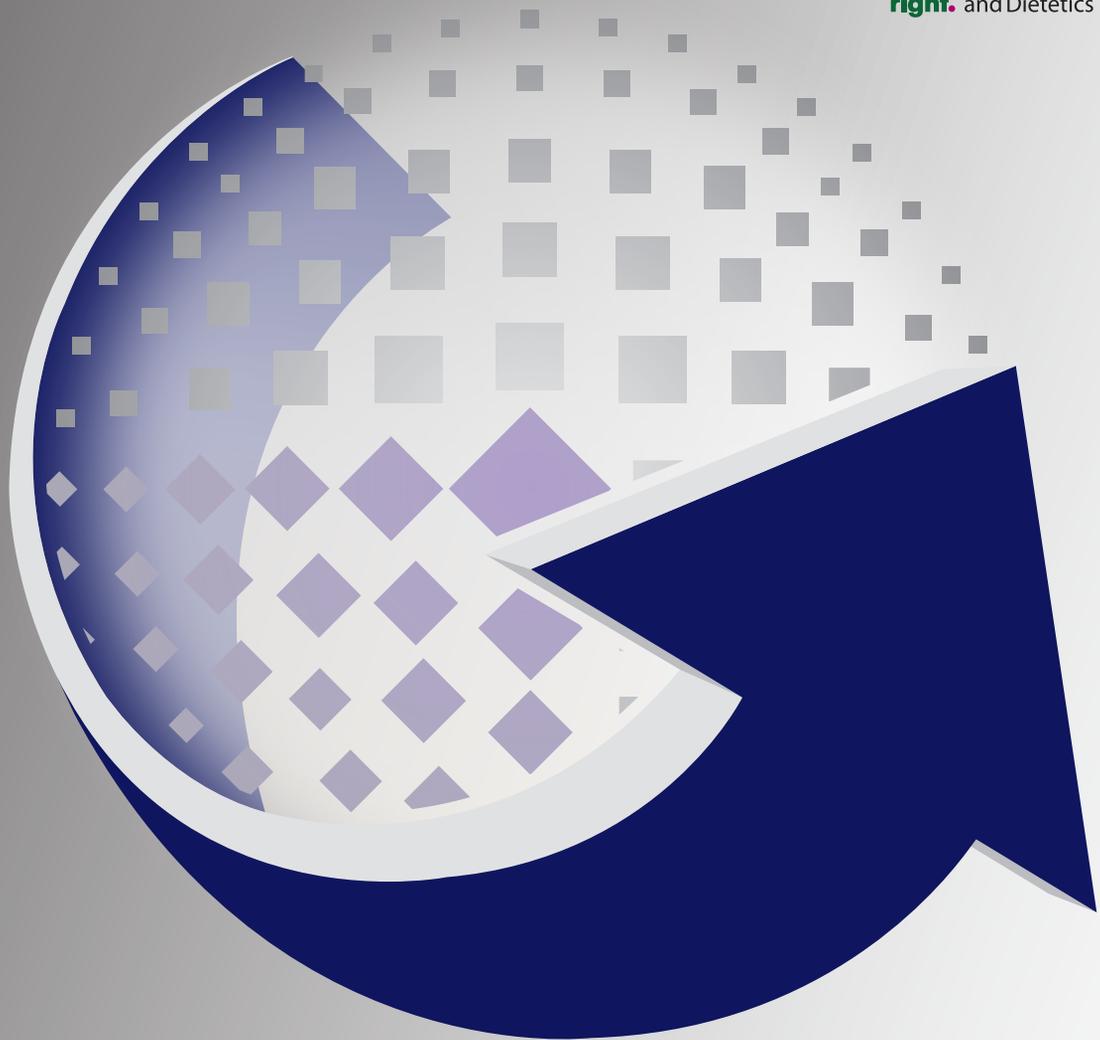


**Commission
on Dietetic
Registration**

the credentialing agency for the
**Academy of Nutrition
and Dietetics**



Professional Development Portfolio Appendix

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Professional Development Portfolio Guide

Please Note: The PDP Guide is contained in the separate PDP Guide PDF to be found elsewhere on the CDR website.

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Contacting CDR

The Commission on Dietetic Registration will always be the best resource for information regarding the PDP process and its requirements. Feel free to contact us in one of the following manners:

Phone: 1-800-877-1600 x 5500

Web: www.cdrnet.org

Email: cdr@eatright.org

Fax: 312-899-4772

Mail: Commission on Dietetic Registration
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995



Appendix A

Instructions For Online Entry

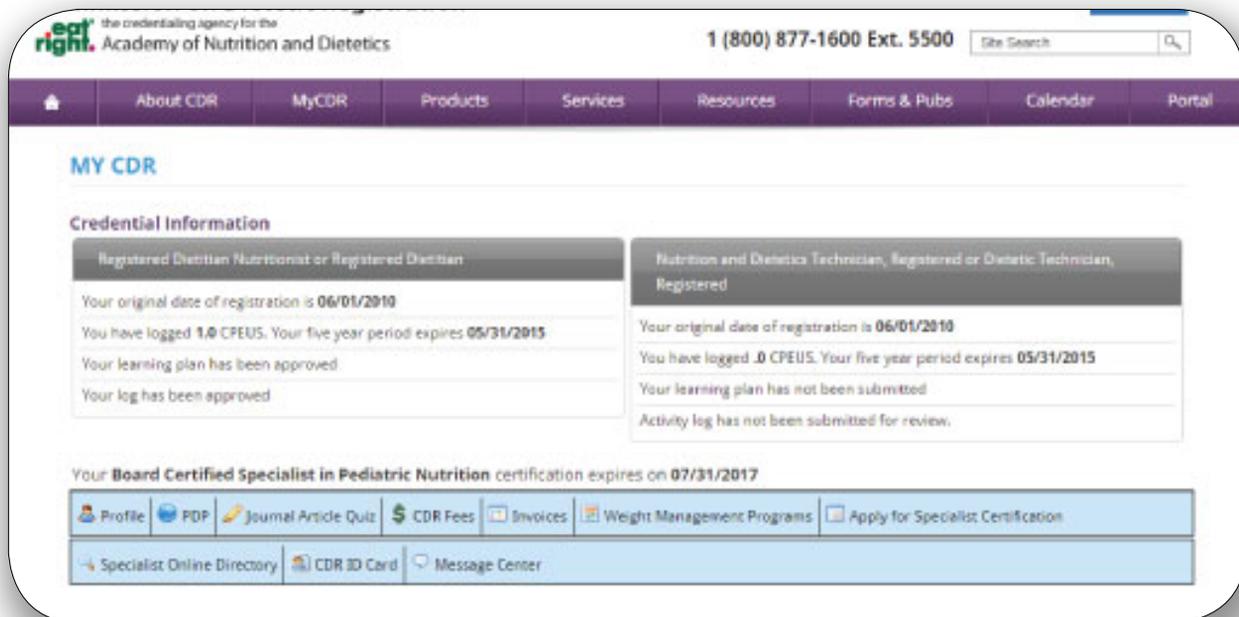
To submit your Learning Plan online, you will first need to go to www.cdrnet.org. On the CDR home page, click on either the yellow “Login” box or the blue “**Login**” link in the right-hand corner of the page.

The screenshot shows the homepage of the Commission on Dietetic Registration (CDR). The header includes the CDR logo, contact information (1 (800) 877-1600 Ext. 5500), and a search bar. A navigation menu contains links for Home, About CDR, MyCDR, Products, Services, Resources, Forms & Pubs, and Calendar. The main content area features a section for "Certificate of Training Programs" with a list of events and a "View Details" button. A yellow "Login" box is overlaid on the right side of the page, containing fields for "User ID" and a password, a "Remember Me" checkbox, a "Forgot Password" link, and a "Login" button with a right-pointing arrow. Below the login box are links for "Fee Payment", "Learning Plan", and "Activity Log".

Enter your registration number (as your Login Name) and your password (If you do not know your password, click on the “**Forgot Password**” button and enter your email address. The system will send you an email to reset your password).

This is a close-up view of the yellow login form. It features a "Login" title at the top. Below the title are two input fields: "User ID" and a password field with masked characters. There is a "Remember Me" checkbox and a "Forgot Password" link. At the bottom of the form is a purple button with the text "Login" and a right-pointing arrow. Below the login form, there are links for "Fee Payment", "Learning Plan", and "Activity Log".

The individual information page should now appear. Click on the “PDP” tab on the blue toolbar.



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Home About CDR MyCDR Products Services Resources Forms & Pubs Calendar Portal

MY CDR

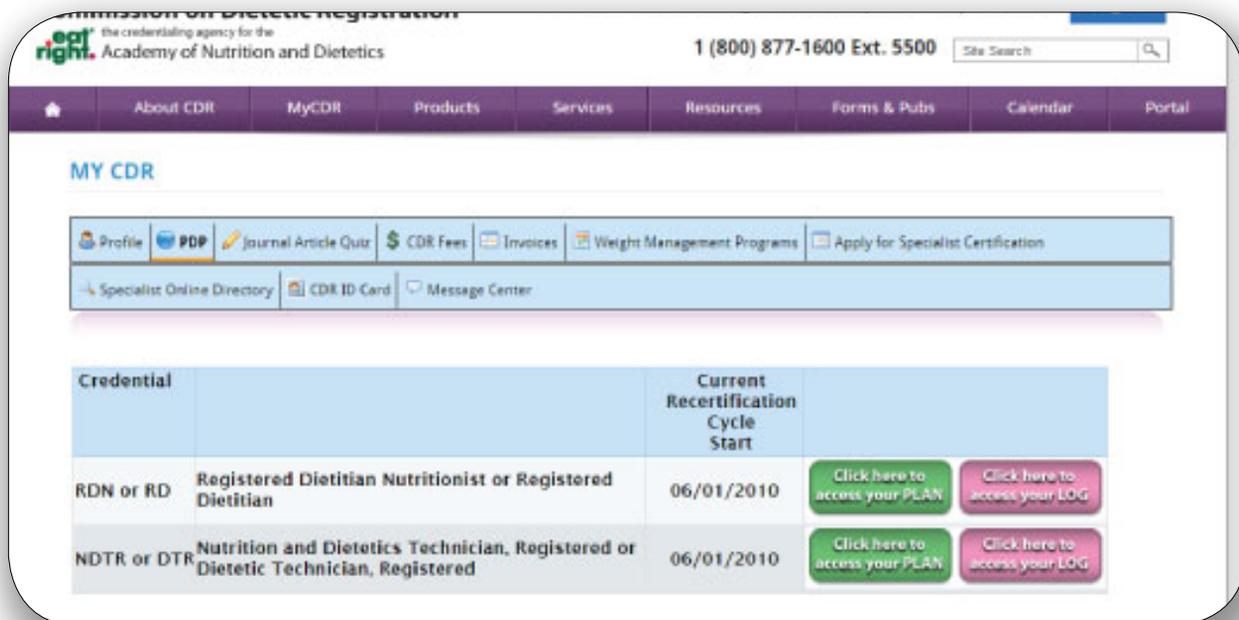
Credential Information

Registered Dietitian Nutritionist or Registered Dietitian	Nutrition and Dietetics Technician, Registered or Dietetic Technician, Registered
Your original date of registration is 06/01/2010	Your original date of registration is 06/01/2010
You have logged 1.0 CPEUS. Your five year period expires 05/31/2015	You have logged .0 CPEUS. Your five year period expires 05/31/2015
Your learning plan has been approved	Your learning plan has not been submitted
Your log has been approved	Activity log has not been submitted for review.

Your **Board Certified Specialist in Pediatric Nutrition** certification expires on **07/31/2017**

[Profile](#) [PDP](#) [Journal Article Quiz](#) [CDR Fees](#) [Invoices](#) [Weight Management Programs](#) [Apply for Specialist Certification](#)
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Click on the green box that says, “Click Here To Access Your PLAN.”



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[Specialist Online Directory](#) [CDR ID Card](#) [Message Center](#)

Credential		Current Recertification Cycle Start		
RDN or RD	Registered Dietitian Nutritionist or Registered Dietitian	06/01/2010	Click here to access your PLAN	Click here to access your LOG
NDTR or DTR	Nutrition and Dietetics Technician, Registered or Dietetic Technician, Registered	06/01/2010	Click here to access your PLAN	Click here to access your LOG



If this is not your first portfolio cycle, you will see multiple cycle dates. Click “**Select**” next to your current 5-year recertification cycle.

The screenshot shows the 'MY CDR' section of the Academy of Nutrition and Dietetics website. The page title is 'PDP Plan - Select Recertification Cycle'. Below the title, it displays 'Test User ID 1234'. A table shows the 'Selected Credential' as 'Registered Dietitian Nutritionist or Registered Dietitian' with a 'Current Cycle Start Date' of 6/01/2010 and a 'Current Cycle End Date' of 5/31/2015. Below this, a section titled 'Choose the recertification cycle to view/update plans' contains a table with three rows of cycle dates and 'Select' buttons.

Cycle Start Date	Cycle End Date	
6/02/2015	5/31/2021	Select
6/01/2015	5/31/2020	Select
6/01/2010	5/31/2015	Select

A separate window, “**What’s New?**” will appear. Read the text, then click “**Continue**” near the bottom of the page.

The screenshot shows a 'What's new?' notification window. The text explains that the Professional Development Portfolio is now founded on a competency-based PDP process. It defines a competency as a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in an individual. An important resource that explains the competency philosophy, and that provides a practical guide to learning the details about competencies and performance indicators, is the *Essential Practice Competencies for CDR Credentialed Nutrition and Dietetics Practitioners* which defines the knowledge, skill, judgment and attitude requirements throughout a credentialed practitioner's career, across practice settings, and within focus areas.

To complete Step 1: Learning Plan, CDR has developed an online Goal Wizard tool, which uses a decision algorithm to assist credentialed practitioners in identifying essential practice competency goals and performance indicators relevant to their RDN or RD, or NDTR or DTR practice. Practitioners personalize their Learning Plan by adding or deleting practice competencies and performance indicators.

What does this mean?

The Goal Wizard assists you in the development of your Learning Plan. You will be asked to answer a series of questions based upon your practice status, your day-to-day professional activities, and current and future learning needs. If you are not practicing, the Goal Wizard will assist you in identifying areas where you may need to update or maintain your knowledge base.

Your responses to these questions will aid in formulating your personalized Practice Competency Profile that will help you select essential practice competencies and performance indicators that will comprise your finalized Step 1 Learning Plan.

[Continue](#)



Read the Introduction page, then click “**Let’s Get Started.**”

You will then be asked questions regarding the following:

Introduction FAQ

Hi Test, I'm the Goal Wizard. I'm here to help you reflect on your practice and/or future direction in dietetics and nutrition, assess your learning needs, and create a learning plan.

The Goal Wizard assists you in completing Step 1 of the Professional Development Portfolio process. As you work through the steps of the Goal Wizard, you will:

- Develop a Practice Competency Profile, and then
- Prepare and Create a Learning Plan

Practice Competency Profile
The Practice Competency Profile is a self-reflection and assessment tool used to identify essential competencies that are relevant to your past, current and future role and interests in dietetics and nutrition. The Profile serves as the basis for completing your Learning Plan.

Learning Plan
The Learning Plan is based on your personalized Practice Competency Profile. After you develop your Profile, you will choose performance indicators that relate to each of your competencies, in order to create a Learning Plan that best reflects your current practice needs and goals.

[Let's Get Started](#)

- Practice status
- Positions held in your previous or current practice
- Day-to-day activities
- Skills, knowledge and judgment needed for day-to-day activities
- Current and future work
- Anticipated changes in current role or position
- Future roles or positions
- Mandatory learning
- Ethics and professionalism

After you have answered all questions, you can view your personalized Practice Competency Profile that the Goal Wizard has generated for you by clicking on “**Display My Profile**” (After this step, if for any reason you are not able to finish your Learning Plan in one sitting, you may save the work you have completed and come back to it at a later time).

Introduction Goal Wizard FAQ

50%

You have now answered all the questions. Click on the button to review and save your Practice Competency Profile.

[Display my Profile](#)



Review the competencies not selected by the Goal Wizard. If you would like to add any competencies to your Practice Competency Profile, select the competency and then click, **“Select From List On Left And Click Here To Add Competency To My Profile.”** Repeat this for each competency you wish to add. Once you are finished click on **“Next.”**

The screenshot shows the 'Goal Wizard' section of the application. At the top, there are three tabs: 'Introduction', 'Goal Wizard', and 'FAQ'. Below the tabs is a progress bar indicating 50% completion. The main heading reads: 'Here is your Practice Competency Profile, based on your responses selected using the Goal Wizard.' Below this, a text block explains that users can add competencies not selected by the wizard by choosing from a dropdown list and clicking the 'Add Competency to My Profile' button. A dropdown menu is open, showing a list of competencies: 1.2 Works within personal and professional limitations and abilities, 1.3 Applies customer-centered principles in practice, 1.4 Adheres to confidentiality and privacy legislation, standards and policies, and 1.6 Responsibly applies the principles of financial stewardship and/or management. To the right of the dropdown is a button that says 'Select from list on left and click here to Add Competency to my Profile'. Below the dropdown is a table titled 'Selected Competencies' with a list of 14 competencies and their corresponding sphere (Sphere 1). At the bottom of the table are three buttons: 'Previous', 'Save and return later', and 'Next'.

Selected Competencies	
1.1 Identifies with and adheres to the code of ethics for the profession.	Sphere 1
1.5 Adheres to and models professional obligations defined in legislation, standards and organization policies.	Sphere 1
2.1 Utilizes appropriate communication methods and skills to meet the needs of various audiences.	
3.1 Demonstrates and applies leadership skills.	
4.1 Demonstrates sound technical judgment and strategic thinking in practice.	
4.2 Reflects, integrates and evaluates using critical thinking when faced with problems, issues and challenges.	
5.1 Acquires knowledge of technology systems consistent with role and responsibilities.	
7.1 Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.	
8.1 Applies current food and nutrition science principles in dietetics practice.	
8.2 Recognizes and respects the physical, social, cultural, institutional and economic environments of the individual, group and community in practice.	
9.4 Provides nutrition and lifestyle education to healthy individuals and groups or under the supervision of the RDN to individuals with more complex health issues.	
10.1 Performs nutrition screening to support the RDNs comprehensive nutrition assessment while adhering to the Standards of Practice (SOP) in Nutrition Care for NDTRs.	
10.2 Implements the Nutrition Care Process under the supervision of the RDN while adhering to the Standards of Practice in Nutrition Care for NDTRs.	
10.3 Engages patient or substitute decision maker in the informed consent process prior to and during the provision of services.	
10.4 Under the supervision of the RDN, identifies and communicates the interrelationship and use of pharmacotherapy, dietary supplements, functional foods and nutrients on health and disease in accordance with Scope of Practice and Standards of Professional Performance for NDTRs.	
10.5 Documents and maintains records according to the SOP for the NDTR, legislation, regulations and organization policies.	
14.3 Incorporates and communicates principles of project management to achieve project objectives and goals.	

Review through all the competencies on your Practice Competency Profile. If you wish to delete any competencies, select the delete box to the left of the competency. When you are finished, click on **“Show My Profile.”**

The screenshot shows the 'Goal Wizard' section of the application. At the top, there are three tabs: 'Introduction', 'Goal Wizard', and 'FAQ'. Below the tabs is a progress bar indicating 60% completion. The main heading reads: 'Did the Goal Wizard select competencies that are relevant to you?'. Below this, a text block explains that users can delete competencies they feel are not relevant by clicking the delete box beside the selected competency. It also notes that users are required to have at least one competency from Sphere 1 (Ethics and Professionalism) on their Profile. Below this is an 'IMPORTANT' note: 'When you are finished, click 'Show my Profile''. Below the note is a table with a 'Delete' column and a 'Selected Competency' column. The table lists 14 competencies, with checkboxes in the 'Delete' column. The first two competencies (1.1 and 1.5) have their 'Delete' checkboxes checked. To the right of the table are two buttons: 'Previous' and 'Show my Profile'.

Delete	Selected Competency
<input checked="" type="checkbox"/>	1.1 Identifies with and adheres to the code of ethics for the profession.
<input checked="" type="checkbox"/>	1.3 Applies customer-centered principles in practice.
<input type="checkbox"/>	1.4 Adheres to confidentiality and privacy legislation, standards and policies.
<input type="checkbox"/>	1.5 Adheres to and models professional obligations defined in legislation, standards and organization policies.
<input checked="" type="checkbox"/>	2.1 Utilizes appropriate communication methods and skills to meet the needs of various audiences.
<input type="checkbox"/>	3.1 Demonstrates and applies leadership skills.
<input type="checkbox"/>	4.1 Demonstrates sound technical judgment and strategic thinking in practice.
<input type="checkbox"/>	4.2 Reflects, integrates and evaluates using critical thinking when faced with problems, issues and challenges.
<input type="checkbox"/>	5.1 Acquires knowledge of technology systems consistent with role and responsibilities.
<input type="checkbox"/>	7.1 Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.
<input type="checkbox"/>	8.1 Applies current food and nutrition science principles in dietetics practice.
<input type="checkbox"/>	8.2 Recognizes and respects the physical, social, cultural, institutional and economic environments of the individual, group and community in practice.
<input type="checkbox"/>	9.4 Provides nutrition and lifestyle education to healthy individuals and groups or under the supervision of the RDN to individuals with more complex health issues.
<input type="checkbox"/>	10.1 Performs nutrition screening to support the RDNs comprehensive nutrition assessment while adhering to the Standards of Practice (SOP) in Nutrition Care for NDTRs.
<input type="checkbox"/>	10.2 Implements the Nutrition Care Process under the supervision of the RDN while adhering to the Standards of Practice in Nutrition Care for NDTRs.
<input type="checkbox"/>	10.3 Engages patient or substitute decision maker in the informed consent process prior to and during the provision of services.
<input type="checkbox"/>	10.4 Under the supervision of the RDN, identifies and communicates the interrelationship and use of pharmacotherapy, dietary supplements, functional foods and nutrients on health and disease in accordance with Scope of Practice and Standards of Professional Performance for NDTRs.
<input type="checkbox"/>	10.5 Documents and maintains records according to the SOP for the NDTR, legislation, regulations and organization policies.
<input type="checkbox"/>	14.3 Incorporates and communicates principles of project management to achieve project objectives and goals.



You will now see the final version of your Practice Competency Profile. You may print out your Practice Competency Profile at this point if you wish; however, you may also print it at the end of the Goal Wizard process. When you are done reviewing the final version of your Profile, click on “**Create Your Learning Plan**”

Introduction Goal Wizard FAQ

65%

Here is your Practice Competency Profile.

IMPORTANT: When you are finished, click 'Create your Learning Plan'

Selected Competency	
1.5 Adheres to and models professional obligations defined in legislation, standards and organization policies.	Sphere 1
3.1 Demonstrates and applies leadership skills.	
3.2 Advocates and challenges others to take action to advance the profession.	
3.3 Advocates for the customer and facilitates acquisition of services and resources.	
4.1 Demonstrates sound professional judgment and strategic thinking in practice.	
5.2 Utilizes technology according to organization needs and workplace policies and procedures.	
5.3 Demonstrates ethical and professional behavior when using technology.	
6.3 Participates in and/or leads research initiatives following ethical and professional research methodology.	
7.1 Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.	
7.3 Integrates policies and adheres to infection prevention and control measures.	
8.1 Interprets and applies current food and nutrition science and principles in dietetics practice.	
8.2 Recognizes and respects the physical, social, cultural, institutional and economic environments of the individual, group, community and population in practice.	
8.3 Demonstrates a commitment to maintaining and enhancing knowledge.	
10.1 Performs nutrition screening to evaluate individual health, malnutrition and disease while adhering to the Standards of Practice (SOP) in Nutrition Care for RDNs.	
10.2 Implements the Nutrition Care Process to ensure individual health goals are established, monitored and achieved while adhering to the Standards of Practice in Nutrition Care for RDNs.	
10.3 Engages patient or substitute decision maker in the informed consent process prior to and during the provision of services.	
10.4 Applies knowledge of the interrelationship and impact of pharmacotherapy, dietary supplements, functional foods and nutrients on health and disease in accordance with Scope of Practice and Standards of Professional Performance for RDNs.	
10.5 Documents and maintains records according to the SOP for the RDN, legislation, regulations and organization policies.	
14.1 Employs principles of productivity to optimize safe, ethical and efficient resource utilization.	
14.2 Applies principles of financial management to support and achieve budgetary goals.	
14.3 Applies principles of project management to achieve goals and objectives.	

Print Your Profile Previous Save and return later **Create your Learning Plan**

Click on “**Next**” to create your Learning Plan.

Profile PDP Journal Article Quiz CDR Fees Invoices Weight Management Programs Apply for Specialist Certification

Specialist Online Directory CDR ID Card Message Center

Introduction Goal Wizard FAQ

67%

Create your Learning Plan -

As part of the Professional Development Portfolio process, you are required to complete a Learning Plan. Creating your Learning Plan includes:

- * **assessing your learning needs; and**
- * **selecting competencies and performance indicators (previously known as Learning Need Codes).**

Previous Save and Exit, I will come back later to review my learning plan. **Next**

3152



Select competencies from your Practice Competency Profile that will be added to your Learning Plan as goals that reflect your current or future learning needs. **Click on the green arrow** to the right of each competency to add a competency to your Learning Plan. When you are finished, click “Next.” You will now be able to view your Learn Plan.

Introduction
Goal Wizard
FAQ

67%

Assessing Your Learning Needs

This step asks you to select competencies from your Competency Profile that you believe reflect current or future learning needs related to your dietetics practice.

Please note that you must select at least one competency to add to your learning plan as a goal. You will likely have more than one goal, but only select the number of competencies that address your learning plan goals for the next five years.

Also, you are required to have at least one competency from **Sphere 1** (Ethics and Professionalism) on your learning plan.

Competency Profile			Learning Plan Goals
Competency		Add to Plan	Remove Goal from Plan
1.3 Applies customer-centered principles in practice.	Sphere 1	➔	1.3 Applies customer-centered principles in practice. Sphere 1
1.4 Adheres to confidentiality and privacy legislation, standards and policies.	Sphere 1	➔	1.4 Adheres to confidentiality and privacy legislation, standards and policies. Sphere 1
1.5 Adheres to and models professional obligations defined in legislation, standards and organization policies.	Sphere 1	➔	3.1 Demonstrates and applies leadership skills.
3.1 Demonstrates and applies leadership skills.		➔	5.1 Acquires knowledge of technology systems consistent with role and responsibilities.
4.1 Demonstrates sound technical judgment and strategic thinking in practice.		➔	7.1 Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.
4.2 Reflects, integrates and evaluates using critical thinking when faced with problems, issues and challenges.		➔	
5.1 Acquires knowledge of technology systems consistent with role and responsibilities.		➔	
7.1 Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.		➔	
8.1 Applies current food and nutrition science principles in dietetics practice.		➔	
8.2 Recognizes and respects the physical, social, cultural, institutional and economic environments of the individual, group and community in practice.		➔	
9.4 Provides nutrition and lifestyle education to healthy individuals and groups or under the supervision of the RDN to individuals with more complex health issues.		➔	
10.1 Performs nutrition screening to support the RDNs comprehensive nutrition assessment while adhering to the		➔	

You will now be asked to choose performance indicators for each goal. To choose performance indicators, click on “**Select Performance Indicators**” to the right of each goal.

70%

Select Performance Indicators

Here is your Learning Plan. I have listed the competencies you selected as goal(s). For each goal, you will need to select Performance Indicators.

Performance Indicators replace Learning Need Codes. When you enter learning activities on your Step 2 Activity Log, each activity will be mapped to a specific performance indicator.

Performance indicators have to be selected on all goals before you can proceed to next step.

Goal	Selected Competency	Status	
1	1.3 Applies customer-centered principles in practice.	No performance indicators selected	Select Performance Indicators
2	1.4 Adheres to confidentiality and privacy legislation, standards and policies.	No performance indicators selected	Select Performance Indicators
3	3.1 Demonstrates and applies leadership skills.	No performance indicators selected	Select Performance Indicators
4	5.1 Acquires knowledge of technology systems consistent with role and responsibilities.	No performance indicators selected	Select Performance Indicators
5	7.1 Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.	No performance indicators selected	Select Performance Indicators

Previous
Save and complete later

Once you have selected all performance indicators, click on **“Update Learning Plan.”** Repeat this process for each goal.

Now select one or more performance indicators you want to focus on over the next 5 years. To help you determine whether a performance indicator is right for you, I can show you examples of learning activities mapped to any performance indicator. At least one performance indicator has to be selected for each goal.

After reviewing the Performance Indicators, you may decide to delete the competency as a goal.

Goal 1. Applies customer-centered principles in practice.

Performance Indicator	Keep this Performance Indicator?	Show me the list of learning activities available
1.3.1 Applies strategies that engage the customer in a collaborative approach.	<input type="checkbox"/>	Relevant CPE Activities
1.3.2 Recognizes the strengths and limitations of a customer.	<input type="checkbox"/>	Relevant CPE Activities
1.3.3 Builds rapport and trust within the relationship while respecting boundaries.	<input type="checkbox"/>	Relevant CPE Activities
1.3.4 Communicates the risks, benefits, disadvantages, alternatives, and cost of the proposed treatment plan, contract, and statement of terms or scope of work and confirms customer understanding.	<input type="checkbox"/>	Relevant CPE Activities
1.3.5 Identifies and respects economic and sociocultural factors when determining the goals and wants of the customer.	<input type="checkbox"/>	Relevant CPE Activities
1.3.6 Follows established culturally appropriate strategies when delivering service.	<input type="checkbox"/>	Relevant CPE Activities
1.3.7 Recognizes the limits of own cultural knowledge, skill and abilities and consults with others when needed.	<input type="checkbox"/>	Relevant CPE Activities
1.3.8 Works collaboratively with others to provide resources to support culturally diverse customers.	<input type="checkbox"/>	Relevant CPE Activities
1.3.9 Recognizes and incorporates knowledge of cultural and/or religious foods, practices and preparation.	<input type="checkbox"/>	Relevant CPE Activities

[Cancel](#)
[Delete this Competency as a Goal](#)
[Update Learning Plan](#)

After you have selected performance indicators for each goal, click on **“I Have Finished Creating My Plan.”**

Introduction

Goal Wizard

FAQ



Select Performance Indicators

Here is your Learning Plan. I have listed the competencies you selected as goal(s). For each goal, you will need to select Performance Indicators.

Performance Indicators replace Learning Need Codes. When you enter learning activities on your Step 2 Activity Log, each activity will be mapped to a specific performance indicator.

Performance indicators have to be selected on all goals before you can proceed to next step.

Goal	Selected Competancy	Status	
1	1.3 Applies customer-centered principles in practice.	Performance Indicators Selected	✔ Select Performance Indicators
2	1.4 Adheres to confidentiality and privacy legislation, standards and policies.	Performance Indicators Selected	✔ Select Performance Indicators
3	3.1 Demonstrates and applies leadership skills.	Performance Indicators Selected	✔ Select Performance Indicators
4	5.1 Acquires knowledge of technology systems consistent with role and responsibilities.	Performance Indicators Selected	✔ Select Performance Indicators
5	7.1 Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.	Performance Indicators Selected	✔ Select Performance Indicators

[Previous](#)
[Save and complete later](#)
[I have finished creating my plan](#)



Your completed Step 1: Learning Plan will now be displayed based on the goals and performance indicators you have chosen. At this time, you may submit your plan or update it and submit later. If you wish to submit your plan, click on **“Yes, Submit My Plan.”**

99%

This is your completed learning plan.

Are you finished with your plan or would you like to delete a goal and/or performance indicator? If you want to delete a goal and/or performance indicator, please click on pencil icon.

If you are finished entering your goals and performance indicators, it's time to submit your Learning Plan to the Commission on Dietetic Registration.

[Print Learning Plan](#)
[No, return to update plan](#)
[No, I will submit my plan later](#)
[Yes, Submit my plan](#)

Goal	Competency	Competency Description/Performance Indicator	
1	1.3	Applies customer-centered principles in practice.	
		...Performance Indicators	
		1.3.1 Applies strategies that engage the customer in a collaborative approach.	
		1.3.5 Identifies and respects economic and sociocultural factors when determining the goals and wants of the customer.	
		1.3.9 Recognizes and incorporates knowledge of cultural and/or religious foods, practices and preparation.	
2	1.4	Adheres to confidentiality and privacy legislation, standards and policies.	
		...Performance Indicators	
		1.4.2 Obtains consent for the collection, storage, use and disclosure of information.	
3	3.1	Demonstrates and applies leadership skills.	
		...Performance Indicators	
		3.1.6 Takes an active role in sharing information and knowledge.	
4	5.1	Acquires knowledge of technology systems consistent with role and responsibilities.	
		...Performance Indicators	
		5.1.2 Applies understanding of informatics terminology and input and output devices (e.g. laptop, smartphone, flash drive).	
5	7.1	Identifies, analyzes and manages risk, adverse events and safety to self, staff, customer and public.	
		...Performance Indicators	
		7.1.4 Takes action on identified risk to self, staff, customer, public and organization.	

Your Learning Plan is now approved and active in the system. It is recommended that you print a copy of your Step 1: Learning Plan for your records.

PDP Plan - Competency based

Test User ID 1234

Selected Credential Nutrition and Dietetics Technician, Registered or Dietetic Technician, Registered
Cycle Start Date 6/02/2015 Cycle End Date 5/31/2021

Postmark Date	Plan Status	
04/17/2015	Active	Print Competency Profile View Plan Revise Plan

Appendix B

Sponsored Independent Learning Contract

To be completed only by those participating in 220. Sponsored Independent Learning activities.
(See instructions in the Professional Development Portfolio Guide)

Learner Name _____

CDR Credential: RDN or RD NDTR or DTR

Registration # _____

Sponsor Name: _____ Title: _____

Institution: _____ Phone Number: _____

Performance Indicator(s):

Which performance indicator(s) from your Step 1: Learning Plan does this learning contract address? List all that apply. _____

Learning Outcome(s):

What do you intend to learn? Describe the learning outcomes (skills, knowledge, judgment, and attitude you will be able to demonstrate following completion of the activity described in this learning contract. The outcomes must be measurable or observable, clearly stated, and focus on what you will be able to demonstrate.

As a result of my learning, I will... _____

Learning Resources and Activities:

How will you accomplish each learning outcome? Describe the resources (physical and/or electronic) you plan to use to achieve the learning outcome and the activities (techniques and/or tools) you will employ.

Target Number of Hours Needed to Accomplish Learning Outcomes:

How much time will you devote to achieving each learning outcome through the activities described? List the hours you anticipate spending on each activity. You must keep track of these hours in order to receive CPEUs for the activities.

Target Completion Date:

By what date will your learning outcomes be met? _____

Evidence of Learning Outcome(s) Achievement:

How will you know if you have achieved the learning outcomes? List the evidence you will use to measure achievement of your learning outcomes. (Examples of evidence include peer audit, chart review, completion of a project, publication, self-assessment, question-and-answer session.)

Sponsor and Learner Agreement:

We have discussed the Independent Learning Contract and agree to implement the activities outlined in this plan.

Signature of Learner: _____ Date: _____

Signature of Sponsor: _____ Date: _____

.....

Complete this section after learning outcomes have been demonstrated:

I verify that the learner has devoted _____ hours toward achieving the learning plan outcomes and produced evidence of such achievement.

Describe the evidence and attach documentation, if applicable.

Signature of Sponsor: _____ Date: _____

Appendix C

Approved Certification Programs

Approved Certification Programs (for Consecutive Recertification Periods)

*Board Certification as a Specialist in Dietetics (Gerontological Nutrition, Oncology Nutrition, Pediatric Nutrition, Renal Nutrition, and Sports Dietetics)**

Commission on Dietetic Registration,

120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995

Phone: 800-877-1600, ext. 5500

Fax: 312-899-4772

Email: specialists@eatright.org

Web: www.cdrnet.org

*RDN or RD only

*Board Certified Advanced Diabetes Management**

American Association of Diabetes Educators

200 West Madison St., Suite 800
Chicago, IL 60606

Phone: 800-338-3633

Email: bcadm@aadenet.org

Web: www.diabeteseducator.org

*This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

*Certified Diabetes Educator***

National Certification Board for Diabetes Educators

330 East Algonquin Rd., Suite 4
Arlington Heights, IL 60005

Phone: 877-239-3233 or 847-228-9795

Fax: 847-228-8469

Email: info@ncbde.org

Web: www.ncbde.org

*RDN or RD only

**This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

*Certified Nutrition Support Clinician**

National Board of Nutrition Support Certification, Inc.

8630 Fenton St., Suite 412
Silver Spring, MD 20910

Phone: 800-727-4567 or (301) 587-6315

Fax: 301-587-2365

Email: nbnscc@nutritioncare.org

Web: www.nutritioncertify.org

*RDN or RD only

*Certified Personal Trainer**

National Council on Strength and Fitness

5915 Ponce De Leon Blvd., Suite 60
Coral Gables, FL 33146

Phone: 800-772-6273

Fax: 305-666-3482

Email: info@ncsf.org

Web: www.ncsf.org

*This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

*International Board Certified Lactation Consultant***

International Board of Lactation Consultant Examiners

6402 Arlington Blvd., Suite 350
Falls Church, VA 22042.

Phone: 888-994-2523 or 703-560-7330

Fax: 703-560-7332

Email: iblce@iblce.org

Web: www.iblce.org

*Available to RDNs or RDs and NDTRs or DTRS

** This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

*Canadian Board Certified Diabetes Educator**

Canadian Diabetes Educator Certification Board,

13909 Hurontario Street, North Suite
Caledon, ON L7C2C9

Phone: 905-838-4898

Fax: 905-838-4899

Email: cdecb@cdecb.ca

Web: www.cdecb.ca

*This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

This list will be updated on a periodic basis.

Visit www.cdrnet.org or contact CDR for a current list of approved certifications.

Approved Certification Programs (for Alternate Recertification Periods)

Clinical Lipid Specialist

Accreditation Council for Clinical Lipidology

6816 Southpoint Parkway, Suite 1000
Jacksonville, FL 32216

Phone: 904-309-6250

Fax: 904-998-0855

Web: www.lipidspecialist.org

ACE Certified Advanced Health & Fitness Specialist, ACE Certified Group Fitness Instructor, ACE Certified Health Coach, ACE Certified Personal Trainer

American Council on Exercise

4851 Paramount Dr.
San Diego, CA 92123

Phone: 888-825-3636

Fax: 858-576-6564

Web: www.acefitness.org

ACSM Certified Personal TrainerSM, ACSM Health Fitness SpecialistSM, ACSM Health/Fitness Director[®], ACSM Clinical Exercise SpecialistSM, or ACSM Program DirectorSM

American College of Sports Medicine

401 West Michigan St.
Indianapolis, IN 46202-3233

Phone: 317-637-9200

Fax: 317-634-7817

Email: crtacsm@acsm.org

Web: www.acsm.org

*Certified Foodservice Professional**

**North American Association of Food
Equipment Manufacturers**

161 North Clark St., Suite 2020
Chicago, IL 60601

Phone: 312-821-0201

Fax: 312-821-0202

Email: info@nafem.org

Web: www.nafem.org

*This is an approved certification or
recertification for NDTRs and DTRs only

Certified in Family and Consumer Sciences

**American Association of Family and
Consumer Sciences**

400 N. Columbus St., Suite 202
Alexandria, VA 22314

Phone: 800-424-8080

Fax: 703-706-4663

Email: certification@aafcs.org

Web: www.aafcs.org

Certified Health Education Specialist

**National Commission for Health Education
Credentialing Inc.**

1541 Alta Dr., Suite 303
Whitehall, PA 18052-5642

Phone: 888-624-3248

Fax: 800-813-0727

Email: nchec@nchec.org

Web: www.nchec.org

Certified Personal Fitness Trainer

**National Exercise and Sports Trainers
Association**

30021 Tomas, Suite 210
Rancho Santa Margarita, CA, 92688-2123

Phone: 877-348-6692

Fax: 949-589-8216

Web: www.nestacertified.com

Certified Professional in Healthcare Quality

Healthcare Quality Certification Commission

8735 W Higgins Rd, Suite 300
Chicago, IL 60631

Phone: 800-966-9392 or 847-375-4720

Fax: 847-375-6320

Email: info@cphq.org

Web: www.cphq.org

Certified Strength and Conditioning Specialist or NSCA-Certified Personal Trainer

**National Strength and Conditioning
Association Certification Commission**

1885 Bob Johnson Dr.
Colorado Springs, CO 80906

Phone: 800-815-6826 or 719-632-6722

Fax: 719-632-6367

Email: nsca@nsca.com

Web: www.nsca.com

*Certified Eating Disorders Registered Dietitian****

**International Association of Eating Disorders
Professionals**

PO Box 1295
Pekin, IL 61555

Phone: 800-800-8126 ext. 87

Fax: 800-800-8126

Email: tammy@iaedp.com

Web: www.iaedp.com

*This is an approved certification or recertification
for the traditional route only, for RDNs or RDs only

**Please note that in order for CDR credentialed
practitioners to be eligible to use the equivalency
route CEDRD certification, existing or newly
certified CEDRDs must successfully pass the
initial certification exam on or after June 2, 2015.



Certified Food Science

Institute of Food Technologists

525 W. Van Buren, Ste 1000

Chicago, IL 60607

Phone: 312-782-8424

Fax: 312-782-8348

Email: info@ift.org

Web: www.ift.org

**Available to RDNs or RDs and NDTRs or DTRS*

NASM Certified Personal Trainer

National Academy of Sports Medicine

1750 E. Northrop Blvd., Suite 200

Chandler, AZ, 85286-1744

Phone: 800-460-6276

Fax: 480-656-3276

Web: www.nasm.org

National Certified Counselor

National Board for Certified Counselors

3 Terrace Way, Suite D

Greensboro, NC 27403

Phone: 336-547-0607

Fax: 336-547-0017

Email: nbcc@nbcc.org

Web: www.nbcc.org

School Nutrition Specialist

School Nutrition Association

120 Waterfront St.

National Harbor, MD, 20745

Phone: 301-686-3100

Fax: 301-686-3115

Email: servicecenter@schoolnutrition.org

Web: www.schoolnutrition.org

This list will be updated on a periodic basis.

Visit www.cdrnet.org or contact CDR for a current list of approved certifications.

Appendix D

Resources for PDP Process Development

Background and Impetus for the Professional Development Portfolio Development

Duyff, RL. The value of lifelong learning: Key element in professional career development. *J Am Diet Assoc.* 1999;99(5):538–543.

Kane MT, Cohen AS, Smith ER, Lewis C, Reidy C. 1995 Commission on Dietetic Registration Dietetics Practice Audit. *J Am Diet Assoc.* 1996;96:1–14.

Parks S, et al. Challenging the future of dietetics education and credentialing—Dialogue, discovery, and directions: A summary of the 1994 Future Search Conference. *J Am Diet Assoc.* 1995; 95:598–606.

Finocchio LJ, et al. Reforming Health Care Workforce Regulation: Policy Considerations for the 21st Century. San Francisco, CA: Pew Health Professions Commission; 1995.

Committee on the Health Professions Education Summit, Board on Healthcare Services. Health Professions Education: A Bridge to Quality. Washington DC: Institute of Medicine on the National Academies; 2003.

Self-Reflection

Atkins S, Murphy K. Reflective Practice. *Nursing Standard.* 1994;8(39):49–54.

Barkley N. The Crystal-Barkley Guide to Taking Charge of Your Career. New York, NY: Workman Publishing Company, Inc.; 1995:63–92.

Driscoll J. Reflective practice for practice. *Senior Nurse.* 1994;13(7):47–50.

Epstein R. Mindful Practice. *JAMA.* 1999;282(9): 833–839.

Learning Needs Assessment

Barkley N. The Crystal-Barkley Guide to Taking Charge of Your Career. New York, NY: Workman Publishing Company, Inc.;1995:1–45.

Kolb DA. Learning Styles Inventory (Version LSI-3). TRG Hay/McBer; Boston. 1999. Self-Scoring Inventory and Interpretation Booklet sold in quantities of 10. Call TRG Hay/McBer at 800-729-8074. Individuals can complete the inventory online at www.haygroup.com.

Rops M. Helping Dietetics Professionals Learn: A Guide to Developing Learning Needs Assessment Instruments. Chicago, IL: Commission on Dietetic Registration; 2000.

Westberg J Jason H. Fostering learners' reflection and self-assessment. *Fam Med.* 1994;26(5):278–282.

Learning Plan Development and Implementation

Nelson B, Economy P. Goal-Setting Made Easy, Managing for Dummies. Foster City, CA: IDG Books Worldwide, Inc., 1996:122–136.

Felton AE Rops MS. Ensuring Staff Competence: A Guide To Meeting JCAHO Competence Standards in All Settings. Chicago, IL: American Dietetic Association; 1998: 68, 108, 111–116 [sample planning tools].

Evaluation of Learning Plan Outcomes

Kiener ME, Hentschel D. What happens to learning when the workshop is over? *J Contin Educ Nurs.* 1989;20:206–210.

Saylor, CR. Reflection and Professional Education: Art, Science and Competency. *Nurs Educ.* 1990;15(2):8–11.

Also refer to Atkins and Driscoll articles, listed under Self-Reflection.

Background and Impetus for the Essential Practice Competencies

Academy of Nutrition and Dietetics. Visioning Report. Chicago, IL: Academy of Nutrition and Dietetics; 2012.

Accreditation Council for Education in Nutrition and Dietetics. ACEND Accreditation Standards for Dietetic Education Programs. Chicago, IL: Academy of Nutrition and Dietetics; 2012.

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Alliance of Canada Dietetic Regulatory Body. Introduction to Essential Competencies for Dietetic Practice. 2006.

Ash S. Mixed method research approach to the development and review of standards for dietitians. *J Acad Nutr Diet.* 305–315.

Ayres GC. Nutrition informatics competencies across all levels of practice: A National Delphi Study. *J Acad Nutr Diet.* 2012;112(12):2042–2053.

Commission on Dietetic Registration. PDP Guide. Chicago, IL: American Dietetic Association; 2012.

Dietitians Association of Australia. National Competency Standards for Entry-Level Dietitians in Australia. Dietitians Association of Australia; 2009.

Ennis MR. Competency Model: A Review of the Literature and the Role of the Employment and Training Administration. Washington, DC: Employment and Training Administration U.S. Department of Labor; 2008.

Harris-Davis H, Haughton B. Model for multicultural nutrition counseling competencies. *J Am Diet Assoc.* 2000;100(10):1178–1185.

Hodges B, Rehrer G, Martin D. Knowing what we know. difficulties in recognizing one's own incompetence: Novice physicians who are unskilled and unaware of it. *Acad Med.* 2001;76(10):S87–S89.

Lysaght R. Beyond initial certification: the assessment and maintenance of competency in professions. *Evaluation and Program Planning.* 1999;95–104.

The Academy Quality Management Committee and Scope of Practice Subcommittee of the Quality Management Committee. Academy of Nutrition and Dietetics: Scope of Practice for the Dietetic Technician, Registered. *J Acad Nutr Diet.* 2013;113(6):S46–S55.

Marrelli A. Strategies for developing competency models. *Administration and Policy in Mental Health.* 2005;533–561.

Charney PS. Critical Thinking Skills in Nutrition Assessment and Diagnosis. Chicago, IL: Academy of Nutrition and Dietetics; 2013.

Academy of Nutrition and Dietetics. Standards of Practice and Professional Performance for Registered Dietitians. Chicago, IL: Academy of Nutrition and Dietetics.

Academy of Nutrition and Dietetics. Standards of Practice and Professional Performance for Dietetic Technicians, Registered. Chicago, IL: Academy of Nutrition and Dietetics.

Academy of Nutrition and Dietetics. Standards of Practice for Registered Dietitians. Chicago, IL: Academy of Nutrition and Dietetics.

Academy of Nutrition and Dietetics. Standards of Practice for Dietetic Technicians, Registered. Chicago, IL: Academy of Nutrition and Dietetics.

Ward M, Gruppen L, Regehr G. Measuring Self-Assessment: Current State of the Art. *Advances in Health Sciences Education.* 2002: 63–80.

Ward RM. Entry-level dietetics practice today: Results from the 2010 Commission on Dietetic Registration entry-level dietetics practice audit. *J Am Diet Assoc.* 2011;111(6):914–941.

Appendix E

Visioning Report and Workforce Demand Study

Visioning Report: Moving Forward A Vision for the Continuum of Dietetics Education, Credentialing and Practice

Please click on the link for the complete Visioning Report: <http://www.cdrnet.org/vault/2459/web/files/10369.pdf>

The 2009–2011 Dietetics Workforce Demand Study

included extensive literature reviews, futuristic visioning with expert opinion, public policy examination, analysis of numerous research surveys, and data-based modeling. So what do all of these documents and data reveal? Although all analysts approached workforce demand using different methodologies and perspectives, some common themes emerged.

Change

Probably the most compelling theme is that change is constant. It arises simultaneously from multiple sources and offers dietetics practitioners both challenges and opportunities.

Demographic Shifts and Population Risk Factors

There are dramatic demographic shifts underway in the age and racial/ethnic composition of the US population, affecting both the practice of dietetics and the dietetics workforce. The aging population increases the need for preventive care, wellness, and chronic-disease management. An aging population and increased cultural diversity will push dietetics practitioners to adapt existing programs and services as well as create new services. In addition, the incidence

of overweight and obesity, which are associated with increased risk for chronic diseases such as cardiovascular disease and diabetes, will have a major impact on the dietetics profession. The aging of registered dietitians (RDs) also affects the profession. With an average member age of 47 years, the lack of sufficient practitioners with the experience needed to fill positions opened by pending retirements will result in demand exceeding supply, especially in upper-level positions.

Legislation

Although the implementation details of the 2010 Patient Protection and Affordable Care Act have yet to be finalized, health care reform is a reality. Currently, nutrition services provided by RDs are not specifically mandated in the act. However, the opportunity exists to enhance professional presence and the provision of those services. Demonstrating the cost-effective benefits of RD services on patient and client outcomes will be critical.

Bifurcation of Health Care Labor Force

The trend of the health care labor force to bifurcate between technically prepared and advanced-level practitioners results in a practice model where advanced-level practitioners direct a cadre of health care providers with a technical or basic level of training. This model increases demand for practitioners at both ends of the education spectrum and gives impetus to the Academy of Nutrition and Dietetics emphasis on defining, recognizing, and supporting multiple levels of practice in a variety of practice areas.

Change Agents

On the whole, RDs have maintained only basic business skills, while medical nutrition skills have expanded. The resulting benefit is that the public has been protected by ensuring, through credentialing and/or licensure, that RDs are the providers of medical nutrition therapy in most states. However, the detriment is that the majority of dietetics practitioners serve in staff rather than leadership/management positions. As a result, leadership of food and nutrition services is often filled by other disciplines.

Interdisciplinary Teams

Interdisciplinary teaming offers challenges and opportunities for all medical professionals. The ability to cooperatively focus the expertise of diverse disciplines on the desired outcome for the patient, client, or project is critical. This trend offers opportunities to demonstrate expertise, effectiveness, and leadership. Rigorous scientific training positions RDs to be highly valued members of a medical interdisciplinary team. With additional leadership and business skills, RDs could lead these teams in many settings.

Advanced Practice

The percent of RDs who hold specialist credentials (15%) is higher than practitioners in other allied health and nursing professions, but differentiating specialist practice and advanced practice activities from general practice activities has been difficult. RDs who hold specialist credentials report personal benefits, but employers have yet to value and demand practitioners with specialist credentials in large numbers. There is currently no advanced practice credential (a different designation than specialist) available from the Academy, but this issue is being studied. Although recognition of both specialist and advanced practice skills will be important in the future, the future scan published in this Supplement also indicates that skilled generalists will have important roles to play in a fast-changing environment.

Increased Competition

Competition for dietetics roles and jobs comes from several sources. Included in these ranks are practitioners academically prepared in other health-related professions whose scopes of practice blur into the dietetics practitioner's role. In addition, graduates of Didactic Programs in Dietetics who do not complete dietetic internships to become credentialed professionals often want to work in the dietetics profession. Another source of competition is individuals without academic preparation or credentials but who identify themselves as nutrition and health experts.

Demand that Exceeds Supply

The current projection is that by 2020, only 75% of the demand for dietetics practitioners will be met, unless the supply increases dramatically. This is both sobering and exciting news. The supply/demand gap might provide already credentialed dietetics practitioners with economic advantages in the short-term. However, this also provides competitors with opportunities for market positions. If RDs and dietetic technicians, registered, do not meet employment demand, competitors will fill the non-regulated positions and economic advantages for dietetics practitioners will quickly erode.

Note: The preceding information was reproduced with permission from "Implications of the Dietetics Workforce Demand Study," an article from the March 2012 Supplement 1 of the Journal of the Academy of Nutrition and Dietetics.

Please click on the link for the complete "Implications of the Dietetics Workforce Demand Study: <http://www.cdrnet.org/vault/2459/web/files/March%202012%20Journal%20Supplement.pdf>

Appendix F

Independent Foreign Degree Evaluation Agencies

As far as international presenters who are giving presentations at professional meetings, foreign academic degrees accredited by foreign equivalent institutions are accepted on the condition that they have been verified by one of the agencies listed below.

Academic and Professional International Evaluation, Inc. (APIE)

PO Box 5787
Los Alamitos, CA 90721-5787
562/594-6498
apie@msn.com

www.apie.org

Academic Credentials Evaluation Institute, Inc. (ACEI)

PO Box 6908
Beverly Hills, CA 90212
310/275-3530 or 800/234-1597
Fax: 310/275-3528

acei@aceil.com
www.aceil.com

American Education Research Corporation, Inc. (AERC)

PO Box 996
West Covina, CA 91793-0996
626/339-4404
Fax: 626/339-9081

aerc@verizon.net
www.aerc-eval.com

Center for Educational Documentation, Inc. (CED)

PO Box 170116
Boston, MA 02117

617/338-7171

Fax: 617/338-7101

www.cedevaluations.com

Globe Language Services, Inc.

305 Broadway, Suite 401
New York, NY 10007
212/227-1994, fax: 212/693-1489
info@globelanguage.com
www.globelanguage.com

International Education Research Foundation (IERF)

Credentials Evaluation Services, Inc.
PO Box 3665
Culver City, CA 90231
310/258-9451
www.ierf.org

Foreign Educational Document Service

PO Box 4091
Stockton, CA 95204
209/948-6589
www.documentservice.org

Foundation for International Services, Inc. (FIS)

505 Fifth Avenue South, Suite 101
Edmonds, WA 98020
425/248-2255
Fax: 425/248-2262
info@fis-web.com
www.fis-web.com



**International Consultants of Delaware, Inc.
(ICDEL)**

3600 Market Street, Suite 450

Philadelphia, PA 19104

215/222-8454, ext. 510

Fax: 215/349-0026

icd@icdel.com

www.icdeval.com

**Josef Silny & Associates International
Education Consultants**

7101 SW 102nd Avenue

Miami, FL 33173

305/273-1616

Fax: 305/273-1338 or 273-1984

info@jsilny.com

www.jsilny.com

SpanTran Educational Services

7211 Regency Square Boulevard, Suite 205

Houston, TX 77036-3197

713/266-8805

Fax: 713/789-6022

en.spantran-edu.com

World Education Services, Inc. (WES)

Bowling Green Station

PO Box 5087

New York, NY 10274-8057

212/966-6311

Fax: 212/966-6100

info@wes.org

www.wes.org

WES — Branch Offices

Chicago - 312/222-0336

Miami - 305/358-6688

San Francisco - 415/677-9378

Washington DC - 202/331-2925