



INSTITUTO POLITÉCNICO NACIONAL
ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN
UNIDAD SANTO TOMÁS



**LICENCIATURA EN
ADMINISTRACIÓN Y
DESARROLLO EMPRESARIAL**

**Decision making and negotiation
(Versión inglés)**



INSTITUTO POLITÉCNICO NACIONAL

SECRETARÍA ACADÉMICA

DIRECCIÓN DE EDUCACIÓN SUPERIOR



SYNTHETIC PROGRAM

ACADEMIC UNIT: ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN, UNIDAD SANTO TOMÁS

ACADEMIC PROGRAM: Licenciatura en Administración y Desarrollo Empresarial

LEARNING UNIT: Decision making and negotiation **LEVEL:** IV

PURPOSE OF THE STUDY UNIT:

Examines spaces for negotiation and conflict resolution based on cost benefits of decisions associated to business strategy analysis.

CONTENTS:

- I. The decision making process
- II. Value Function and decision making
- III. Negotiating plan
- IV. Conflict management
- V. Multicultural negotiation in international environments

INSTRUCTIONAL METHODOLOGY:

This learning unit is supported by the inductive teaching method which allows knowledge to be built from the particular to the general point of view. This promotes that students provide solutions for conflicts and allow better decision making. The main teaching strategy is based on problem-based learning, in which students work together from the original statement of the problem to its solution by sharing learning experiences. It also provides the opportunity to practice and develop skills to observe and reflect attitudes and values in the process of decision making, negotiation and conflict management. Some of the tools and techniques that support both the method and the strategy, are: information and bibliographical research management, reports, mind-maps, summary tables, flow-charts, presentations, and case studies.

ASSESSMENT AND ACCREDITATION:

The assessment will involve three phases: diagnostic or initial evaluation; formative or continuous evaluation (self-assessment, peer assessment and hetero-evaluation) and lastly, summative evaluation. In addition, to accredit the study unit, students will compile and submit a portfolio of evidence which will be evaluated based on rubrics, checklists and a verification cross-reference matrix. Therefore, to accredit this study unit it is required to integrate a portfolio of evidence, which will be evaluated based on rubrics, checklists, and verification cross reference matrixes. The student has the possibility to accredit the study unit by:

- The evaluation of previously knowledge and must show mastery of the competencies of the study unit, integrating their knowledge (knowledge, know-how, and know how to live together) according to the criteria established by the academy.
- Validation obtained from accreditation at other national or international universities which hold student exchange programs with IPN. Transfer between on-line and on campus attendance options at ESCA based on availability
- Transfer between on-line and on campus attendance options at ESCA based on availability

REFERENCES:

- Bayne, N., & Woolcock, S. (Eds.). (2011). *The new economic diplomacy: decision-making and negotiation in international economic relations*. Ashgate Publishing, Ltd. ISBN: 978-1-4094-2542-7
- Gregory, R., Failing, L., Harstone, M., Long, G., McDaniels, T., & Ohlson, D. (2012). *Structured decision making: a practical guide to environmental management choices*. John Wiley & Sons. Print ISBN: 9781444333411; Online ISBN: 9781444398557
- Hailu, R., & Ito, T. (2014). Efficient Deal Identification by Constraint Relaxation for Collaborative Decision Making Using Negotiation. *Journal ref: Journal of Advanced Computational Intelligence and Intelligent Informatics*, 18(4), 608-615.
- Koop, G. J., & Johnson, J. G. (2012). The use of multiple reference points in risky decision making. *Journal of Behavioral Decision Making*, 25(1), 49-62. DOI: 10.1002/bdm.713
- Pettigrew, A. M. (2014). *The politics of organizational decision-making*. Routledge. ISBN-13: 978-0415488358 ISBN-10: 0415488354



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DIRECCIÓN DE EDUCACIÓN SUPERIOR



ACADEMIC UNIT: ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN, UNIDAD SANTO TOMÁS.

ACADEMIC PROGRAM: Licenciatura en Administración y Desarrollo Empresarial

TRAINING AREA: Professional.

ATTENDANCE OPTIONS: On-campus and on-line.

STUDY UNIT: Decision making and negotiation

CLASSIFICATION: Mandatory. Theoretical and Practical.

VALIDITY: September, 2015.

LEVEL: IV

SCHOOL PERIOD: Seventh

CREDITS: 8 T epic (5 SATCA).

EDUCATIONAL SCOPE

This learning unit contributes to the profile of students graduating in Administration and Entrepreneurial Development by acquiring tools and developing skills in decision making. This strategic approach includes conflict and negotiation in local and international environments. The unit also supports students in developing a systemic and strategic thinking by interpreting events and establishing assertive relationships. It is adapted in a flexible way to change scenarios.

The Decision making and negotiation study unit is followed by Administración de PYMES, Plan de negocios y Auditoria administrativa, and it is preceded by the following study units: Strategic management, Administración del capital humano y Fundamentos de administración, Empresas familiares, *Strategic marketing management*, Administración de las remuneraciones and *Analysis of management megatrends*. And in a parallel way with: Plan de negocios y Seminario de investigación aplicada. Finally, transversely with: Responsabilidad social y ética en los negocios, Tecnologías de la información y la comunicación, Comunicación oral y escrita, y Solución de problemas y creatividad.

PURPOSE OF THE STUDY UNIT

Examines spaces for negotiation and conflict resolution based on the cost benefits of decisions associated to business strategy analysis.

ALLOCATED TIMES

THEORY HOURS / WEEK: 3.0

PRACTICE HOURS / WEEK: 2.0

THEORY HOURS / TERM: 54.0

PRACTICE HOURS / TERM: 36.0

TOTAL HOURS / TERM: 90.0

STUDY UNIT DESIGNED BY:
English Department

REVISED BY:
Nadina Olinda Valentin Kajatt M.S.
Academic Headmaster Assistant

APPROVED BY: School's Technical Advisory Council, September 29, 2015

Manelic Maganda de los Santos P.A.
President

APPROVED BY: The commission for Academic Curriculum of IPN's General Advisory Council

January 13, 2016

AUTHORIZED AND VALIDATED BY:

SECRETARÍA ACADÉMICA
DE EDUCACIÓN SUPERIOR
INSTITUTO POLITÉCNICO NACIONAL
DIRECCIÓN DE EDUCACIÓN SUPERIOR
Jaime Ventura Sanchis
Cuevas P.A.
Higher Education Headmaster



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STUDY UNIT: Decision making and negotiation PAGE: 3 OF 10

THEMATIC UNIT: I TITLE: Decision-making process

COMPETENCIES SYLLABUS

Selects decision making models based on business strategy, organizational structure and resource availability.

N°.	CONTENT:	TA HOURS Teaching Activities		SSA HOURS Self- Study Activities	BIBLIOGRAPHIC KEY
		T	P		
1.1	Typology of decisions	1.0	1.0		5B
1.1.1	Management level				
1.1.2	Leadership role				1B
1.2.3	Temporal horizon				
1.2	Decision-making process	5.0	1.0		
1.2.1	Business strategy				
1.2.2	Organizational structure				
1.2.3	Availability of resources				
1.3	Decision making models	5.0	1.0		
1.3.1	Rational				
1.3.2	Restricted rationality				
1.3.3	Political				
1.3.4	Intuitive				
1.3.5	Creativity process				
Subtotal:		11.0	3.0		

COMPETENCIES SYLLABUS

The learning method is intuitive, and the teaching strategy is based on the problem-solving approach, and the techniques that will support the process are:

- Grading guidelines.
- Discussion guided by the lecturer. Students structure the decision-making process in order to activate prior knowledge.
- The lecturer explains the typology of decisions within organizations. Students produce a graphic model to organize it.
- The students develop a flowchart in order to identify the steps of the decision-making process that can be followed in an organization.
- Students, individually, make a documentary research and prepare a matrix about decision models which includes definition, characteristics and techniques.
- Practice 1. "Decision-making model". From the case of study provided by the lecturer, the students make teams and identify the application of the models that help to support the decision making process. Students deliver a report containing the argument of its proposal.
- The lecturer feeds the students' proposal, and provides a general closure of the whole of the thematic unit.

EVALUATION OF THE LEARNING UNIT

The lecturer evaluates these products using checklists, observation guides, rubrics, among others. Portfolio of evidence:

- | | |
|--------------------------------|-----|
| • Graphic Organizer | 10% |
| • Flowchart | 25% |
| • Matrix models | 25% |
| • Executive report practice 1. | 40% |



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LEARNING UNIT: Decision making and negotiation PAGE: 4 OF 10

THEMATIC UNIT: II		TITLE: Value function and decision-making			
COMPETENCIES SYLLABUS					
Selects the alternatives associated with multi-criteria decision or multiple objectives based on value function.					
N°.	CONTENTS:	TA HOURS Teaching Activities		SSA HOURS Self-Study Activities	BIBLIOGRAPHIC KEY
		T	P		
2.1	Decision-making situations Certainty Uncertainty Risk	4.0			1B, 5B
2.2	Multicriteria Decisions. Methods Without prior information With prior information	2.0	1.0		
2.3	Decision methods for multiple objectives	2.0	1.0		
2.4	Value function and decision-making	4.0			
2.4.1	Decision tree		1.0		
2.4.2	Cost-benefit				
2.4.3	Sensitivity				
Subtotals:		12.0	3.0		
LEARNING STRATEGIES					
The teaching method is inductive, and the learning strategy is based on problem-based learning, and the techniques that will help both the method and the strategy are:					
<ul style="list-style-type: none"> The lecturer delivers a company case study. Based on the analysis of information, the students provide a solution or a proposal to the case study. The lecturer presents situations in decision-making; the student produces a matrix that includes the feature and techniques used in every situation. The student makes a documentary research about multicriteria decisions with multiple objectives. They build a report with the features and methods to deal with. The lecturer, through an interactive exhibition, addresses the issue of the value function. The student writes an essay to the value function for the selection of alternatives in a business context. Practice 2: "Application methods" The lecturer proposes several problems and exercises. Development of the practice report. The teacher provides feedback and closes the case study. 					
EVALUATION OF THE LEARNING					
The teacher evaluates these products with checklists, observation guides, rubrics, among others.					
Portfolio of evidence					
<ul style="list-style-type: none"> Guided discussion synthesis Summary table (matrix) Documentary research report Examination Report practice 2 					10% 15% 15% 25% 35%



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LEARNING UNIT: Decision making and negotiation PAGE: 5 OF 10

THEMATIC UNIT: III		TITLE: Trending plan			
COMPETENCIES SYLLABUS					
Formulates a trading plan from the context of decision-making					
N°.	CONTENTS:	TA HOURS Teaching Activities		SSA HOURS Self-Study Activities	BIBLIOGRAPHIC KEY
		T	P		
3.1	Negotiating process	2.0	5.0		3B
3.1.1	Distributive				7C
3.1.2	Integrative	1.0			9B
3.2	Types of negotiation	2.0			10C
3.3	Characteristics of the negotiating-process				
3.4	Identification of the negotiating objectives	1.0			
3.5	Strategies for negotiating	3.0	4.0		
3.6	Negotiation skills	1.0	1.0		
Subtotals:		10.0	10.0		
LEARNING STRATEGIES					
<p>The teaching method is inductive, and the learning strategy is problem-based and the techniques that will help both the method and the strategy are the following:</p> <ul style="list-style-type: none"> • The lecturer presents the importance of negotiation in decision-making situations and promotes the students' participation to recover their previous knowledge. • The students make a documentary research on the negotiation process and types and write an essay about it. • The lecturer provides a case study, in which the student identifies the problematic features in a negotiating context depending on the type of decisions that should be taken. The students develop a negotiation-plan. • Practice 3 "Negotiating" The lecturer provides a problem, in which students develop a negotiating plan. A negotiating process is simulated between peers and then they deliver a report on the outcome of their negotiations. • The lecturer stimulates a discussion and then both the lecturer and students draw the conclusions of the thematic unity. 					
LEARNING ASSESSMENT					
<p>The lecturer will make the evaluation of these products from: checklists, observation guides, rubrics, among other evaluating tools: Portfolio of evidence</p> <ul style="list-style-type: none"> • Documentary research report 10% • Proposal of a negotiation plan 20% • Case study report 30% • Performance report (practice 3). 40% 					



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LEARNING UNIT: Decision making and negotiation PAGE: 6 OF 10

THEMATIC UNIT: IV		TITLE: Conflict management			
COMPETENCIES SYLLABUS					
Manages the solution of a conflict arising from a negotiation plan.					
N°.	CONTENTS:	TA HOURS Teaching Activities		SSA HOURS Self- Study Activities	BIBLIOGRAPHIC KEY
		T	P		
4.1	Types of conflicts	1.0			5B, 9B,
4.2	Phases of conflict	1.0			
4.3	Diagnosis of conflict	4.0	6.0		
4.4	Conflict resolution	1.0			
4.5	Mediation strategies	3.0	2.0		
4.5.1	With people				
4.5.2	With process				
4.5.3	With the problem				
4.6	Styles of negotiation in a conflict	1.0	2.0		
Subtotals:		11.0	10.0		
LEARNING STRATEGIES					
<p>The teaching method is inductive, and the learning strategy is problem-based and the techniques that will help both the method and the strategy are the following:</p> <ul style="list-style-type: none"> • Using brainstorming, the students learn what a conflict is and how to solve it. • Students in collaborative work develop a documentary research about the types and stages of a conflicting situation, in teams they write a research report. • The lecturer explains how to make the diagnosis of a conflict, its resolution and the mediation strategies to sort it out. The student prepares a summary table in which they present the conflict and mediation strategies. • Case 4. "Conflict management". The lecturer provides a problem of a conflicting situation in which the students carry out a diagnosis in collaborative work and they propose resolution and mediation strategies. Finally, they deliver a proposal of conflict management. • A session is carried out to provide discussion and feedback. 					
LEARNING ASSESSMENT					
<p>The lecturer will make the evaluation of these products from: checklists, observation guides, rubrics, among others.</p> <p>Portfolio of evidence:</p> <ul style="list-style-type: none"> • Research report 25% • Summary table 25% • Proposal (Report of practice 4) 50% 					



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LEARNING UNIT: Decision making and negotiation PAGE: 7 OF 10

THEMATIC UNIT: V TITLE: Multicultural negotiation in International Environments

COMPETENCIES SYLLABUS

Intervenes in international negotiation process based on communication skills

N°.	CONTENTS:	TA HOURS Teaching Activities		SSA HOURS Self-Study Activities	BIBLIOGRAPHIC KEY
		T	P		
5.1	Impact of different cultures in the negotiating process.	3.0			2B,4C,5B, 8C
5.2	Successfully negotiation skills in within different cultures.	4.0 2.0	5.0		
5.3	Importance of communication between cultures.		5.0		
5.4	Information technologies on the negotiation process.	1.0			
5.5	Ethical dilemmas in international negotiation.				
Subtotals:		10.0	10.0		

LEARNING STRATEGIES

The teaching method is inductive and the learning strategy of leadership is problem-based and the techniques that will help both the method and the strategy are the following:

- Without previous research the student define the impact of cultural differences on a negotiation process.
- The students make a documentary research about the needed skills to negotiate in a multicultural environment, depending on a selected country. They elaborate worksheets.
- The lecturer sets the problem to be solved based on the prior information and a specific context of a global company to the students' choice. They prepare an analysis of the case.
- With the lecturer's support, the students use the digital library collaboratively to identify references. They elaborate an executive report of the case study with emphasis on ethical dilemmas in international negotiations.
- Practice 5 " Ethical dilemmas". The lecturer provides the ethical issues of international negotiation processes. The students participate in peers in simulated scenarios of a negotiation process. They prepare a report on the outcome of their negotiations.
- A discussion is built and then, feedback is provided by the lecturer.

LEARNING ASSESSMENT

The lecturer evaluates these products from: checklists, observation guides, rubrics, among others. Portfolio of evidence:

- Worksheets
- Case study analysis plan
- Executive report of the case
- Simulated trading
- Practice report 5



5%
15%
30%
20%
30%

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LEARNING UNIT: Decision making and negotiation PAGE: 8 OF 10

PRACTICE REFERENCE

PRACTICE N°.	PRACTICE TITLE	THEMATIC UNIT	TIME SPAN	SITE
1.	Decision-making model	I	3.0	Classroom /Company
2.	Application methods	II	3.0	Classroom /Company
3.	Negotiating	III	10.0	Classroom /Company
4.	Conflict management	IV	10.0	Classroom /Company
5.	Ethical dilemmas	V	10.0	Classroom /Company
TOTAL NO. OF HOURS			36.0	

ASSESSMENT AND ACCREDITATION:

Approval practices are essential for accreditation of this study unit. Descriptors of evaluation for each practice are contained in the corresponding thematic units and the percentages of accreditation per thematic unit are the following:

Practice 1	40%
Practice 2	35%
Practice 3	50%
Practice 4	50%
Practice 5	30%



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STUDY UNIT:

Decision making and negotiation

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ASSESSMENT CRITERIA

PERIOD	UNIT	
1	I y II	On-going assessment 100%
2	III y IV	On-going assessment 100%
3	V	On-going assessment 100%
Unit I.	10%	of the average final grade.
Unit II.	30%	of the average final grade.
Unit III.	20%	of the average final grade.
Unit IV	20%	of the average final grade.
Unit V	20%	of the average final grade.

This learning unit may be accredited by:

- The evaluation of previously acquired knowledge which allows students to prove having mastery of the competencies comprised in the study unit, by integrating their knowledge (e.g. Knowledge, Basic Skills and Abilities, Conceptual Skills, and Behavioral competencies) according to the criteria established by the academic department.
- Validation obtained from accreditation at other national or international universities which hold student exchange programs with IPN.
- Transfer between on-line and on campus attendance options at ESCA are allowed based on availability.

KEY	B	C	BIBLIOGRAPHY
1	X		Amaya, J. A. (2010). Toma de decisiones gerenciales: Métodos cuantitativos para la administración. Bogotá: Ecoe Editions. ISBN: 9586486362.
2	X		Bayne, N., & Woolcock, S. (Eds.). (2011). <i>The new economic diplomacy: decision-making and negotiation in international economic relations</i> . Ashgate Publishing, Ltd. ISBN:978-1-4094-2542-7
3	X		Gregory, R., Failing, L., Harstone, M., Long, G., McDaniels, T., & Ohlson, D. (2012). <i>Structured decision making: a practical guide to environmental management choices</i> . John Wiley & Sons. ISBN:9781444333411; Online ISBN: 9781444398557.
4		X	Hailu, R., & Ito, T. (2014). Efficient Deal Identification by Constraint Relaxation for Collaborative Decision Making Using Negotiation. <i>Journal ref: Journal of Advanced Computational Intelligence and Intelligent Informatics</i> , 18(4), 608-615.
5	X		Kenneth Chelst, Y. B. (2012). <i>Value-Added Decision Making for Managers</i> . Boca Raton. ISBN-10: 1420075721; ISBN-13: 978-1420075724.
6	X		FL: Taylor and Francis Group. Köksalan, M., & Zionts, S. (Eds.). (2012). <i>Multiple Criteria Decision Making in the New Millennium: Proceedings of the Fifteenth International Conference on Multiple Criteria Decision Making (MCDM) Ankara, Turkey, July 10–14, 2000</i> (Vol. 507). Springer Science & Business Media. ISBN: 978-3-642-56680-6.
7		X	Koop, G. J., & Johnson, J. G. (2012). The use of multiple reference points in risky decision making. <i>Journal of Behavioral Decision Making</i> , 25(1), 49-62. DOI: 10.1002/bdm.713
8		X	Pettigrew, A. M. (2014). <i>The politics of organizational decision-making</i> . Routledge. ISBN-13: 978-0415488358 ISBN-10: 0415488354.
9	X		Schneeweiss, C. (2012). <i>Distributed decision making</i> . Springer Science & Business Media. ISBN: 978-3-540-24724-1
10		X	Swaab, R. I., Galinsky, A. D., Medvec, V., & Diermeier, D. A. (2012). The Communication Orientation Model Explaining the Diverse Effects of Sight, Sound, and Synchronicity on Negotiation and Group Decision-Making Outcomes. <i>Personality and Social Psychology Review</i> , 16(1), 25-53. DOI: 10.1177/1088868311417186.
11	X		Wei, G. (2012). Hesitant fuzzy prioritized operators and their application to multiple attribute decision making. <i>Knowledge-Based Systems</i> , 31, 176-182. DOI: 10.1016/J.knosys.2012.03.011.
12		X	Yu, P. L. (2013). <i>Multiple-criteria decision making: concepts, techniques, and extensions</i> (Vol. 30). Springer Science & Business Media. ISBN: 978-1-4684-8395-6.



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STUDY UNIT FACULTY PROFILE



1. GENERAL INFORMATION

ACADEMIC UNIT: ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN, UNIDAD SANTO TOMÁS

ACADEMIC PROGRAM: Licenciatura en Administración y Desarrollo Empresarial LEVEL: IV

TRAINING AREA:	Institutional	Basic Scientific	Professional	Final and Integration
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DEPARTAMENT: Business and Administration STUDY UNIT: Decision making and negotiation

ACADEMIC BACKGROUND OR SPECIALIZATION REQUIRED: Industrial Engineering, Industrial Management, and similar.

2. PURPOSE OF THE STUDY UNIT:

Examines spaces for negotiation and conflict resolution based on the cost benefits of decisions associated to the business strategy analysis.

3. FACULTY PROFILE

KNOWLEDGE	PROFESSIONAL EXPERIENCE	TEACHING COMPETENCE	BEHAVIORAL FEATURES
Production Operations research Negotiation Conflict management International relations IPN's educational model	Minimum 3-year experience in the production department or related area of an organization. Minimum 3-year teaching on finances in Higher education	Didactic application of MEI Communication Management group Leadership Teamwork Tolerance Decision making Analytical, systematic, critical and creative thinking.	Respect Creativity Conciliator Institutional and social commitment Enjoy teaching Initiative Tolerance Discipline Empathy

WRITTEN BY:

REVISED BY:

AUTHORIZED BY:

Luis Lona Rocha, PhD
Ma. Dolores Rojas Gutiérrez, MSc
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Academic Headmaster Assistant
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Manelic Maganda de los Santos
Headmaster
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DATE: 2015

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