

Degree + years chart

Use this to determine the number of work hours you need for your certification level.

Degree		Entry Level Work Experience Needed	Associate Level Work Experience Needed	Professional Level Work Experience Needed
High School Diploma /GED only	+	1 year (2,000 hours)	3 years (6,000 hours)	5 years (10,000 hours)
Child Development Associate (CDA) Credential	+	none required	1 year (2,000 hours)	4 years (8,000 hours)
Indiana Youth Development (IYD) Credential	+	none required	1 year (2,000 hours)	4 years (8,000 hours)
Associate relevant CYC degree	+	none required	1 year (2,000 hours)	3 years (6,000 hours)
Associate non-relevant CYC degree	+	1 year (2,000 hours)	2 years (4,000 hours)	4 years (8,000 hours)
Bachelors relevant CYC degree	+	none required	1 year (2,000 hours)	1 year (2,000 hours)
Bachelors non-relevant CYC degree	+	1 year (2,000 hours)	2 years (4,000 hours)	2 years (4,000 hours)
Masters or PHD relevant CYC degree	+	none required	1 year (2,000 hours)	1 year (2,000 hours)
Masters or PHD non-relevant degree	+	1 year (2,000 hours)	2 years (4,000 hours)	2 years (4,000 hours)

Relevant degrees/ diplomas include, but are not limited to:

- Child and adolescent psychology
- Child and youth studies
- Education
- Human services
- Juvenile justice
- Recreation
- Social work
- Sociology

Training requirements page

Use this to determine the number of training/education hours needed in each competency domain per level of certification.

100 of the required hours for Associate & Professional must have been completed within 5 years of the application submission.

*Trauma Informed training is Recommended in Indiana

Competency Domain		Entry	Associate	Professional
Professionalism:		3 hours Ethics	15 hours	20 hours
Cultural & Human Diversity:		None	15 hours	20 hours
Applied Human Development:		*1 hour Trauma Informed	20 hours (Including Trauma Informed)	20 hours (Including Trauma Informed)
Relationship & Communication:		None	40 hours	40 hours
Developmental Practice Methods:		8 hours Behavior Management	60 hours	80 hours
Additional Hours (any competency):		None	None	70 hours
Total		12 hours	150 hours	250 hours

Membership Resource Page

The cyc certification institute recognizes the organizations listed below. Individual membership in any of these organizations meets the certification requirement for membership in a professional organization.

National membership associations

ACYCP association for child and youth care practice email: info@acycp.org web site:

<http://www.acycp.org>.

NAA national after school association email: info@naaweb.org web site: <http://www.naaweb.org>.

NPJS national partnership for juvenile services email: help@npjs.org web site: <http://www.npjs.org>.

NFPA national foster parent association email: info@nfpaonline.org web site: <http://nfpaonline.org>.

NASW national association of social workers email: membership@naswdc.org web site:

<http://www.naswdc.org>.

Indiana membership associations

IJDA Indiana juvenile detention association web site: <http://www.youthlawteam.org/IJDA.html>.

Certified practitioners may choose organizations in the state of residence to meet the requirement. The association must fit within the description provided below to qualify:

- Offers individual membership (agency membership in an organization does not meet the requirement for professional membership). The practitioner must have an individual membership.
- Supports professionalization of child and youth care practitioners (with the understanding that this can be a passive stance).
- Offers an ethics code for practitioners and/or endorses the standards for practice of north american cyc professionals.
- Represents and advocates for child and youth care practitioners.
- Offers opportunities to: keep up-to-date with developments in foundational and specialized areas of child and youth care practice and participate in education and training opportunities.

Note: these criteria were established by the association for child and youth care practice and the national cyc certification board, and adopted by the cyc institute.

Competencies Grid- Where (under what competency) should my training get listed?

CYC Competencies:	Foundational Knowledge for each domain:
I. Professionalism a. Awareness of the Profession b. Professional Development and Behavior c. Personal Development and Self Care d. Professional Ethics e. Awareness of Law and Regulations f. Advocacy	- History, structure, and organization of child and youth care - Resources and activities of child and youth care - Current and emergent trends in society, services, and in child and youth care - Structure and function of codes of ethics applicable to practice which includes the Standards for Practice of North American Child & Youth Care Professionals https://cycgb.org/ethics - Accepted boundaries in professional practice - Stress management and wellness practices - Strategies to build a professional support network - Significance of advocacy and an array of advocacy strategies - Relevant laws, regulations, legal rights and licensing procedures governing practice
II. Cultural and Human Diversity a. Cultural and Human Diversity Awareness and Inquiry b. Relationship and Communication Sensitive to Cultural and Human Diversity c. Developmental Practice Methods Sensitive to Cultural and Human Diversity	- Cultural structures, theories of change, and values within culture variations - Cross cultural communication - History of political, social, and economic factors which contribute to racism, stereotyping, bias and discrimination - Variations among families and communities of diverse backgrounds - Cultural and human diversity issues in the professional environment
III. Applied Human Development a. Contextual-Developmental Assessment b. Sensitivity to Contextual Development in Relationship and Communication c. Practice Methods that are Sensitive to Development and Context d. Access Resources that Support Healthy Development	- Lifespan human development - Child and adolescent development as appropriate for the arena of practice, (including domains of cognitive, social-emotional, physiological, psycho-sexual, and spiritual development) - Exceptionality in development (including at-risk and special needs circumstances such as trauma, child abuse/neglect, developmental psychopathology, and developmental disorders) - Family development, systems and dynamics
IV. Relationship and Communication a. Interpersonal Communication b. Relationship Development c. Family Communication d. Teamwork and Professional Communication Skills	- Characteristics of helping relationships - Characteristics of healthy interpersonal relationships - Cultural differences in communication styles - Developmental differences in communication - Communication theory (verbal & non-verbal) - Group dynamics & teamwork theory - Family dynamics & communication patterns (including attachment theory as it relates to communication style)
V. Developmental Practice Methods a. Genuine Relationships b. Health and Safety c. Intervention Planning d. Environmental Design and Maintenance e. Program Planning and Activity Programming f. Activities of Daily Living	- Health and safety - Intervention theory and design - Environmental design - Program planning and activity programming including: - Developmental rationales - Basic strategies of program planning - Specific developmental outcomes expected as a result of participating in activities - Principles of activity programming (e.g. activity analysis, adaptation, strategies for involving youth in activities)

g. Group Process h. Counseling i. Behavior Guidance j. Family and Caregiver Engagement k. Community Engagement	○ Relationship of developmental processes to the activities of daily living (e.g. eating, grooming, hygiene, sleeping, rest) ○ The significance of play activities ○ Community resources for connecting children, youth and families with activity and recreational programs • Behavioral guidance methods including conflict resolution, crisis management, and life space interviewing • Behavior management methods • Counseling skills • Understanding and working with groups, families, and communities
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