 | Qualitative Research for Human Resource and Organization Development | 3 Credits |
| HROD 6005 | Quantitative Research for Human Resource and Organization Development | 3 Credits |
| HROD 8002 | Seminar II | 1 Credit (Non-credit) |

Second Year, 1st Semester

| | | |
|-----------|---|-----------|
| HROD 7102 | Learning and Development in the Workplace | 3 Credits |
| HROD 7103 | Ethics in a Workplace and Ethical Global Issues | 3 Credits |

Second Year, 2nd Semester

| | | |
|-----------|-----------------|-----------|
| HROD 72xx | Elective Course | 9 Credits |
|-----------|-----------------|-----------|

Third Year, 1st Semester

| | | |
|-----------|-----------------|--------------------------|
| HROD 72xx | Elective Course | 3 Credits |
| HROD 8003 | Seminar III | 1 Credit (Non-credit) |

HROD 6002 Organization Development and Change

3 (3 – 0 – 6)

This course provides an overview about the organization development theories and research. The students learn how to conduct an action research to investigate and examines the organization's problems as a diagnosis phase of organization development process. Many diagnosis tools and cases are introduced through case studies from various organization contexts.

HROD 6003 Epistemology & Inquiry in Human Resource and Organization

Development

3 (3 – 0 – 6)

This course explores epistemological and ontological foundations of science and how they influence the development of the science of HROD. It examines specific philosophical traditions such as empiricism, phenomenology, and critical theory for their relevance to human resource and organization development.

C. Research Methodology

HROD 6004 Qualitative Research for Human Resource and Organization

Development

3 (3 – 0 – 6)

This course provides advanced practical, hands-on experience of the application of qualitative methods. This course seeks to provide students with an understanding of qualitative inquiry in the field related to human resource development, an understanding of how to select appropriate methods (tools) for the research they plan to conduct, an opportunity for students to learn how to conduct and critique research that uses qualitative methodology, an opportunity for students to conduct fieldwork and begin using tools for data collection such as field-based observation, interviewing, and focus group interviews. At the end of the course students will develop research questions, interview questions, and learn techniques for analyzing textual data documented in field notes, interview transcripts, and from personal narratives.

HROD 6005 Quantitative Research for Human Resource and Organization

Development

3 (3 – 0 – 6)

This course provides a deeper view on quantitative research process in HROD field, beginning from choosing research topics, conducting literature review, designing research methods, performing descriptive and inferential statistics, till communicating the results. The emphasis is on developing a research proposal and hand-on practice of data analyses as well as

interpretation of the results. Ethical issues in research conduction and application will also be discussed.

D. Specialized Field Courses

HROD 7101 Human Resource and Organization Development Theory

Development **3 (3 – 0 – 6)**

This course emphasizes on theory and design of research and inquiry in various applications of models and research procedures including quantitative analyses, naturalistic inquiry, research design and preparation of research proposals, as they relate to the discipline of human resource and organization development.

HROD 7102 Learning and Development in the Workplace **3 (3 – 0 – 6)**

This course is designed to provide students with a broad understanding of learning in the workplace. Major topics include the principles, concepts and process of an individual's learning and development; behavior modification; arrangement of the environment that promotes seeking knowledge, understanding and learning in the workplace; increasing individual's potential and ability; creative interaction with others; and self-development strategies for building organizational capacity.

HROD 7103 Ethics in a Workplace and Ethical Global Issues **3 (3 – 0 – 6)**

This course provides learners with an introduction to ethics and social responsibility in the workplace, focusing on human resource development, including training and development, career development, and organization development. The contexts may include for-profit, non-profit, governmental, non-governmental, and higher education organizations. It will also develop an understanding of ethical theories and ways of thinking critically about ethics and social responsibility within a global framework, and it will foster a critical analysis of current ethical issues in the workplace and in global settings.

E. Elective Courses

HROD 7201 Cultural Intelligence in Human Resource and Organization

Development **3 (3 – 0 – 6)**

This course promotes an understanding of the nature of cultural intelligence and its role in dealing with national, organizational, vocational, as well as regional cultures. It provides students with techniques to enhance cultural understanding and adaptation which involves overcoming obstacles and setbacks. It also helps students understand the effects of culture on behavior and apply their cultural intelligence to cope effectively with people from different cultures and to competently dealing with cross-cultural differences in organizational context.

HROD 7202 Leadership Development

3 (3 – 0 – 6)

This course provides fundamental concepts, theories, and applications in the area of leadership development, especially with the problematic landmarks of leadership status and leadership development. Specifically, this course would help students understand the organization leadership as well as transfer the knowledge and experience into their actual workplace, which would strengthen the organization leadership development in a realistic and sustainable manner.

HROD 7203 Communication in Organization Development

3 (3 – 0 – 6)

This course enables students to think critically, express their reasoning clearly, both in written and oral communications, and to understand the role of strategic communications in the organization development process.

HROD 7204 Knowledge Management & Learning Organization

3 (3 – 0 – 6)

This course introduces the field of Knowledge Management (KM) as practiced today by exploring the myriad of views, approaches, literature and epistemological perspectives that have been put forth by academics, practitioners and organizational natives. The topics covered will include KM Uses and Challenges in the Information World, History of KM, Policy, Law and Economics of KM, Structuring Information for KM, Human Capital for KM, KM Technologies and Measurements, Exploiting Explicit Knowledge, Strategizing Tacit Knowledge and Running the Knowledge Enterprise.

HROD 7205 Human Resource and Organization Development Testing and Evaluation **3 (3 – 0 – 6)**

This course covers an overview of the major principles involved in HROD testing and evaluation. Students will learn to design and construct tests, create evaluation form, collect data, and apply appropriate statistical procedures to examine the quality of the tests and the test results. The course involves the discussion on test selection, interpretation of test results, and application of the results to organization settings. The issues of ethical and quality evaluation will also be included.

HROD 7206 Professional Consultant **3 (3 – 0 – 6)**

This course covers a comprehensive overview, integration, and application of major theories and techniques employed in the consulting process. Initial consulting skills will be developed and reviewed and critiqued by the instructor. Basic models and strategies of consultation will be explored from theoretical and pragmatic points of view, and applied to case material.

HROD 7207 Advanced Organization Development **3 (3 – 0 – 6)**

This course provides a solid understanding of conceptual skills and core values needed to become effective leaders in today's rapidly changing business environment, and specifically emphasizes the application of theory to examine the forces of change and recognize several approaches to planned organizational change such as organization design and the socio-technical system perspective.

HROD 7208 Strategic Performance Management **3 (3 – 0 – 6)**

This course addresses the importance of strategic performance management as an organization development intervention. The related theories and research regarding performance management system are introduced to the students in order to identify the research gap. At the end of the course, the students have to propose a research idea how to improve the performance of individual, team and/or organization levels in an interesting organization context.

HROD 7209 Analytics and Innovation in Futuristic Human Resource and Organization Development **3 (3 – 0 – 6)**

This course offers the domain of future studies in human resource and organization development by examining its history, conceptual frameworks and theories, practical ways to approach the future. Students will learn to use data and analytics to create insights and foresight about human and organizational aspects of the complex system. Students will also learn about current and future HR technologies and be able to leverage for future HR innovation and new solutions.

G. Seminar Courses

HROD 8001 Seminar I **1 (3 – 0 – 6)**

This course facilitates students' learning and development of HROD related knowledge. Students are encouraged to transform their HROD knowledge and understanding to problem statement and research questions.

HROD 8002 Seminar II **1 (3 – 0 – 6)**

This course is designed to prepare students for their literature review process. This course provides students with concepts and rationale of literature review for research. Also, students learn the methods of literature review in an action-based method.

HROD 8003 Seminar III **1 (3 – 0 – 6)**

This course prepares students to put together their research proposal by providing the concepts of theoretical underpinning, ethical considerations, research methods, instrumentation, and significance of the studies. At the end of this course, students should be able to develop their dissertation proposal.

H. Dissertation

HROD 9000 Independent Study **3 (0 – 0 – 12)**

This course addresses an independent study by researching and developing in any other interesting topics, related to the concentration of human resource and organization development with a permission of the Dean of Human Resource Development School. Students

would be able to choose whichever an interesting topic is by either deeply self-studying in an investigation case or analyzing a real case of an organization for revising solutions.

HROD 9004 Thesis

12 (0 – 0 – 12)

This course addresses self-research and development in a topic relevant to the concentration of human resource and organization development with a permission of the dissertation committee of master science curriculum in the concentration of management technology, announced by the Dean of Human Resource Development School.

HROD 9900 Ph.D. Dissertation

36 / 48 Credits

This course provides each student an opportunity to work directly with a faculty advisor to identify an appropriate research question, develop a systematic research plan to address it, and then execute this plan themselves, collecting, analyzing and interpreting the resulting data and writing them up in standard scholarly format.

3.5 Name, Surname, Personal Identification Number, Position, Education of Program Faculty

3.5.1 Program’s Responsible Staff

| Name Lists | Personal Number | Position | Degree/Field of Study | University | Year |
|--------------------------|-----------------|---------------------|--|----------------------------------|------|
| Chiraprapha Akaraborworn | xxxxxxxxxx | Associate Professor | B.A., Psychology | Thammasat University | 1990 |
| | | | M.S., Human Resource Development | Pittsburg State University, USA. | 1993 |
| | | | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | 2000 |
| Wichai Utsahajit | xxxxxxxxxx | Associate Professor | Bachelor of Communication Arts. (Mass Communication) | Chulalongkorn University | 1992 |

| Name Lists | Personal Number | Position | Degree/Field of Study | University | Year |
|-------------------------|-----------------|---------------------|---|---|------|
| | | | MBA., Marketing | California State University, San Bernardino, USA. | 1995 |
| | | | Ph.D., Practical Arts and Vocational-Technical Education : Business Education | University of Missouri, Columbia, U.S.A. | 1997 |
| Oranuch Pruetipibultham | xxxxxxxxx | Assistant Professor | Bachelor of Arts (Political Science) in International Relations | Chulalongkorn University | 1998 |
| | | | M.S., Industrial Relations and Personnel Management | University of London, U.K. | 2001 |
| | | | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | 2010 |

3.5.2 Full-time Instructors of the Program

| Name Lists | Personal Number | Position | Degree/Field of Study | University | Year |
|--------------------------|-----------------|---------------------|-----------------------|----------------------|------|
| Chiraprapha Akaraborworn | xxxxxxxxx | Associate Professor | B.A., Psychology | Thammasat University | 1990 |

| Name Lists | Personal Number | Position | Degree/Field of Study | University | Year |
|-------------------------|-----------------|---------------------|---|---|------|
| | | | M.S., Human Resource Development | Pittsburg State University, USA. | 1993 |
| | | | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | 2000 |
| Wichai Utsahajit | xxxxxxxxxx | Associate Professor | Bachelor of Communication Arts. (Mass Communication) | Chulalongkorn University | 1992 |
| | | | MBA., Marketing | California State University, San Bernardino, USA. | 1995 |
| | | | Ph.D., Practical Arts and Vocational-Technical Education : Business Education | University of Missouri, Columbia, U.S.A. | 1997 |
| Oranuch Pruetipibultham | xxxxxxxxxx | Assistant Professor | Bachelor of Arts (Political Science) in International Relations | Chulalongkorn University | 1998 |
| | | | M.S., Industrial Relations and Personnel Management | University of London, U.K. | 2001 |
| | | | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | 2010 |

| Name Lists | Personal Number | Position | Degree/Field of Study | University | Year |
|--------------------------|-----------------|---------------------|---|--|------|
| Budsakorn Watcharasriroj | xxxxxxxxxx | Assistant Professor | Bachelor of Science (Statistics) Computer Data Processing | Chulalongkorn University | 1989 |
| | | | MBA., Finance and Investment | The George Washington University ,USA. | 1998 |
| | | | Ph.D., Management of Technology | Asian Institute of Technology, Thailand. | 2003 |
| Bung-on Sorod | xxxxxxxxxx | Associate Professor | B.Ed., Mathematics | Srinakharinwirot University | 1974 |
| | | | M.Ed., Developmental Psychology | Srinakharinwirot University | 1977 |
| | | | Ph.D., Social and Applied Psychology | The University of Utah, Salt Lake City, Utah, USA. | 1993 |
| Busaya Virakul | xxxxxxxxxx | Professor | B.Sc. of Veterinary Medicine | Chulalongkorn University | 1978 |
| | | | Doctor of Veterinary Medicine (D.V.M.) | Chulalongkorn University | 1980 |
| | | | ME.d., Agricultural Education | University of Minnesota, USA. | 1984 |
| | | | Ph.D., Agricultural Education | University of Minnesota, U.S.A. | 1992 |
| Dawisa Sritanyarat | xxxxxxxxxx | Assistant Professor | Bachelor of Arts in History | Chulalongkorn University | 2006 |
| | | | M.S., Human Resource and | National Institute of Development | 2009 |

| Name Lists | Personal Number | Position | Degree/Field of Study | University | Year |
|--------------------|-----------------|---------------------|--|---|------|
| | | | Organization Development | Administration, Bangkok, Thailand | |
| | | | Ph.D., Human Resource and Organization Development | National Institute of Development Administration, Bangkok, Thailand | 2013 |
| Juthamas Keawpijit | xxxxxxxxxx | Associate Professor | Bachelor of Arts, Political Science in Government | Chulalongkorn University | 1996 |
| | | | M.A., Human Resources Development and Management | Webster University, USA. | 1998 |
| | | | Ph.D., Human Resource Development and Adult Learning | Virginia Polytechnic Institute and State University, Blacksburg, Virginia, USA. | 2003 |
| Kalayanee Senasu | xxxxxxxxxx | Professor | Bachelor of Science Program in Public Health | Mahidol University | 1984 |
| | | | M.A., Economics | University of Illinois, Chicago, USA. | 1987 |
| | | | Ph.D., Public Policy Analysis-Economics | University of Illinois (Chicago), U.S.A | 1990 |
| Nanta Sooraksa | xxxxxxxxxx | Associate Professor | B.N.S., Community Nurse Practitioner | ChiangMai University | 1983 |
| | | | M.Ed., Developmental Psychology | Srinakharinwirot University | 1991 |

| Name Lists | Personal Number | Position | Degree/Field of Study | University | Year |
|-----------------------|-----------------|---------------------|--|---|------|
| | | | Ed.D., Counselor Education | Texas Southern University, USA. | 1997 |
| Sombat Kusumavalee | xxxxxxxxxx | Associate Professor | B.Pol.Sc., Politics and Governments | Thammasat University | 1989 |
| | | | M.S., Human Resource and Organization Development | National Institute of Development Administration, Bangkok, Thailand | 1994 |
| | | | Ph.D., Management Learning | Lancaster University, U.K | 2007 |
| Wasita Boonsathorn | xxxxxxxxxx | Associate Professor | B.A., English | Chulalongkorn University | 1996 |
| | | | M.A., Speech Communication | The Pennsylvania State University, USA. | 1999 |
| | | | Ph.D., Communication Arts and Sciences | The Pennsylvania State University, USA. | 2003 |
| Wuttigrai Ngamsirijit | xxxxxxxxxx | Assistant Professor | Bachelor of Engineering in Mechanical Engineering | Thammasat University | 2002 |
| | | | M.S., Operations Management and Manufacturing Systems | The University of Nottingham, U.K. | 2004 |
| | | | Ph.D., Manufacturing Engineers and Operations Management | The University of Nottingham, U.K. | 2008 |

3.5.3 Visiting Professors/Scholars

| Personal Number | Namelists | Position | Degree/Field of Study | University | Year |
|-----------------|----------------|-----------|---|---|------|
| xxxxxxxxxxxxx | Gary N. McLean | Professor | B.A., Business Administration & Secretarial Studies | University of Western Ontario, London, England. | 1964 |
| | | | M.A., Business Education | Teachers College, Columbia University, New York, USA. | 1965 |
| | | | M.A., Business Education | Harvard University, Cambridge, USA. | 1966 |
| | | | M.A., Business Education | University of Massachusetts, Amherst, USA. | 1967 |
| | | | M.A., Business Education | Boston University, Boston, USA. | 1967 |
| | | | M.A., Business Education | Clark University, Worcester, USA. | 1967 |
| | | | Ed.D., Business Education | Teachers College, Columbia University, New York, USA. | 1971 |
| | | | M.Div., Divinity | United Theological Seminary, New Brighton, USA. | 1983 |
| xxxxxxxxxxxxx | Jamie Callahan | Professor | B.S., Humanities | The United States Air Force Academy, USA. | 1994 |
| | | | M.A., Liberal Studies | Georgetown University, USA. | 1997 |

| Personal Number | Namelists | Position | Degree/Field of Study | University | Year |
|-----------------|---------------------|-----------|---|--|-----------|
| | | | Ed.D., Human Resource Development | George Washington University, USA. | 2002 |
| xxxxxxxxxxxxx | Darlene Russ-Eft | Professor | B.A., Psychology | College of Wooster, Ohio, USA | 1969 |
| | | | M.A., Psychology | University of Michigan , USA | 1969-1973 |
| | | | Ph.D., Psychology | University of Michigan , USA | 1974 |
| xxxxxxxxxxxxx | Kenneth R. Bartlett | Professor | Bachelor of Parks and Recreation Management | Lincoln University, Canterbury, New Zealand | 1991 |
| | | | M.S., Leisure Studies | University of Illinois, Urbana-Champaign, Illinois, USA. | 1997 |
| | | | Ph.D., Human Resource Education | University of Illinois, Urbana-Champaign, Illinois, USA. | 1999 |
| xxxxxxxxxxxxx | Roya Ayman | Professor | B.A., Psychology & Sociology | University of Utah, USA. | 1976 |
| | | | M.A., Cross-Cultural, Organizational, and Social Psychology | University of Utah, USA. | 1980 |
| | | | Ph.D., Cross-Cultural, | University of Utah, USA. | 1983 |

| Personal Number | Namelists | Position | Degree/Field of Study | University | Year |
|-----------------|----------------------|---------------------|---|--|------|
| | | | Organizational, and Social Psychology | | |
| xxxxxxxxxxxxx | Alexandre Ardichvili | Professor | B.A., Economics | University of Tbilisi in the Republic of Georgia | 1980 |
| | | | Master of Business Administration | University of Minnesota | 1993 |
| | | | Ph.D., Management | Moscow State University, Moscow, Russia | 1988 |
| | | | Ph.D., Human Resource Development | University of Minnesota | 1998 |
| xxxxxxxxxxxxx | Jacky Fok Loi HONG | Associate Professor | BBA., Marketing | University of Macau, Macau | 1994 |
| | | | Master of Business Administration, Marketing and Strategic Management | University of Macau, Macau | 1997 |
| | | | Ph.D., Management Learning | Lancaster University, U.K. | 2003 |

4. Elements on Field Experience (Internship or Cooperative Education)

None

5. Requirements for Project work or Research

5.1 Brief Description

A dissertation is divided into two parts. Students can register for the first six credits of dissertations while registering for other coursework. The result of “S” signifies that the students pass the first part of their dissertations and they must register for the second part within two weeks after the results are announced.

5.2 Learning Standards

The work of the dissertation or part of it must be published in a journal or an academic publication that has peer review prior to the publication and is recognized in the field of Human Resource and Organization Development.

5.3 Duration

The 3rd academic year onward

5.4 Number of Credits

Plan 1(1.1) 48 credits

Plan 2(2.1) 36 credits

Plan 2(2.2) 48 credits

5.5 Preparation

Students should begin developing a dissertation topic starting from the 1st semester of registration as a student under the guidance of a thesis advisor.

5.6 Evaluation Process

Students must present the dissertation proposal and get approval from their dissertation committee, report dissertation progress every semester, and pass dissertation final examination with the appointment of an external examiner according to the institute.

| |
|--|
| Part IV The Learning Outcomes, Teaching Strategies and Evaluation |
|--|

Program Expected Learning Outcomes

1. Special Features Development of the students

The Doctoral Program in Human Resource and Organization Development not only focuses on responding to the Graduate School's standard policies which is producing scholars who are going to be "Leaders of Change". This course also aims to develop the student's special features including:

1.1 Scholars as both thinkers and practitioners who are capable of learning, analyzing, synthesizing and presenting very well including introducing the concepts applied in practice to changes.

1.2 Scholars who has diligence, tolerance, and acceptance of diversity

1.3 Scholars who can work with others and promote collaboration and teamwork

1.4 Scholars who are examples of other scholars and have skills in developing others to be scholars

1.5 Scholars who have knowledge with morality and ethics and can use that to create wisdom and sense of responsibility towards the nation and society

2. Development of the Learning Outcomes on Each Aspect

2.1 Ethics

2.1.1 Learning outcomes on ethics

The program offers the course titled HROD 7103 Ethics, Workplace, and Global Issues to build a solid understanding of the ethical basis of human behavior which is of fundamental importance for building commitment to organizational goals and for imparting integrity and a sense of the common good in organizational and social members. Ultimately, the course aims to provide students with the learning outcome on ethics as follows;

1. Demonstrating the main ethical issues and principles used when conducting research and practicing HR profession [Application]

2.1.2 Teaching strategies for moral and ethics learning development

1. The program designates to drive "WISDOM" culture to instill in students to be punctual and moral with a sense of social responsibility (S = Social Responsibility, D = Discipline, M = Morality)

2. Students learn by using case studies

3. Students must have responsibilities. In the group work, they must be trained to know the responsibilities of the group leaders and the group members.

4. Students must possess integrity. They must not commit fraud in examination or copy the work of others as their own.

5. Instructors include integrity and ethics in their teaching

6. The program promotes ethics and corporate social responsibility.

2.1.3 Strategies for moral and ethics assessment

1. Assessment of the timeliness of the students in attendance and delivery of term assignments and activities.

2. Assessment of the discipline and readiness of students to participate in extracurricular activities.

3. Amounts to fraud on the exam

4. Assessment of duties and responsibilities as assigned.

2.2 Knowledge

2.2.1 Learning outcomes on knowledge

Students must have knowledge of human resource and organization development courses in the school curriculum. The standards of learning outcomes are as follow;

1. Integrating the international knowledge with the local wisdom in order to cope with critical organizational and/or social issues. [Evaluation]

2. Proposing changes through the research and practices for the benefit of present and future of stakeholders. [Creation]

3. Acquiring and applying professional knowledge and skills to drive an organization and/or society humanly with integrity. [Application]

4. Displaying academic intuition to identify important issues, research problems and critique existing knowledge. [Application]

5. Conducting research to respond and make suggestions to those issues and problems and/or fill in knowledge gaps. [Creation]

2.2.2 Teaching strategies for learning development on the knowledge

A variety of teaching formats is used with the emphasis on the understanding of philosophy, theories and concepts on human resource and organization development, principles in the courses, case studies, and students own research.

2.2.3 Strategic evaluation of learning on the knowledge

Assess from learning achievement of students in various aspects including:

1. Quizzes
2. Midterm and final exams
3. Evaluation of the students' assignments
4. Evaluation of case studies
5. Evaluation of reports presented in class

2.3 Intellectual skills

2.3.1 Learning results on intellectual skills

Students must be able to apply critical thinking in the knowledge on human resource and organization development, and analyze problems to be able to propose a settlement to resolve the problem effectively according to the following learning results on intellectual skills.

1. Integrating the international knowledge with the local wisdom in order to cope with critical organizational and/or social issues. [Evaluation]
2. Proposing changes through the research and practices for the benefit of present and future of stakeholders. [Creation]
3. Displaying academic intuition to identify important issues, research problems and critique existing knowledge. [Application]
4. Conducting research to respond and make suggestions to those issues and problems and/or fill in knowledge gaps. [Creation]

2.3.2 Teaching strategies used in the learning development of intellectual skills

1. Case studies of human resource and organization development
2. Group discussions
3. Individual and/or group presentations

2.3.3 Strategic evaluation on learning results on intellectual skills

Evaluate from the students' performance and participation in discussions, group work, and presentations.

2.4 Interpersonal skills and responsibilities

2.4.1 Learning results on interpersonal skills and responsibilities

The doctoral program in Human Resource and Organization Development has designated a learning plan on interpersonal skills and responsibilities as follows;

1. Analyzing information to provide suggestions to enhance values for stakeholders in creative and/or innovative ways. [Analysis]
2. Demonstrating and building awareness of diversity, multiculturalism and social justice with open-mindedness. [Application]
3. Acquiring and applying professional knowledge and skills to drive an organization and/or society humanly with integrity. [Application]

2.4.2 Teaching strategies used in the development on interpersonal relationships skills and responsibilities

The courses require the students to work in groups. There must be collaboration with the others in the group. The students need to conduct research, collect information by interviewing experts and field data collected from other agencies. The expected results on interpersonal skills and responsibilities are as follow.

1. Ability to work well with others
2. Leadership in the workplace
3. Responsibility for the assigned work
4. Ability to describe the job responsibilities clearly, relevantly and completely
5. Ability to adapt to the situation and the culture very well
6. Good relationship with colleagues in the organization and to the general public

2.4.3 Evaluation strategies of learning on interpersonal relationships skills and responsibilities

Evaluate from the behavior and performance of students in the group discussions and presentations, observation of behavior manifested in the activities, and clarity and relevancy of the data.

2.5 Skills in communication, numerical analysis and information technology

2.5.1 Learning outcome on skills in communication, numerical analysis, and information technology as follow;

1. Analyzing information to provide suggestions to enhance values for stakeholders in creative and/or innovative ways. [Analysis]
2. Demonstrating and building awareness of diversity, multiculturalism and social justice with open-mindedness. [Application]

2.5.2 Teaching strategies used in the development of student skills in communication, numerical analysis, and information technology

The Graduate School of Human Resource Development has offered a course titled HROD6006 Advanced Quantitative Research in HROD to introduce the concepts of descriptive and inference statistics which are useful in social research and practice. Regarding the communication skills, the school has offered a course titled HROD7203 Communication in Organization Development to enable students to think critically, express their reasoning clearly, both in written and oral communications, and to understand the role of strategic communications in the organization development process. Moreover, NIDA has offered remedial English courses which have been taught by experienced instructors from the Graduate School of Language and Communication. In terms of teaching and learning that requires the use of modern information technology, Information Technology Center provides consulting services in the information technology and training and education on the use of statistical software. Moreover, the institute has Wifi internet so that the students can use the technology to access knowledge via the Internet anywhere in the campus. It also develops Library and Information Center to be a digital library with an international database for students to use technology for research at any time.

2.5.3 Evaluation strategies of learning on skills in communication, numerical analysis, and information technology

Assess from learning achievement of students in 2 courses: HROD6005 Advanced Quantitative Research in HROD and HROD7203 Communication in Organization Development

Program Expected Learning Outcomes linked to OHEC’s Thailand Qualification Framework, as table below;

| Major Linkage to OHEC’s Thailand Qualification Framework | Competencies / Themes of ELOs |
|--|--|
| 1. Ethics | 1.1 Demonstrating the main ethical issues and principles used when conducting research and practicing HR profession [Application] |
| 2. Knowledge | 2.1 Integrating the international knowledge with the local wisdom in order to cope with critical organizational and/or social issues. [Evaluation] 2.2 Proposing changes through the research and practices for the benefit of present and future of stakeholders. [Creation] 2.3 Acquiring and applying professional knowledge and skills to drive an organization and/or society humanly with integrity. [Application] 2.4 Displaying academic intuition to identify important issues, research problems and critique existing knowledge. [Application] 2.5 Conducting research to respond and make suggestions to those issues and problems and/or fill in knowledge gaps. [Creation] |

| Major Linkage to OHEC's Thailand Qualification Framework | Competencies / Themes of ELOs |
|---|---|
| 3. Intellectual Skill | <p>3.1 Integrating the international knowledge with the local wisdom in order to cope with critical organizational and/or social issues. [Evaluation]</p> <p>3.2 Proposing changes through the research and practices for the benefit of present and future of stakeholders. [Creation]</p> <p>3.3 Displaying academic intuition to identify important issues, research problems and critique existing knowledge. [Application]</p> <p>3.4 Conducting research to respond and make suggestions to those issues and problems and/or fill in knowledge gaps. [Creation]</p> |
| 4. Interpersonal Skills and Responsibility | <p>4.1 Analyzing information to provide suggestions to enhance values for stakeholders in creative and/or innovative ways. [Analysis]</p> <p>4.2 Demonstrating and building awareness of diversity, multiculturalism and social justice with open-mindedness. [Application]</p> <p>4.3 Acquiring and applying professional knowledge and skills to drive an organization and/or society humanly with integrity. [Application]</p> |
| 5. Skills in Communication, Numerical Analysis and Implementation of Information Technology | <p>5.1 Analyzing information to provide suggestions to enhance values for stakeholders in creative and/or innovative ways. [Analysis]</p> <p>5.2 Demonstrating and building awareness of diversity, multiculturalism and social justice with open-mindedness. [Application]</p> |

Mapping indicating responsibility of learning standards from curriculum to courses (Curriculum Mapping)

● Major Responsibility ○ Minor Responsibility

| Courses | 1.Ethics | 2.Knowledge | | | | | 3.Intellectual Skill | | | | 4.Interpersonal Skill and Responsibility | | | 5.Skills in communication, numerical analysis and implementation of information technology | |
|---|----------|-------------|-----|-----|-----|-----|----------------------|-----|-----|-----|--|-----|-----|--|-----|
| | 1.1 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 |
| LC 4003 Advanced Integrated English Language Skills Development | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| LC 6000 Advanced Reading and Writing in English for Graduate Studies | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 6001 Strategic Human Resource in Global Context | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| HROD 6002 Organization Development and Change | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 6003 Epistemology & Inquiry in Human Resource and Organization Development | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 6004 Qualitative Research for Human Resource and Organization Development | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |

Mapping indicating responsibility of learning standards from curriculum to courses (Curriculum Mapping)

● Major Responsibility ○ Minor Responsibility

| Courses | 1.Ethics | 2.Knowledge | | | | | 3.Intellectual Skill | | | | 4.Interpersonal Skill and Responsibility | | | 5.Skills in communication, numerical analysis and implementation of information technology | |
|---|----------|-------------|-----|-----|-----|-----|----------------------|-----|-----|-----|--|-----|-----|--|-----|
| | 1.1 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 |
| HROD 6005 Quantitative Research for Human Resource and Organization Development | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7101 Human Resource and Organization Development Theory | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7102 Learning and Development in the Workplace | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ● | ● | ● | ● |
| HROD 7103 Ethics in a Workplace and Ethical Global Issues | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7201 Cultural Intelligence in Human Resource and Organization Development | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ● | ● |
| HROD 7202 Leadership Development | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ● | ○ | ● | ● |
| HROD 7203 Communication in Organization Development | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ● | ● | ● | ● |

Mapping indicating responsibility of learning standards from curriculum to courses (Curriculum Mapping)

● Major Responsibility ○ Minor Responsibility

| Courses | 1.Ethics | 2.Knowledge | | | | | 3.Intellectual Skill | | | | 4.Interpersonal Skill and Responsibility | | | 5.Skills in communication, numerical analysis and implementation of information technology | |
|---|----------|-------------|-----|-----|-----|-----|----------------------|-----|-----|-----|--|-----|-----|--|-----|
| | 1.1 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 |
| HROD 7204 Knowledge Management & Learning Organization | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7205 Human Resource and Organization Development Testing and Evaluation | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7206 Professional Consultant | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7207 Advanced Organization Development | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7208 Strategic Performance Management | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 7209 Analytics and Innovation Futuristic Human Resource and Organization Development | ○ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |
| HROD 8001/8002/8003 Seminar Courses | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ● | ● |

Mapping indicating responsibility of learning standards from curriculum to courses (Curriculum Mapping)

• Major Responsibility ○ Minor Responsibility

| Courses | 1.Ethics | 2.Knowledge | | | | | 3.Intellectual Skill | | | | 4.Interpersonal Skill and Responsibility | | | 5.Skills in communication, numerical analysis and implementation of information technology | |
|------------------------|----------|-------------|-----|-----|-----|-----|----------------------|-----|-----|-----|--|-----|-----|--|-----|
| | 1.1 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 |
| HROD 9900 Dissertation | • | • | • | • | • | • | • | • | • | • | ○ | ○ | ○ | • | • |

1. Regulation and Grading Criteria

The systematic evaluation is based on a standard of the National Institute of Development Administration with 4 scores and 10 levels as detailed below:

| | | | |
|----|---|-----|--|
| A | = | 4.0 | (Excellent) |
| A- | = | 3.7 | (Very good) |
| B+ | = | 3.3 | (Good) |
| B | = | 3.0 | (Fairly good) |
| B- | = | 2.7 | (Almost good) |
| C+ | = | 2.3 | (Fair) |
| C | = | 2.0 | (Almost Fair) |
| C- | = | 1.7 | (Poor) |
| D | = | 1.0 | (Very poor) |
| F | = | 0 | (Failure) |
| W | = | | Withdrawal |
| I | = | | Incomplete |
| S | = | | Satisfactory |
| U | = | | Unsatisfactory |
| AU | = | | Audit |
| P | = | | Pass |
| IP | = | | In Progress |
| T | = | | Terminate |
| TR | = | | Transferring work which there is no comparable grade |

2. The verification process of a student's academic achievement

1. The verification process of student's academic achievement includes the verification process that the Institute conducts through course assessment by the students. The finding is presented to the administration to rectify the defects and develop the teaching and learning. There are also the verification of the courses, quality assurance system both at the school level and institutional level, and the verification of the curriculum standard.

2. The verification process of the graduate's academic achievement includes the continuous survey on the employment situation of graduates. The feedback is integrated to improve the teaching and learning process, curriculum, and the quality assurance of the courses including

2.1 A survey of graduate employment situations that evaluates the graduates in terms of the duration of the job search, the comments on knowledge, skills, confidence in the profession.

2.2 Assessment of working graduates in terms of the availability and knowledge of the field of study as well as other fields prescribed in the curriculum regarding to the graduates' career and the comment for the course improvement.

2.3 Focus Group to ask for the opinion of outside experts or guest lecturers who evaluate the courses towards the readiness of the students in learning and other features related to the learning process, cognitive development, and curriculum development.

3. Criteria for graduation

The Ph.D. degree is awarded through the National Institute of Development Administration and requires students to complete course works and dissertation. For Plan 1 (1.1), students are required to complete forty-eight credits of Ph.D. Dissertation. For Plan 2 (2.1), students are required to complete a minimum of sixty credits including twenty-seven credits of course works and thirty-six credits of Ph.D. Dissertation. While Plan 2 (2.2), students are required to complete a total of eighty-four credits comprising of at least thirty-three credits of course work and forty-eight credits of Ph.D. Dissertation.

Doctoral candidates qualified for the Doctor of Philosophy in HROD must meet the following requirements:

3.1 Graduate from universities abroad which use at least 1 language regarding the NIDA's regulations.

3.2 Successfully complete of any assigned program of courses and the passing of a qualifying examination, as determined by the School of Human Resource Development in which they are enrolled with a grade point average of 3.0 (B)

3.3 Complete a Ph.D. dissertation proposal examination, Ph.D. dissertation and oral examination of the Ph.D. dissertation within six years after admission.

3.4 Pass qualifying examinations upon a completion all course works within two years after admission for Plan 2 (2.1) and three years for Plan 2 (2.2). However, in exceptional circumstance, extension may be requested and granted at the discretion of the President with the recommendation of Dean of

School of Human Resource Development. The qualifying exam includes a broad inquiry into the student's preparedness to conduct research and provides an opportunity to discuss the proposed dissertation.

3.5 Complete a Ph.D. dissertation proposal examination, Ph.D. dissertation and oral examination of the Ph.D. dissertation within six years after admission for Plan 2 (2.1) students or within eight years for Plan 2 (2.2) students. Doctoral candidates are required to write Ph.D. Dissertation proposal and Ph.D. Dissertation in English

3.6 For Plan 1 (1.1) and Plan 2 (2.2), the dissertation or part of the dissertation must be published, or at least in the process of getting acceptance to be published in a journal or an academic publication that is peer reviewed prior to publication and is recognized in that field of Human Resource and Organization Development. At least 2 topics of dissertation need to be published in journals or academic publications under acceptable standards of the National Institute of Development Administration.

3.7 For Plan 2 (2.1), the dissertation or part of the dissertation must be published, or at least in the process of getting acceptance to be published in a journal or an academic publication that is peer reviewed prior to publication and is recognized in that field of Human Resource and Organization Development. The dissertation need to be published in journals or academic publications under acceptable standards of the National Institute of Development Administration.

3.8 Other requirements may apply according to the regulations of the National Institute of Development Administration and the Ministry of Education and otherwise is accordance with the Directives of the National Institute of Development Administration on Education B.E. 2557 (2014), the revision of the Directives of the National Institute of Development Administration on Education, and the Ministry of Education Graduate Program Standard Criteria B.E 2558 (2015).

1. Preparation for new lecturers

1.1 Orientation for new faculty

- To know the history, the philosophy, vision, mission, roles and expectations of the National Institute of Development Administration

- To foster a positive attitude to work, the relationship between the staff of the Institute

- To create an incentive to drive the shared values of WISDOM and organization culture to the staff

- To understand the lecturer's role and benefits, regulation, and workload

1.2 The Board of Management and senior faculty advice

- Advise on philosophy, the program objective, course content and teaching, and activities of the School

- Provide guidance and counseling to learn and adapt to a new faculty as a lecturer

- Advise on research and teaching.

- Assess and monitor progress on the work of the new lecturer.

1.3 Promotion of the academic and professional development

- Development of faculty competency in collaboration with the world's leading consulting companies.

- Encouraging the participation in conferences both within and outside the institute.

- Research support for both national and international meetings

- Support on the publication of scholarly works published in national and international journals

- Provide training for research, case study research, and the publication and dissemination of research results.

2. Knowledge and skills development to the lecturers

2.1 The development of teaching skills, measurement and evaluation

- Provide course evaluation. The Board of Management provides the suggestion regarding learning, teaching and assessment

- Develop case study research to be used in teaching.

- Support research to develop knowledge and promote the use of research in teaching.
- Encourage staff to attend conferences and field trips about teaching and learning, and assessment.
- Develop skills to use technology and innovation in education

2.2 Academic and other professions development

- Encourage the participation in conferences both within and outside the institute
- Support academic presentations in national and international conferences
- Support the publication of scholarly works in national and international journals
- Provide training on research, case study research, and research or publication and dissemination
- Encourage lecturers to participate in research, academic services, and professional networks
- Promote the lecturer exchange with universities abroad

2.3 Professions development for support staff

- Formulate a development plan for the support staff of the institute so that all staff has been developed by the group to achieve optimal performance through the learning process.
- Organize seminars for supporting staff at all levels to develop core competencies and capabilities for each line of work
- Arrange learning meetings/exchanges within departments and between departments and create a network to exchange knowledge with external agencies
- Promote the coaching between supervisors and subordinates or between existing and new staff
- Promote self – learning by providing the budget for the purchase of technical books.
- Support study trips locally and abroad

1. Curriculum management

- Structure and management are arranged systematically.
- Courses are managed systematically
- Class schedules and examination schedules are arranged systematically.
- Work load is assigned according to the regulations of the Institute
- Each subject is measured with clarity and accountability and is communicated to the students.
- The assessment of the courses is conducted every semester.
- A survey of graduates on the course is conducted.

2. Instructional resource management

- There are instructors and the instructors responsible for the program in accordance with the Graduate Studies Curriculum Standard B.C. 2018.
- The program faculty is knowledgeable and experienced.
- The lecturers who have knowledge, skills and experience in lecturing.
- Books in specific fields are available in the library in which students can study.
- Journals in Thai and foreign languages in specific fields are available.
- The ratio of instructor: computer is optimal at 1:1.
- A information network is available to students and lecturers.
- Students can access the information network easily and quickly.
- Buildings and classrooms are equipped with amenities such as computers, overhead projectors, LCD projectors, etc.

3. Lecturers management

- Rules and regulations of the institution on recruiting new faculty are in place.
- Plans and implementation are devised to achieve the faculty participation in the planning, monitoring and review of programs.
- Criteria for the appointment of special lecturers are in place.

4. Administration for supporting personnel on learning and teaching

- The qualification for each position is described.
- Plans and implementation are devised to increase the work-related skills and knowledge.

5. Supporting and advising the students

- Alumni Association has been set up.
- The relationship between the older classes and the new one is enhanced through the program extra-curricular activities.
 - A networking system between alumni, current students, faculty, and staff is available.
 - Advisors are assigned to provide guidance.
 - The instructors responsible for the program oversee the curriculum implementation.
 - The education officers of the School and NIDA provide advice on the courses and NIDA's rules and regulations on education.
- Educational activities among the students are organized.

6. The needs of labor market, society, and/or the satisfaction of Employers

Surveys are conducted on the graduates through Focus Group for feedback from experts, managers of various organizations, both public and private to provide the guidelines in the curriculum development.

7. Key Performance Indicators (KPI)

| Key Performance Indicators | 2562 | 2563 | 2564 | 2565 | 2566 |
|--|------|------|------|------|------|
| 1. At least 80% of Lecturers of the program have participated in the planning, monitoring and review of program performance. | x | x | x | x | x |
| 2. Having curriculum details according to the Form TQF 2 which meets qualification standards of the disciplines. | x | x | x | x | x |
| 3. Having at least details of the courses and field experience (if any) according to the Form TQF 3 and 4 before opening for all courses in each semester. | x | x | x | x | x |

| Key Performance Indicators | 2562 | 2563 | 2564 | 2565 | 2566 |
|--|----------|-----------|-----------|-----------|-----------|
| 4. Report the results of all courses and field experience (if any) according to the Form TQF 5 and 6 within 30 days after the end of semester. | x | x | x | x | x |
| 5. Report the results of the curriculum according to the Form TQF 7 within 60 days after the end of the academic year. | x | x | x | x | x |
| 6. At least 25% of individual courses in each academic year must have Students' achievement review according to the Form TQF 3 and 4. | x | x | x | x | x |
| 7. Development/improvement of teaching/learning, teaching strategies or assessment of learning outcomes must be performed according to the evaluation report in the Form TQF 7 of last year. | | x | x | x | x |
| 8. All new lecturers (if any) have been given orientation or recommendation on teaching and learning management. | x | x | x | x | x |
| 9. All regular lecturers have been trained to develop an academic and/or profession at least once a year. | x | x | x | x | x |
| 10. At least 50% of supporting personnel (if any) have been trained to develop academic and/or profession each year. | x | x | x | x | x |
| 11. Satisfaction level of final year students/new graduates on the quality of curriculum has an average of at least 3.5 out of 5.0. | | | | x | x |
| 12. Satisfaction level of graduate users toward new graduates of the program has an average of at least 3.5 out of 5.0. | | | | x | x |
| Total key performance indicators (number) | 9 | 10 | 10 | 12 | 12 |
| The mandatory key performance indicators (sequence) | 1 - 5 | 1 - 5 | 1 - 5 | 1 - 5 | 1 - 5 |
| Total of must pass indicators (number) | 8 | 9 | 9 | 10 | 10 |

Section VIII Evaluation and Improvement of the Implementation of the Curriculum

1. The Evaluation of the teaching effectiveness

1.1 Evaluate teaching strategies such as

- Observing the behavior and interactions of students
- Faculty meetings to exchange knowledge
- Asking students.
- Research to develop learning materials.

1.2 Assess the lecturer skills on the use of teaching strategies.

Students evaluate all aspects of the teaching such as teaching methods, punctuality, measurement and evaluation, using teaching materials, and research to improve teaching and learning materials.

2. The overall curriculum evaluation

- Overall curriculum evaluation by students
- The faculty and student representatives meetings
- Evaluation by employers.
- Evaluation by Alumni / experts.
- Seminar by faculty, personnel from outside agencies and students.

3. Evaluation of the implementation of the curriculum

The indicators of operating performance as specified in curriculum detail are evaluated by

- The instructors responsible for the program
- The evaluation committee

4. Review of evaluation results, curriculum planning and teaching strategies

- Reports on the course operation are presented to the instructors responsible for the programs.

- The instructors summarize an annual report for the Dean.
- Program staff meeting is organized to review the results of the program.

Comparison of the Revised Program 2013 and the Revised Program 2018 (Curricular)

| Revised Program (2013) | | | | Revised Program (2018) | | | |
|---|-------------------|-------------------|-------------------|---|-------------------|-------------------|-------------------|
| 1. Follows Thai Qualifications Framework for Higher Education (TQF:HEd) | | | | 1. Follows Thai Qualifications Framework for Higher Education (TQF:HEd) | | | |
| 2. Program Structure | | | | 2. Program Structure | | | |
| Courses | Plan 1(1.1) | Plan 2(2.1) | Plan 2(2.2) | Courses | Plan 1(1.1) | Plan 2(2.1) | Plan 2(2.2) |
| A. Remedial Courses | Non credit | Non credit | Non credit | A. Remedial Courses | Non credit | Non credit | Non credit |
| B. Basic Courses | - | Non credit | 9 Credits | B. Core Courses | - | 9 Credits | 9 Credits |
| C. Core Courses | - | 6 Credits | 6 Credits | C. Research Methodology | - | 6 Credits | 6 Credits |
| D. Research Methodology | - | 6 Credits | 6 Credits | D. Specialized Field Courses | - | 9 Credits | 9 Credits |
| E. Specialized Field Courses | - | 9 Credits | 9 Credits | E. Elective Course | - | 3 Credits | 12 Credits |
| F. Elective Course | - | 3 Credits | 3 Credits | F. Seminar Courses | - | Non credit | Non credit |
| G. Dissertation | 48 Credits | 36 Credits | 48 Credits | G. Dissertation | 48 Credits | 36 Credits | 48 Credits |
| H. Qualifying Examination | - | Required | Required | H. Qualifying Examination | - | Required | Required |
| | 48 Credits | 60 Credits | 81 Credits | | 48 Credits | 63 Credits | 84 Credits |

Comparison of the Revised Program 2013 and the Revised Program 2018 (Program Information)

| Revised Program (2013) | Revised Program (2018) | Note |
|--|--|------------------|
| <p>1. Name of Degree <u>ชื่อเต็ม</u> หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการพัฒนา ทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Human Resource and Organization Development (International Program) <u>ชื่อย่อ</u> ปร.ด.(การพัฒนาทรัพยากรมนุษย์และองค์การ) Ph.D. (HROD)</p> | <p>1. Name of Degree <u>ชื่อเต็ม</u> หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการพัฒนา ทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Human Resource and Organization Development (International Program) <u>ชื่อย่อ</u> ปร.ด.(การพัฒนาทรัพยากรมนุษย์และองค์การ) Ph.D. (HROD)</p> | <p>Unchanged</p> |
| <p>2. Name of Program ปรัชญาดุษฎีบัณฑิต (การพัฒนาทรัพยากรมนุษย์และ องค์การ) Doctor of Philosophy (Human Resource and Organization Development)</p> | <p>2. Name of Program ปรัชญาดุษฎีบัณฑิต (การพัฒนาทรัพยากรมนุษย์และ องค์การ) Doctor of Philosophy (Human Resource and Organization Development)</p> | |
| <p>3. Abbreviated Name HROD</p> | <p>3. Abbreviated Name HROD</p> | |

Comparison of the Revised Program 2013 and the Revised Program 2018 (Program Structure)

| Courses | Plan 1 (1.1) | | Noted |
|------------------------------|----------------------|----------------------|-------------|
| | Revised Program 2013 | Revised Program 2018 | |
| A. Remedial Courses | Non-credit | Non-credit | } Unchanged |
| B. Core Courses | - | - | |
| C. Research Methodology | - | - | |
| D. Specialized Field Courses | - | - | |
| E. Elective Course | - | - | |
| F. Seminar Courses | - | - | |
| G. Dissertation | 48 Credits | 48 Credits | |
| Total | 48 Credits | 48 Credits | |

| Courses | Plan 2 (2.1) | | Noted |
|------------------------------|----------------------|----------------------|--|
| | Revised Program 2013 | Revised Program 2018 | |
| A. Remedial Courses | Non-credit | Non-credit | } Revised - Moved 3 Basic Courses (Non-credits) to 3 Core Courses with (Credits) - Reduced 1 Specialized Field Course and moved 1 Core Course to 3 Specialized Field Courses |
| B. Basic Courses | Non-credit | - | |
| C. Core Courses | 6 Credits | 9 Credits | |
| D. Research Methodology | 6 Credits | 6 Credits | |
| E. Specialized Field Courses | 9 Credits | 9 Credits | |
| F. Elective Course | 3 Credits | 3 Credits | |

| | | | |
|------------------------------|-----------------------------|-----------------------------|---|
| G. Seminar Courses | - | Non-credit | |
| H. Dissertation | 36 Credits | 36 Credits | |
| I. Qualifying Examination | Required | Required | |
| Total | 60 Credits | 63 Credits | |
| Courses | Plan 2 (2.2) | | Noted |
| | Revised Program 2013 | Revised Program 2018 | |
| A. Remedial Courses | Non-credit | Non-credit | Revised - Moved 3 Basic Courses to 3 Core Courses - Reduced 1 Specialized Field Course and moved 1 Core Course to 3 Specialized Field Courses - Changed from 1 Elective Course to 4 Elective Courses |
| B. Basic Courses | 9 Credits | - | |
| C. Core Courses | 6 Credits | 9 Credits | |
| D. Research Methodology | 6 Credits | 6 Credits | |
| E. Specialized Field Courses | 9 Credits | 9 Credits | |
| F. Elective Course | 3 Credits | 12 Credits | |
| G. Seminar Courses | - | Non-credit | |
| H. Dissertation | 48 Credits | 48 Credits | |
| I. Qualifying Examination | Required | Required | |
| Total | 81 Credits | 84 Credits | |

Comparison of the Previous 2013 and the Revised 2018 (Program Course Lists)

| Revised Program 2013 | Revised Program 2018 | Noted |
|---|---|--|
| <p><u>Courses</u></p> <p>A. Remedial Courses (Non-credit)</p> <p>LC 4003 Advanced Integrated English Language Skills Development (3 credits)</p> <p>LC 6000 Advanced Reading and Writing in English for Graduate Studies (3 credits)</p> <p>B. Basic Courses (Non-credit)</p> <p>HROD 5001 Strategic HR in Global Context (3 credits)</p> <p>HROD 5002 Learning and Development in the Workplace (3 credits)</p> <p>HROD 5003 Epistemology & Inquiry in HROD (3 credits)</p> <p>C. Core Courses (6 credits)</p> <p>HROD 6001 HROD Theory Development (3 credits)</p> <p>HROD 8001 Seminar on HROD Issues (3 credits)</p> | <p><u>Courses</u></p> <p>A. Remedial Courses (Non-credit)</p> <p>LC 4003 Advanced Integrated English Language Skills Development (3 credits)</p> <p>LC 6000 Advanced Reading and Writing in English for Graduate Studies (3 credits)</p> <p>B. Basic Courses (Non-credit)</p> <p>-</p> <p>C. Core Courses (12 credits)</p> <p>HROD 6001 Strategic Human Resource in Global Context (3 credits)</p> <p>HROD 6002 Organization Development and Change (3 credits)</p> <p>HROD 6003 Epistemology & Inquiry in Human Resource and Organization Development (3 credits)</p> | <p>Unchanged</p> <p>Revised</p> <p>- Moved 3 Basic Courses to Core Courses</p> <p>- Moved HROD 5002 Learning and Development in the Workplace to Specialized Field Courses HROD 7101 Learning and Development in the Workplace</p> |

| Revised Program 2013 | Revised Program 2018 | Noted |
|---|--|--|
| <p>D. Research Methodology (6 Credits) HROD 6002 Advanced Qualitative Research in HROD (3 credits) HROD 6003 Advanced Quantitative Research in HROD (3 credits)</p> <p>E. Specialized Field Courses HROD 7101 Innovative Organization Development and Change (3 credits) HROD 7102 Strategic Performance Management (3 credits) HROD 7103 Ethics and Good Governance in Complex Organization (3 credits)</p> <p>F. Elective Courses HROD 7201 Cultural Intelligence in HROD HROD 7202 Leadership Development HROD 7203 Communication in Organization Development HROD 7204 Knowledge Management & Learning Organization</p> | <p>D. Research Methodology (6 Credits) HROD 6004 Qualitative Research for Human Resource and Organization Development (3 credits) HROD 6005 Quantitative Research for Human Resource and Organization Development (3 credits)</p> <p>E. Specialized Field Courses HROD 7101 Human Resource and Organization Development Theory Development (3 credits) HROD 7102 Learning and Development in the Workplace (3 credits) HROD 7103 Ethics in a Workplace and Ethical Global Issues (3 credits)</p> <p>F. Elective Courses HROD 7201 Cultural Intelligence in Human Resource and Organization Development HROD 7202 Leadership Development HROD 7203 Communication in Organization Development HROD 7204 Knowledge Management & Learning Organization</p> | <p>- Moved HROD 6001 HROD Theory Development to Specialized Field Courses</p> <p>Revised - Changed HROD 7101 Innovative Organization Development and Change to HROD 6002 Organization Development and Change</p> <p>Revised - Changed HROD 7205 HROD Audit Evaluation to HROD 7205 HROD Testing and Evaluation</p> |

| Revised Program 2013 | Revised Program 2018 | Noted |
|--|--|---|
| <p>HROD 7205 HROD Audit Evaluation HROD 7206 Professional Consultant HROD 7207 Advanced Organization Development</p> <p>G. Seminar Courses (Non-credit) -</p> <p>H. Dissertation Courses (HROD 9900) - for plan 1 (1.1) 48 Credits - for plan 2 (2.1) 36 Credits - for plan 2 (2.2) 48 Credits</p> <p>I. Qualifying Examination</p> | <p>HROD 7205 Human Resource and Organization Development Testing and Evaluation HROD 7206 Professional Consultant HROD 7207 Advanced Organization Development HROD 7208 Strategic Performance Management HROD 7209 Analytics and Innovation in Futuristic Human Resource and Organization Development</p> <p>G. Seminar Courses (Non-credit) HROD 8001 Seminar HROD 8002 Seminar II HROD 8003 Seminar III</p> <p>H. Dissertation Courses (HROD 9900) - for plan 1 (1.1) 48 Credits - for plan 2 (2.1) 36 Credits - for plan 2 (2.2) 48 Credits</p> <p>I. Qualifying Examination</p> | <p>- Added HROD 7209 Analytics and Innovation in Futuristic HROD</p> <p>Revised - Spilt 1 3-Credit Seminar Course to 3 1-Credit Seminar Courses</p> <p>Unchanged</p> |

Comparison of the Revised Program 2013 and the Revised Program 2018 (Program's Responsible Staff)

| Revised Program 2013 | | | Revised Program 2018 | | | |
|--|---|--|--|---|--|-------------|
| Name Lists | Highest Degree/Field of Study | University | Name Lists | Highest Degree/Field of Study | University | Noted |
| Associate Professor Dr. Chiraprapha Akaraborworn | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | Associate Professor Dr. Chiraprapha Akaraborworn | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | } Unchanged |
| Associate Professor Dr. Wichai Utsahajit | Ph.D., Practical Arts and Vocational-Technical Education : Business Education | University of Missouri, Columbia, U.S.A. | Associate Professor Dr. Wichai Utsahajit | Ph.D., Practical Arts and Vocational-Technical Education : Business Education | University of Missouri, Columbia, U.S.A. | |
| Assistant Professor Dr. Oranuch Pruetipibultham | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | Assistant Professor Dr. Oranuch Pruetipibultham | Ph.D., Human Resource Development | University of Minnesota, U.S.A. | |