

## **The Perspectives of PSU and NIDA Students toward Cooperative International Graduate Study in Human Resource Development**

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*The purpose of this study was to examine perceptions of HRD students from Pittsburg State University in the US and the National Institute of Development Administration in Thailand toward a cooperative HRD graduate program. This study was designed to gather information to determine 1) interest in a cooperative program, 2) important cooperative degree program components, 3) admittance criteria for HRD graduate candidates, and 4) relative HRD course content areas for a cooperative HRD degree program.*

**Key words:** Cooperative program, Human resource development program, International study

Graduate programs are very important to many Thai students and also to other Thai people who already have a job, but who want to increase their job level or change careers. An economic crisis has affected the Thai economy in many ways. One of these is the availability of money for study in other countries. Consequently, there are many programs for people who want to increase their knowledge, but many graduate students have gone to other countries to obtain their degree because of the limited number of graduate programs in Thailand and the competition for acceptance into a program.

At that time, NIDA (The National Institute of Development Administration) is the only university that has a graduate Human Resource and Organization Development program (HROD) in Thailand. On the other hand, the United States of America has many universities that offer HRD programs. Kuchinke (2002) reported that by 1997, almost 250 institutions of higher education were offering HRD certificates and degrees in HRD and related fields. He further stated that from 1980s to 1990s, the percentage of institutions offering HRD and HRD-related degrees and certificate programs had increased about 15%. HRD programs and courses experience were demanded not only by degree seeking students, but also by other individuals who wanted to improve their employment skills.

Kuchinke (2002) earlier stated, "Systematic study of HRD academic programs and departments is thus an important but largely overlooked area of scholarship in the field. This was recognized in a recent need-sensing study of twenty-one senior HRD scholars and academic program administrators in the United States and United Kingdom, who ranked the study of HRD program institutional arrangements and the HRD curriculum taught in academic programs as among the most pressing research needs" (p.135). For these reasons, offering continuing professional development, educating future practitioners, and preparing the next generation of researchers and lecturers are very significant responsibilities for HRD university programs (Kuchinke, 2002).

### **Problem Statement**

A greater number of international students and universities are now looking at cooperative or exchange degree programs because of a depressed economy, the devaluation of their currencies and the related increased cost of graduate study in the U.S. This has the potential for decreasing enrollment of international students in U.S. educational institutions. This research study compared the interest students have toward a cooperative HRD exchange program between PSU (Pittsburg State University) in the U.S. and NIDA (The National Institute of Development Administration) in Thailand.

### **Theoretical Framework**

Since, academic programs are very important for higher education these days. According to Schwindt as found in Glanton and Butler (2002) that accreditation for academic programs is very important for many in higher education as they try to develop their courses and programs.

Human Resource Development (HRD) is a graduate program and profession with an increasing number of people. HRD does not help only organizations to improve (organizational development), but HRD graduate programs can also develop workers to become specialists in employee education and training.

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In organizations HRD develops the performance of workers. Swanson and Holton (2001) stated that HRD is a new scholarly growing field for professional practice. Moreover, the dynamic issues of organizational and individual change are the issues that HRD is extremely concerned about. In addition, "Organized learning experiences provided by employers within a specified period of time to bring about the possibility of performance improvement and/or personal growth" (Nadler & Nadler, 1989, p. 4).

Cooperative programs have been offered by many higher education institutions for nearly a century. Coll and Chapman (2000) stated that the school of Science and Technology at the University of Waikato, New Zealand has had a cooperative education program for over 20 years. The university was faced with demands from international students for this type of programs. Murphy, MacGillivray, Reid and Young (1999) reported that a lot of Canadian undergraduate programs offered a cooperative education program. The business and tourism department offered two of the cooperative program options in the Bachelors of Business Administration (BBA) and in the Bachelor of Tourism and Hospitality Management (BTHM). "Many U.S. colleges have set up campuses in Mexico for students who seek a U.S. degree but find it financially unfeasible to spend four years in the United States" (Lopez, 2001, p.2)

According to the Institute of International Education, a total of 89,242 American students earned academic credit, from another country, which increased about by 4,839 or 5.7 percent over the previous year. The data were from the organization's yearly report on international educational exchange (Desruisseaux, 1997). American students interested in studying overseas have increased. Many universities in the United States are offering opportunities for students who want to study in other countries such as Australia, Mexico, China, England, India, and Mexico. Students from other countries have moved to the United States for short-term experiences and some of them also enrolled in long-term and degree-seeking programs. (Duffy, Harju, Huittinen, & Trayner, 1999).

Today more universities in Thailand are offering student exchange and cooperative degree programs. NIDA does have a cooperative program, but it does not involve the HROD department and students. In addition, the HROD program at NIDA includes two classes/groups of students which are 1) the regular students (students who register for the traditional Monday to Friday 8.30 A.M. to 4 P.M. classes), and 2) the executive students (students who register for evening and weekend classes). These two groups were expected to have different perceptions toward international graduate study because of perceived differences in experience and employment, and demographic characteristics such as age.

## **Methodology**

This was a descriptive research study where survey instruments were used to obtain data and compare perceptions related to cooperative international graduate degree programs. Students at Pittsburg State University (PSU) in the United States and HROD students at the National Institute of Development Administration (NIDA) in Thailand were surveyed. Leedy & Ormrod stated that a survey used in research can be simple in design. For that reason, a survey is an easy way to collect data. It also can be used in a lot of areas of human activity. People who conduct research can create their questions and get responses from their respondents or target groups based on their specific problems and research questions. The researcher can summarize their survey data with frequency counts, percentages, or more involved statistical indexes (2002).

### *Development of the Instrument*

A survey instrument based on the review of literature was developed to compare HRD student characteristics and perceptions. Two versions were developed; one for PSU students and the other for NIDA students. The items related to HRD program content on this survey came from a review of the courses offered by PSU and NIDA, and from research done by Kuchnik (2002). Survey items related to graduate program success and activities came from a review of the courses offered by PSU and NIDA and from a review of one of the international cooperative programs offered by NIDA in Thailand. The instruments were tested for validity.

### *Validation of the Instrument*

This survey was validated for content and face validity by using a panel of experts. This panel of experts included nine graduate students who were students in the Department of Workforce Development and Education at The Ohio State University. The survey instruments were also reviewed by Technical Education Department faculty members and the thesis committee at Pittsburg State University. All reviewers were asked to check the survey items, and make suggestions by deleting, adding, or changing to improve any part of the survey instrument including the format and content. Some changes were made in format and content based on faculty suggestions. However, some wordings or statements were unclear and so these were rewritten following their suggestions. There were no suggested changes from the students. Nevertheless, the researcher made the same grammar and format changes on this student survey instrument for those items that were similar to the faculty survey instrument.

Before the survey instruments had been tested for validity, they were reviewed by the NIDA HROD faculty. Some changes were made in format and content based on their suggestions before the validity test at The Ohio State University. At the same time the instruments were being tested for validity, the researcher sent the revised survey instruments by electronic mail to a faculty member at NIDA. This NIDA faculty member felt that with some minor changes in wording and grammar the instrument does not need to be translated into Thai because HROD graduate students must pass an English placement test before being admitted into the NIDA program. Therefore, this survey was not translated into the Thai language. The researcher changed some wording and grammar on the Thai student survey instrument as the NIDA faculty suggested. Thus, the survey instruments for the PSU and NIDA students were not exactly the same in words, grammar, and format, but they were similar in content.

#### *Survey Times Lines*

The surveys were sent to representative of both universities, PSU and NIDA, by the researcher's electronic mail. The representatives printed and handed out the survey to the sample groups during October 14 – 18, 2003. On October 23, 2003 the returned surveys were received back by the researcher.

#### *Processing of Data*

As the data were gathered, the findings were entered into the tables and figures. The mean and standard deviations, and frequencies were used to analyze data from respondents related to the study's research questions. T-tests were used to determine a significant difference in the interest of students related to the university, country of resident, gender, stage in graduate program, and regular or executive NIDA students. ANOVA was used to determine a significant difference in the interest of students related to age. An alpha level of 0.05 was used as the confidence level to determine the significance.

#### *Limitations*

The researcher recognized there were some factors outside of his control, which may limit the finding of this study. The researcher recognized the following limitations that may prevent the results from being generalized to other countries and universities. This study may be limited by the sample of students and also limited by the knowledge and perception of student who are in the HRD and HROD programs in both PSU and NIDA.

## **Results and Findings**

In addition, for the NIDA survey, 241 surveys were sent out to 66 students who were regular students and 175 who were executive students. Two hundred eight surveys were returned. This response rate was 86.3%. On the other hand, surveys were given out to PSU students in two different classes, with 31 of 33 respondents returning the surveys. This response rate was 93.9%. These classes included students who were starting the program as well as those who had their candidacy plans approved. A summary of the research study findings follow related to each of this study's research questions and hypotheses. Conclusions are then given for each research question.

*Research Question 1. What are the similarities and differences between PSU graduate students in the HRD programs and NIDA graduate students in the HROD program related to their age, gender, student status, undergraduate major, financial support, and work experience?*

There are some differences and similarities between these two groups related to their age, gender, student status, undergraduate major, financial support, and work experience. A difference was found between PSU students and NIDA students related to their age. Students over 35 years were the most frequent age category (51.9%) for all respondents. However, for PSU respondents the 25 – 29 age category (32.2%) had the highest frequency, while for NIDA students the over 35 category (37.5%) had the highest frequency. A majority of respondents from both universities were female (74.2% from PSU and 65.9% from NIDA). There was a similarity between PSU and NIDA graduate students related to their gender. There appeared to be little difference between PSU and NIDA respondents related to their student status in the programs. Overall, there were more first year students (55.6%) than second year students (43.9%).

The largest number of participant undergraduate degree majors was in business (12.6%). This was also true when undergraduate majors were examined according to the University; PSU (25.8%) and NIDA (10.6%) students, except that PSU students had a much higher percentage of undergraduate business degrees. There were similarities in financial support sources between PSU and NIDA respondents. Data showed a majority of NIDA students (64.7%) support their own education expenses, while family was the main financial support for many PSU students (37.8%). However, nearly as many PSU students paid for their own education (35.1%).

After everything else, the similarities and differences between PSU and NIDA students work experience was compared with some similarities found. NIDA students had 8.66 years for their mean while PSU students had a mean of 8.52 years.

*Research Question 2. What are the interests of PSU graduate students in the HRD program and NIDA graduate students in the HROD program in participating in exchange programs?*

Analysis of the data indicated that the respondents from both programs were interested ( $M = 2.82$ ,  $SD = 1.01$ ) in participating in cooperative exchange programs with another country. However, there were some who did not respond (2.1%) and some who were not interested (15.9%) in participating in an exchange program. Analysis of the data showed that students were less interested in a cooperative program when asked about a specific U.S. (PSU) or Thailand (NIDA) University.

Table 1. Interest in Cooperative Program in another Country (n=239)

	PSU Students		NIDA Students		Total Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Total	31	100.0	208	100.0	239	100.0
Mean	2.90		2.80		2.82	
Mode	Interested		Interested		Interested	
SD.	0.87		1.03		1.01	

Note: (4=Very Interested, 3=Interested, 2=Unsure, and 1= Not Interested)

The length of time, students would be interested in studying in another country was asked. For all respondents, the most frequently marked time was two semesters (39.3%). However, PSU students marked 1 – 3 months (45.2%) the most frequently while NIDA students marked two semesters (41.3%). This would indicate that more of the PSU students preferred a short term program (e.g., 1 – 3 months) rather than a long term program (e.g., 2 semesters) while NIDA students would prefer a longer time to study in another country.

Table 2. Activities Interested in another Country (n=239)

Activities	PSU Students		NIDA Students		Total Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Taking HRD Area Class	16	11.6	115	20.9	131	19.0
Visiting Business Companies	20	14.5	82	14.9	102	14.8
Taking Other Languages Class	13	9.4	83	15.1	96	14.0
Learning Other Countries Culture	23	16.7	58	10.5	81	11.8
Visiting Historical Sites	19	13.8	45	8.2	64	9.3
Internship	18	13.0	46	8.4	64	9.3
Participating in Non University HRD	11	8.0	50	9.1	61	8.9
Taking Outside HRD area Class	9	6.5	34	6.2	43	6.3
Doing Research	8	5.8	32	5.8	40	5.8

In table 2, data showed some differences in the ranking of activities related to participating in a cooperative program in another country. NIDA respondents ranked taking HRD area class (20.9%) first, taking an English class (15.1%) second, visiting business companies (14.9%) third, learning other countries' culture (10.5%) fourth, participating in non-university HRD seminar (9.1%) fifth, internship (8.4%) sixth, visiting historical sites (8.2%) seventh, taking outside HRD area class (6.2%) eighth, and doing research (5.8%) last. PSU respondent's rankings were slightly different. They had learning other countries' culture (16.7%) as the first, visiting business companies (14.5%) second, visiting historical sites (13.8%) third, an internship (13%) fourth, taking HRD area class (11.6%) fifth, taking other languages class (9.4%) sixth, participating in non university HRD (8%) seventh, taking outside HRD area class (6.5%) eighth, and doing research (5.8%) last.

*Research Question 3. What are the differences in PSU and NIDA student's perception and expectation from the HRD programs for a cooperative exchange program?*

Both PSU and NIDA respondents rated items in nearly the same order of importance. Networking in HRD ( $M = 3.38$ ,  $SD = 0.74$ ) and receiving academic credit were rated as among the most important ( $M = 3.25$ ,  $SD = 0.81$ ), with research in other country as the least important ( $M = 2.84$ ,  $SD = 0.88$ ). There were some significant differences found between PSU and NIDA students by using An Independent Sample t-test. Significant differences were found related to exchange of students and receiving academic credit from both universities toward the degree. NIDA respondents' mean for exchange students was 3.09 ( $SD = 0.79$ ), and their mean for academic credit from both universities was 3.18 ( $SD = 0.81$ ), while PSU respondents' mean was 3.42 ( $SD = 0.72$ ) for exchange of students and 3.67 ( $SD = 0.71$ ) for receiving academic credit from both universities. While both were rated as important, this indicates that both items were rated more important by PSU respondents.

Table 3. Important Activities in Cooperative Exchange Program (n=239)

Item	PSU Students		NIDA Students		Total Students	
	Mean	SD.	Mean	SD.	Mean	SD.
Networking in HRD	3.32	0.83	3.39	0.72	3.38	0.74
Academic Credit from Both Universities	3.67	0.71	3.18	0.81	3.25	0.81
Preparation for Higher Level HRD Positions	3.42	0.76	3.17	0.75	3.21	0.75
Exchange of Students	3.42	0.72	3.09	0.79	3.14	0.78
Internship in Other Countries	3.10	0.76	3.09	0.77	3.09	0.77
Exchange of Faculty	3.13	0.81	3.03	0.79	3.04	0.79
Research in Other Countries	2.74	0.82	2.85	0.89	2.84	0.88

Note: (4=Very Important, 3=Important, 2=Undecided, and 1= Not Important)

Respondents were asked the importance of nine participant characteristics in a cooperative exchange program related to successful participation, as shown in Table 4. Communication skills (reading, writing, and presentation skills) had the highest mean of 3.41 ( $SD = 0.90$ ) and HRD related undergraduate degree had the lowest mean of 2.63 ( $SD = 0.98$ ).

Table 4. Important Participant Characteristics in Cooperative Exchange Program (n=239)

Item	PSU Students		NIDA Students		Total Students	
	Mean	SD.	Mean	SD.	Mean	SD.
Communication Skill	3.77	0.62	3.34	0.93	3.41	0.90
Scholarship/Financial Support	3.68	0.75	3.19	0.99	3.27	0.97
English Requirement	3.26	0.89	3.25	0.97	3.25	0.95
Support/Permission of Employer	3.16	0.93	2.94	1.00	2.98	0.99
Support of Family	3.42	0.96	2.87	1.01	2.95	1.02
Work Experience in HR Area	2.87	1.02	2.74	1.03	2.76	1.03
Work Experience in Any Area	3.00	1.00	2.66	0.98	2.72	0.99
HRD Related Undergraduate Degree	2.52	0.96	2.65	0.99	2.63	0.98

Note: (4=Very Important, 3=Important, 2=Undecided, and 1= Not Important)

The survey also included questions related to difference topics and courses that are often included in HRD graduate program which results are in Table 5. HRD graduate students when asked about the importance of selected HRD content areas in a cooperative exchange program. Respondents rated future trends in HRD the more important as shown by the highest mean of 3.41 ( $SD = 0.85$ ) followed by organizational development with a mean of 3.30 ( $SD = 0.87$ ), while instructional design had the lowest mean of 2.87 ( $SD = 0.93$ ).

Table 5. Important HRD Areas in Cooperative Exchange Program (n=239)

Item	PSU Students		NIDA Students		Total Students	
	Mean	SD.	Mean	SD.	Mean	SD.
Future Trends in HRD	3.40	0.89	3.41	0.85	3.41	0.85
Organizational Development	3.45	0.85	3.27	0.87	3.30	0.87
Management of HRD	3.29	0.90	3.23	0.89	3.24	0.89
Current Issues in HRD	3.32	1.01	3.22	0.91	3.23	0.92
Leadership/Management	3.19	0.95	3.23	0.88	3.22	0.89
Business Communication	3.45	0.81	3.18	0.89	3.22	0.88
HRD Consulting	3.19	0.95	3.20	0.85	3.20	0.86
Workforce Development	3.55	0.85	3.12	0.91	3.19	0.91
Career Development	3.37	0.89	3.14	0.89	3.18	0.89
Needs/Performance Analysis	3.48	0.85	3.11	0.91	3.17	0.91
HRM	3.26	0.93	3.14	0.90	3.16	0.90
Business Management	3.29	0.90	3.13	0.90	3.16	0.90
International HRD	3.26	0.89	3.08	0.89	3.11	0.89
Team Development/TQM	3.16	0.93	3.03	0.87	3.05	0.92
Instructional Technology	3.35	0.80	2.96	0.88	3.03	0.88
Research Skills	3.13	0.92	3.01	0.94	3.03	0.94
Teaching & Facilitating	3.55	0.81	2.87	0.90	2.97	0.92
Theories Related to HRD	2.97	0.96	2.94	0.95	2.94	0.95
Economic/Financial Dimension of HRD	3.17	0.95	2.89	0.90	2.93	0.91
Instructional Design	3.13	0.99	2.83	0.91	2.87	0.93

Note: (4=Very Important, 3=Important, 2=Undecided, and 1= Not Important)

### Conclusions and Recommendations

This research reviewed the findings of a study of a cooperative HRD graduate program between PSU and NIDA. Based on this finding, there are some differences and similarities between these two groups related to their age, gender, student status, undergraduate major, financial support, and work experience. A difference was found between PSU students and NIDA students related to their age. This would indicate that most of the HRD student respondents at both universities are employed or have full time jobs. Since, a majority of respondents from both universities were female The demographic shift of increasing numbers of female students attending HRD programs indicates that there will be an increasing number of female workers in HR-related jobs in organizations.

The largest number of participant undergraduate degree majors was in business. These findings support the close relationship between the business and the HRD field, especially for the organization development (OD) emphasis. Data also showed a majority of NIDA students support their own education expenses, while family was the main financial support for many PSU students. Based on this information, this would indicate that most of the NIDA students already have full time jobs and they also have been working for several years. PSU also has a lot of international students who attend their program. Those younger international students might not have sufficient funds to support themselves to continue abroad to study. Therefore, their family might have to provide their financial support. For that reason, many international students may have sufficient fund to study in a HRD cooperative programs in other countries. The remaining factors that influenced their decisions might be the matter of their personal preferences and the reputation of HRD programs among cooperative universities.

The differences between PSU and NIDA students work experience were compared with some similarities found. NIDA students had 8.66 years for their mean while PSU students had a mean of 8.52 years. This mean may be misleading because it appeared that a larger percent of NIDA students had significant work experience (over 5 years) than did PSU students. The researcher found some differences in demographics between PSU and NIDA student's respondents for age, financial support, and work experience. Demographic characteristics appeared to be more similar for gender, student status, and undergraduate major.

The researcher found some differences and similarities between U.S. and Thai graduate HRD students' interest in graduate exchange programs. This study were used null hypotheses were tested in this study related to characteristics between PSU and NIDA students.

An Independent Sample t-test was used to analyze the data for importance of characteristics that would affect successful participation in a cooperative program in another country. Significant differences were found in

scholarship/financial support, support of family, and communication skills. However, many similarities were found in the importance indicated by each group of respondents. Surprisingly, work experience, both for HRD related and non HRD related were rated as the least important by both groups. Communications skills ( $M = 3.41$ ,  $SD = 0.90$ ) were rated as the most important by both groups of respondents.

Independent Sample t-tests were used to analyze the data for perceived importance of HRD program content areas related to a cooperative program in another country. Significant differences were found in workforce development, teaching and facilitating, instructional technology and needs/performance analysis. Other apparent differences, though not shown to be significant were found for economic/financial dimensions of HRD, career development, business communication, and organizational development.

There were significant differences in students' interest toward international graduate study found related to their age. Data was analyzed by ANOVA. Students under 30 tended to be more interested in a cooperative graduate program in HRD than were older students. That could mean younger students are more interested in a cooperative program because they might not have a job and also might want to experience international study before they start their career. They also may have more family support to study abroad. Older students who already have a job would probably have more difficulty in getting permission to study abroad.

The researcher found significant differences in PSU students' interest toward international graduate study related to their student status, American or international, by using An Independent Sample t-test. American students had a mean of 2.53 ( $SD = 0.99$ ) while international students had a mean of 3.35 ( $SD = 0.58$ ). This difference may be because the international students are already studying in another country. They already have experience and confidence living in another country. The large number of PSU international students marking very interested and interested may be interpreted to mean that their class and personal interactions with American students and the American Culture has been positive. On the other hand, American respondents may not have had the opportunity to live in another country. They may not know and are not as sure of their interest in international study. The large number of U.S. students marking very interested and interested may be interpreted to mean that their class and personal interactions with international students has been positive.

There were significant differences found for NIDA students' interest toward international graduate study related to their regular or executive student status. NIDA students who were in the regular class had a significantly higher mean 3.07 ( $SD = 0.93$ ) than students who were in the executive program with a mean of 2.68 ( $SD = 1.06$ ). This should be expected as most executive class students were older, were probably employed, and probably established in their career and other life aspects. Again, it would be more difficult to leave their jobs and go to study in another country than it would be for the regular day class NIDA students. This indicates that a cooperative degree program should emphasize those classes and students in the NIDA HROD day program.

There were no differences found in interest in a cooperative degree program for three null hypotheses. No significant difference was found between all respondents from NIDA and PSU. However, that null hypothesis was further clarified by several others as explained previously. No significant difference was found related to gender. Male students and female students indicated same levels of interest. No significant difference in the interest level was found related to the participant's stage in their degree program. This was interesting, as the interest by students in their second year might be expected to be less since they were already committed to a program. This would indicate that the international study aspects of a cooperative degree programs could be offered at any time during the program and still have students willing to participate.

If both universities decide to pursue a cooperative international graduate degree in HRD, the researcher recommends that additional study be conducted of universities that already have a cooperative program partnership with another country, in order to get more information so that the results can serve as a benchmark of cooperative education programs for other universities wanting to start these kind of programs. Faculty members and students who already have experience in a cooperative program should also be contacted to obtain more in-depth understanding about their perceptions of a cooperative program. This would provide a better interpretation of the information.

The researcher also recommends another survey of new students at both universities with the survey instruments including more opened ended questions. This would give a better understanding of students and faculty members' opinions and their own specific preferences for participating in a cooperative program. A future study using personal interviews with NIDA faculty members who did not respond to this study should be conducted to see if their interests and perceptions were similar to the two faculty members who responded.

## Contributions to HRD

These findings should be of interest to HRD students, HRD faculty, HRD practitioners, and the PSU and NIDA HRD and HROD department chairs and graduate deans. Human resource development has become very important in the development of global organizations where it is desirable for employees to have international experiences. One way of obtaining this experience is through study in another country. This study provided information for universities who are considering international cooperative degree programs, and for organizations that are considering sending their HRD employees for graduate study. This study provides information on the substance of the HRD graduate programs based on the importance given to program activities and content areas by HRD and HROD students and faculty.

Because many HRD university graduate programs in the U.S. include sizable numbers of international students, this study should be important to these programs, as economic conditions in other countries will most likely influence enrollments in their programs. Cooperative programs, besides providing participants valuable international experience, may offer these universities a way of maintaining their international enrollments. This study should be of interest to HRD faculty, and administrators at universities in other countries as the opportunity for international study should increase the appeal of their programs to prospective students. Such programs should be of interest to their students as international experience may provide an advantage in finding employment and/or advancing in their careers. This international experience should also be beneficial to employers as the number of organizations involved in international business in most countries continue to increase. This study should also provide information to HRD faculty as they consider their career and professional development.

This study provided information on the substance of the HRD graduate program between NIDA and PSU. It can be inferred that many of those activities and classes that the respondents felt important for international cooperative programs, are equally important for resident programs. It should benefit future HRD students and faculty members and enhance future research.

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