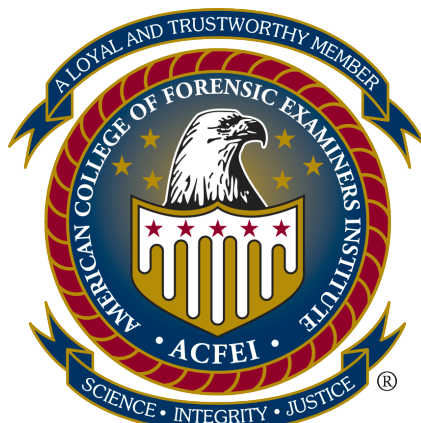


The American College of Forensic Examiners Institute®



Body of Knowledge Submission Manual

Questions? Please contact us at:

ACFEI Headquarters
Attn: Office of the Registrar
2750 E. Sunshine Street
Springfield, MO 65804

www.acfei.com
proposal@acfei.com

1 (800) 423-9737
Fax: 1 (417) 881-4702

Body of Knowledge Outline



Your Name and Bio

Please provide your name as you would like to have it appear in the body of knowledge, *i.e.*, John Doe, Ph.D., MBA, FACFEI. Also, provide a 1-2 paragraph biography of your background, experience, and credentials.

Your Contact Information

Please provide information by which we can reach you. Be sure to make note of the best method by which to contact you.

Certification Program Title

Please provide the title of the certification program for which your body of knowledge is written.

Eligibility Requirements

Please indicate the educational and experience requirements one must meet to be eligible for the certification for which you are writing this body of knowledge.

Target Audience

Please list all target groups that in your estimate would be interested in this certification program.

Program Level

Please use the following definitions to indicate the program level of your body of knowledge:

- 1) Basic – Body of knowledge level most beneficial to individuals new to a skill or an attribute. These individuals are often at the staff or entry level in organizations, although such programs may also benefit a seasoned professional with limited exposure to the areas.
- 2) Intermediate – Body of knowledge level that builds on a basic program, most appropriate for individuals with detailed knowledge in an area. Such persons are often at a mid-level within an organization, with operational and/or supervisory responsibilities.
- 3) Advanced – Body of knowledge most useful for individuals with mastery of the particular topic. This level focuses on the development of in-depth knowledge, a variety of skills, or a broader range of applications. Advanced level programs are often appropriate for seasoned professionals within organizations; however, they may also be beneficial for other professionals with specialized knowledge in the subject area.
- 4) Update – Body of knowledge level that provides a general review of new developments. This level is for participants with a background in the subject area who desire to keep current.
- 5) Overview – Body of knowledge level that provides a general review of a subject area from a broad perspective. These programs may be appropriate for professionals at all organizational levels.

Body of Knowledge Abstract

Please provide a 10–15 sentence overview of the body of knowledge addressing the following:

- 1) Purpose – Why is it necessary to identify this body of knowledge?
- 2) Significance – Why do we care about this body of knowledge? What is the implication for the field of study or community at large in identifying this body of knowledge?
- 3) Solutions – What are the answers or solutions provided in this body of knowledge?
- 4) Application – What actions need to be taken by the audience to perform this body of knowledge successfully in the future?

Key Words

Please list vocabulary that is important to this curriculum.

Task Statements

Please use the following guidelines to write and submit task statements aligned with your body of knowledge:

- 1) Please provide a list of task statements described in your body of knowledge. Be sure to include a minimum of 1 task statement for each section and subsection in your body of knowledge.
- 2) A task statement is a phrase describing an **observable** and **measurable** duty performed in a particular job position. Task statements consist of an action verb followed by a description of the object of the action in specific terms and the nature and source of instructions and/or the immediate result of performing the task. These statements answer the question: What duties should candidates be able to perform successfully in the field discussed in your body of knowledge?

Examples:

- Advise on the preparation and use of instruction books
 - Establish a system of regular reports and analysis from unit supervisors on the progress of their responsibilities and duties
 - Institute policies and procedures to maximize operational efficiency
 - Promote standard operational practices and procedures
- 3) Sometimes, additional details are needed to explain how the task actions are accomplished. This can be done by including a series of "by" statements following the basic statement.

Example:

- Answers questions/provides information to callers by referring to order forms in order to clarify and correct information concerning orders.
- 4) Verbs to avoid when writing task statements: know, understand, learn, appreciate, become aware of, become familiar with.
 - 5) The chart on the following page identifies suggested actions verbs to use when writing your task statements.

Good Action Verbs for Use in Writing Task Statements						
accepts	accomplishes	achieves	acquaints	acquires	acts	adapts
adheres	adjusts	administers	advances	advises	analyzes	applies
appraises	appropriates	approves	arranges	ascertains	assembles	asserts
assigns	assists	assumes	assures	attains	attends	audits
authorizes	builds	calculates	capitalizes	carries out	challenges	checks
circulates	classifies	clears	collaborates	collects	commands	communicates
compares	completes	complies	comprehends	computes	concentrates	concur
conducts	confers	conforms	conjectures	considers	consolidates	constructs
consults	contemplates	continues	contributes	controls	conveys	coordinates
corrects	correlates	corresponds	creates	decides	dedicates	delegates
delivers	demonstrates	designs	determines	develops	devises	devotes
directs	discusses	displays	disposes	disseminates	distinguishes	distributes
drafts	effects	elates	emphasizes	employs	encompasses	encourages
enforces	enhances	enlightens	ensures	establishes	evaluates	examines
executes	exercises	expedites	explores	expresses	faces	facilitates
finds	focuses	follows up	formulates	fosters	fulfills	furnishes
gains	generates	gives	grasps	handles	helps	hires
identifies	implements	improves	informs	initiates	inspects	installs
instructs	interacts	interprets	interviews	investigates	issues	maintains
makes	manages	meets	monitors	negotiates	notifies	obtains
operates	organizes	oversees	paces	participates	perceives	performs
places	plans	practices	prepares	prevents	proceeds	processes
produces	programs	projects	promotes	proposes	provides	pursues
receives	recognizes	recommends	records	regulates	reinforces	releases
reports	represents	requires	researches	resolves	responds	reviews
revises	schedules	secures	seeks	selects	serves	sets up
shows	signs	solves	speaks	specifies	stimulates	studies
submits	summarizes	supervises	supplies	supports	takes	terminates
traces	trains	transcribes	treats	uses	utilizes	verifies
weighs			writes			

Body of Knowledge Writing Process



Researching and Writing Content

- 1) Research your topic and find sources
 - a. Ensure credibility of your sources, **i.e. Wikipedia and similar sites are not considered credible academic sources**
 - b. Keep track of your sources
 - c. Include a comprehensive list of all the sources you reference at the end of your body of knowledge
 - d. If referencing online sources, please ensure that you provide accurate web addresses (URLs) for these in your comprehensive references list
- 2) Cite your source each time you reference one in the content
- 3) Structure the content to reflect the Body of Knowledge formatting (see end of document for example).
 - a. The first chapter should be labeled 1 with the appropriate description following this heading.
 - b. The first topic in the chapter should be indicated with a 1.1 to represent the chapter and order of topic, the second should be 1.2, and so forth.
 - c. If you have subtopics to add, establish this with subheadings 1.2.1, 1.2.2, etc.
 - d. The content should be structured to keep all relevant information together, with subtopics following the initial content (if necessary).
 - e. A Table of Contents should be provided with each submission, referencing the sections, chapters, corresponding topics, and subtopics if present.
- 4) Get a word count for your content
 - a. When finished writing the content of your body of knowledge, get a count of the number of words used. This count should not include content from components of the Curriculum Proposal (abstract, objectives, etc.), references, slide titles, etc.
- 5) List the definitions of important vocabulary, terminology, and acronyms used in your content at the end of each major section

Developing Proposed Exam Questions

- 6) Write proposed test questions based on the content of your body of knowledge
 - a. Be sure to use the ASC Item Writing and Review Guide to assist in this
 - b. Quick Reminders:
 - i. 4-answer option Multiple Choice Questions with only one correct answer
 - ii. No True/False
 - iii. No "Both ___ and ___," "None of the Above," or "All of the Above" type answers
 - c. Make note of which section and subsection and/or reference (with page number) corresponds to each test question

Filling out the Required Forms

- 7) Please provide ACFEI with completed copies of the following forms:
 - a. Transfer of Copyright for ACFEI Body of Knowledge Form
 - b. ACFEI Confidentiality Agreement
 - c. ACFEI Disclosure Form

Special Instructions for Submitting Your Body of Knowledge

- 8) Authors must submit the body of knowledge in Microsoft Word format (.doc or .docx). The Word document must be double-spaced and formatted appropriately with consistent styles for headers, subheaders, bullets, etc. Please do not include any clip art or photographs.

Submitting all Required Items

- 9) Return the following items to the Association by the due date specified in your contract
 - a. Word document (in appropriate format)
 - b. Word count for content (excluding Abstract, Bio, Objectives, etc.)
 - c. Terminology list (definitions for important vocabulary, terminology, and acronyms)
 - d. Source list/bibliography (include any and all websites)
 - e. Proposed exam questions (in appropriate format)
 - d. A completed and signed Transfer of Copyright for ACFEI Form
 - e. A completed and signed ACFEI Confidentiality Agreement
 - f. A completed and signed ACFEI Disclosure Form



Checklist for BOK Process

Content

- I have researched materials from a variety of credible sources and have listed them in a document as a Source list/bibliography (include any and all websites)
- I have provided a suggested list of task statements
- I have included a Word document in appropriate format
- I have included a terminology list (definitions for important vocabulary, terminology, and acronyms)
- I have provided a word count for content (excluding Abstract, Bio, Objectives, etc.)

Proposed Exam Questions

- I have provided proposed exam questions (in appropriate format)
 - I have created the appropriate number of Test Questions
 - My questions have no True/False type items
 - My multiple choice questions have four answer choice options
 - I have no questions with answer choices of “both ___ and ___,” “none of the above,” or “all of the above”

Required forms

- I have signed all required forms including the Transfer of Copyright for ACFEI Form, the ACFEI Confidentiality Agreement, and the ACFEI Disclosure Form

Materials Submission

- I have submitted all required items to my point of contact at the Association

American Board of Forensic Examiners International (ACFEI) Transfer of Copyright Agreement

The transfer of copyright from author to publisher enables the publisher to assure maximum dissemination of the author's work.

The Work entitled: _____ is herewith submitted for approval and distribution.

Author(s) name(s): _____

Corresponding Author's name, address, affiliation and email: _____

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I warrant and represent that the Work does not violate any proprietary or personal rights of others (including, without limitation, any copyrights or privacy rights); that the Work is factually accurate and contains no matter libelous or otherwise unlawful; that I have substantially participated in the creation of the Work and that it represents my original work sufficient for me to claim authorship. I further warrant and represent that I have no financial interest in the subject matter of the Work or any affiliation with an organization or entity with a financial interest in the subject matter of the Work, other than as previously disclosed to the Association.

I have the consent of each author to transfer and assign any and all right, title, and interest; including copyright of the article referenced above. I hereby assign and transfer to the American Association of Pharmaceutical Scientists copyright and all rights under it. I further confirm that this article has not been published elsewhere, nor is it under consideration by any other publisher. After completion of this form, please mail the original signed form to ACFEI Headquarters at the address below.

I hereby transfer exclusive copyright for the Work to the American College of Forensic Examiners International (ACFEI).

Signature: _____ **Date:** _____

Print Name: _____

U.S. Government Employment Certification

In the case of an author who is a U.S. Government employee and who prepared this body of knowledge as part of his or her official duties, he or she owns no copyright in it. If at least one of the present authors is not in this category, he or she should sign above. If all the authors are in this category, initial here () and return this form unsigned.

Note: This signed statement must be received before approval and/or the distribution phase is finalized. Please return this signed form by fax to (417) 881-4702 (Attn: Office of the Registrar), or by mail to Association Headquarters, Attn: Office of the Registrar, 2750 E. Sunshine Street, Springfield, MO 65804.

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ACFEI Confidentiality Agreement

I acknowledge that during my term as an author/contributor of the (insert title) _____ body of knowledge under the American College of Forensic Examiners International (ACFEI), confidential information concerning the association and coursework will be disclosed to me. Any unauthorized disclosure of such information to third parties or for use other than for the association's purposes could cause extensive harm to the association. (Third parties include, but are not limited to: members, non-members, employees, and co-workers. Curriculum includes, but is not limited to: word documents, PDFs, exams, answer keys, etc.) I understand that any physical or digital files released to me must be kept in a secure location. Upon confirmation that Headquarters has received my review, all materials associated with (insert title) _____ body of knowledge must be properly disposed of.

ACFEI's confidential information includes any and all trade secrets and confidential, private, or secret information concerning the following issues without limitation:

- Business and financial information
- Business methods and practices

Company information of any type should only be shared with other reviewer's on a need-to-know basis.

Author/Contributor's Signature

Date

ACFEI Representative's Signature

Date

ACFEI Disclosure Form

To be completed by all authors of CE/CME articles and bodies of knowledge, conference presenters, curriculum faculty.

ACFEI is required by accrediting agencies to obtain disclosure from all faculty and anyone involved in educational content. It is the policy of ACFEI to ensure balance, objectivity, and scientific rigor in all its educational activities. Disclosure statements will be printed in the activity promotional material. This policy is intended to make participants aware of the faculty's interests, commitments or unapproved use of a product or device, so they may form their own judgments about the subjects on which the faculty is presenting. The content should be without commercial bias and without conflict of interest. **We reserve the right to replace speakers whose presentations are found to be in violation of this policy.**

Activities should include statements that describe the accuracy and utility of the materials being presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

"Relevant financial relationships" is defined as financial relationships with any commercial support in any amount occurring within the past 12 months that create a conflict of interest.

Any refusal to sign or return this form, or to disclose relevant financial relationships, will disqualify you from being an instructor or author or have control or responsibility for this educational activity.

Activity Title: _____

Faculty Name: _____

Check one box.

- I do not have a relevant financial relationship / conflict of interest
- I do have a relevant financial relationship / conflict of interest - please complete below:

Name of the commercial interest:

The nature of the relationship with each commercial interest:

Signature: _____ Date: _____

ACFEI Body of Knowledge Submission Example

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Chapter One

Overview and Select Terms

1.1 Overview

Sample

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Sample

1.3 Forensic Disciplines

Sample

Chapter Two

Crime Scene Management

2.1 Crime Scene Basics

2.1.1 Safety

Sample

2.1.2 Initial Response

Sample

2.1.3 Initial Response Procedure

Sample

2.1.4 Emergency Care

Sample