AIR MOBILITY COMMAND

AIRMAN LEADERSHIP SCHOOL DESIGN GUIDE

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Air Mobility Command's goal is to ensure our junior airmen have a professional learning environment in which to develop their leadership and management skills. To achieve this goal, AMC must invest wisely and deliver quality facilities for those who will help lead our command in the next century.

Commanders at all levels, senior enlisted advisors, and education program managers must be committed to upgrading our Airman Leadership Schools. This guide will serve as a blueprint for developing a facility investment program to bring your facilities up to AMC standards.

"The Air Mobility Team… Responsive Global Reach for America… Every Day!"

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Chapter 1

Introduction

The Airman Leadership School's motto — "Developing Leadership Through Quality Education" — is indicative of its important mission. Senior airmen with at least four years of active duty experience may enter this first level of enlisted Professional Military Education (PME). These future leaders are immediately prepared for greater responsibilities as supervisors, trainers, and reporting officials.

A. Purpose

This design guide provides the basic criteria to organize, evaluate, plan, program, and design Air Mobility Command (AMC) Airman Leadership School (ALS) facilities.

The information presented should make commanders and their staffs aware of important design considerations and aid designers in project development. ALS facilities must project an atmosphere of professionalism in which students can achieve their educational objectives. This document has been developed for use by commanders, base civil engineers, senior enlisted advisors, ALS program managers, AMC staff, design architects, engineers, and other involved personnel. It should help all participants better understand the requirements and design criteria for an ALS facility so they can effectively participate in the project development process.

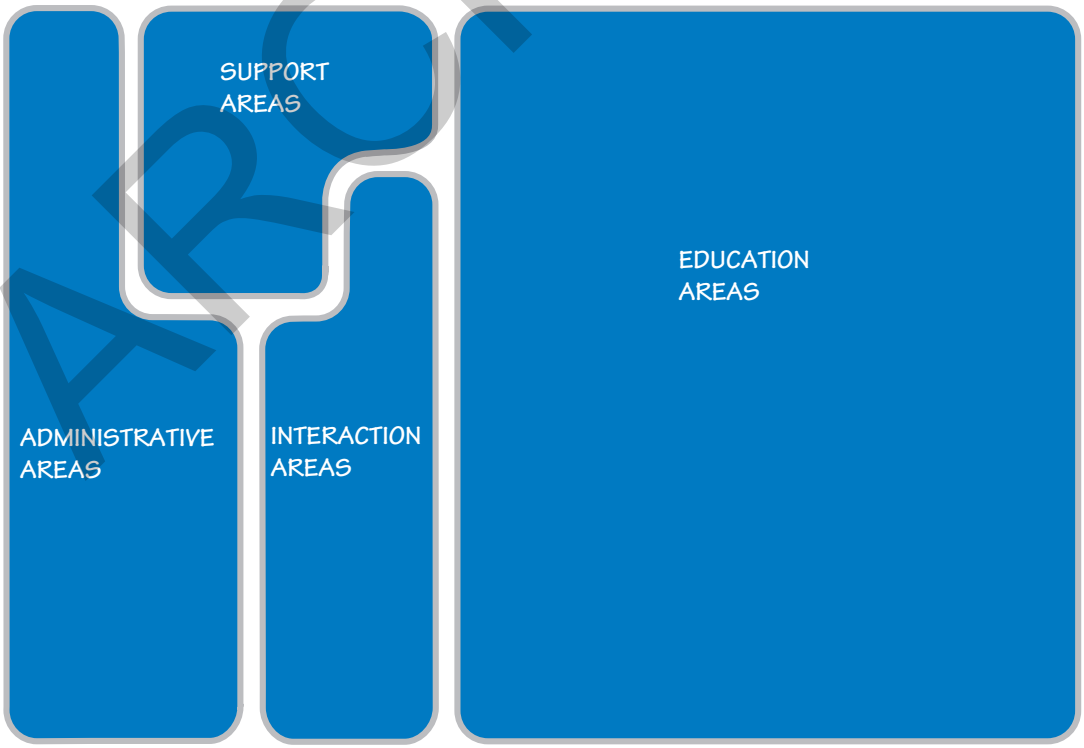

Figure 1-A: Functional Area Relationships for the Airman Leadership School.

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B. Design Guide Scope and Use

This guide is applicable to all design projects for ALS facilities. It applies to new construction and renovation projects, and it provides standards and criteria for determining facility requirements, evaluating existing facilities, planning, and overall facility design.

This document provides the preliminary information needed to identify project requirements and successfully prepare project designs, and it is organized to provide information needed at each stage of project development. The designer should use it in conjunction with other command, Air Force and Department of Defense documents, and the current AMC Master Plan for enlisted PME. At the installation level, additional information is available on the unique program and design requirements of the ALS.

1. Project Initiation

This design standard provides information for preparation of the DD Form 1391, Military Construction Project Data, which initiates project development. This includes considerations of space criteria, overall facility size, and special factors to be included in the project cost estimate. Complete site selection prior to preparation of DD Forms 1391.

2. Design

ALS facilities should present an image in keeping with AMC's standards of excellence and provide a quality tool for commanders to manage educational programs for career-committed senior airmen. The overall design should be attractive, operationally efficient, and maintainable.

The design phase of project development includes concept design, design reviews, and construction documents. It is important for civil engineering and the user to actively participate throughout the design process to bring about a successful project.

Chapters 2, 3, 4, 5, and 6 provide design guidance for all the phases, including spatial relationship diagrams, floor plans, considerations for space criteria, and special factors to be considered.

Complete a comprehensive interior design (CID) package for your facility before beginning any major design project. A CID addresses interior finishes, artwork, signs, and furnishings for all design projects. It ensures that even small upgrade projects meet the design objectives for the entire facility. Refer to the AMC Interior Design Guide for an expanded discussion of interior design.

Integration of engineering, architectural, and interior design considerations during project development creates a well-coordinated interior design. Analyze an existing facility's structural, electrical, communications, and mechanical systems before planning interior design upgrades. The designer should include infrastructure improvements concurrently with interior finish work. ■

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Chapter 2

Functional Analysis

A quality ALS facility reflects the AMC standard of "understated excellence" and creates an environment where instructors can provide first-rate training and education in a comfortable setting.

Developing considerations for planning, programming, and designing an ALS facility normally requires extensive coordination. This coordination is important because of the different organizations involved in developing facility requirements.

Personnel likely to have facility planning and design inputs are:

- Wing commander
- Wing safety officer
- Support group commander
- Mission support squadron commander
- Communications squadron commander
- Civil engineer squadron commander
- Security police squadron commander

A. Functional Requirements

1. Education Areas

a. Seminar Room(s) - For student class work, case studies, and class exercises.

b. Auditorium - Supports instructional requirements and guest speaker presentations before the entire student body.

c. Projection/Storage Room - Rear screen projection, audiovisual images, as well as storage of ALS equipment and material.

d. Guest Speaker Waiting Room - For speakers who have scheduled presentations in the auditorium.

e. Learning Resource Center - Students study and conduct research related to ALS course work.

2. Interaction Areas

a. Enlisted Heritage Room - Display for enlisted accomplishments and related memorabilia.

b. Student Lounge - Student interaction area before, during, and after the academic day.

3. Administrative Areas

a. Entry - Include an airlock vestibule at the main entrance.

b. Waiting/Reception Area - For receiving new students and guests.

c. Administrative Area - For supporting administrative activities.

d. Program Manager's Office - Used by the program manager to conduct school management activities and staff counseling sessions.

e. Instructors' Offices - For preparing lesson presentations and conducting student counseling sessions.

f. Computing/Test Analysis Room - For scoring examinations, computing and analyzing data, and storing sensitive information regarding student progress.

4. Support Areas

a. Mechanical Room - For environmental control and fire alarm equipment.

b. Communications/Electrical Room - For circuit breaker panel, telephone distribution panel, Local Area Net-work (LAN) server communication equipment, and intrusion alarm controls.

c. Rest Rooms - Rest rooms should provide accommodations for the disabled and be large enough to fulfill the needs of full training classes.

B. Functional Area Relationships

1. Education Areas

a. For easy student access, locate the seminar room(s) near the auditorium.

b. Locate projection/storage room adjacent to the auditorium for audio visual storage.

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c. Collocate the guest speaker waiting room and the auditorium.

d. Position the learning resource center centrally in the facility for the staff and students to share.

2. *Interaction Areas*

a. Locate the student lounge near the seminar room(s) and auditorium, but away from the instructors' offices.

b. Locate the Enlisted Heritage Room to ensure accessibility by staff, students, and guests.

3. *Administrative Areas*

a. The instructors, students, and guests should have easy access to the administrative area.

b. The waiting and reception area should be adjacent to the program manager's office.

c. Place the program manager's office near the waiting/reception and administrative areas.

d. Isolate the instructors' offices from the education area. These offices are used for lesson preparation and student counseling.

e. Locate the computing/test analysis room near the instructors' offices.

4. *Support Areas*

a. The communications/electrical room supports voice, data, visual, and alarm equipment.

b. Locate the mechanical room adjacent to the communications/electrical room.

c. Provide rest rooms near the seminar room(s) and student lounge.

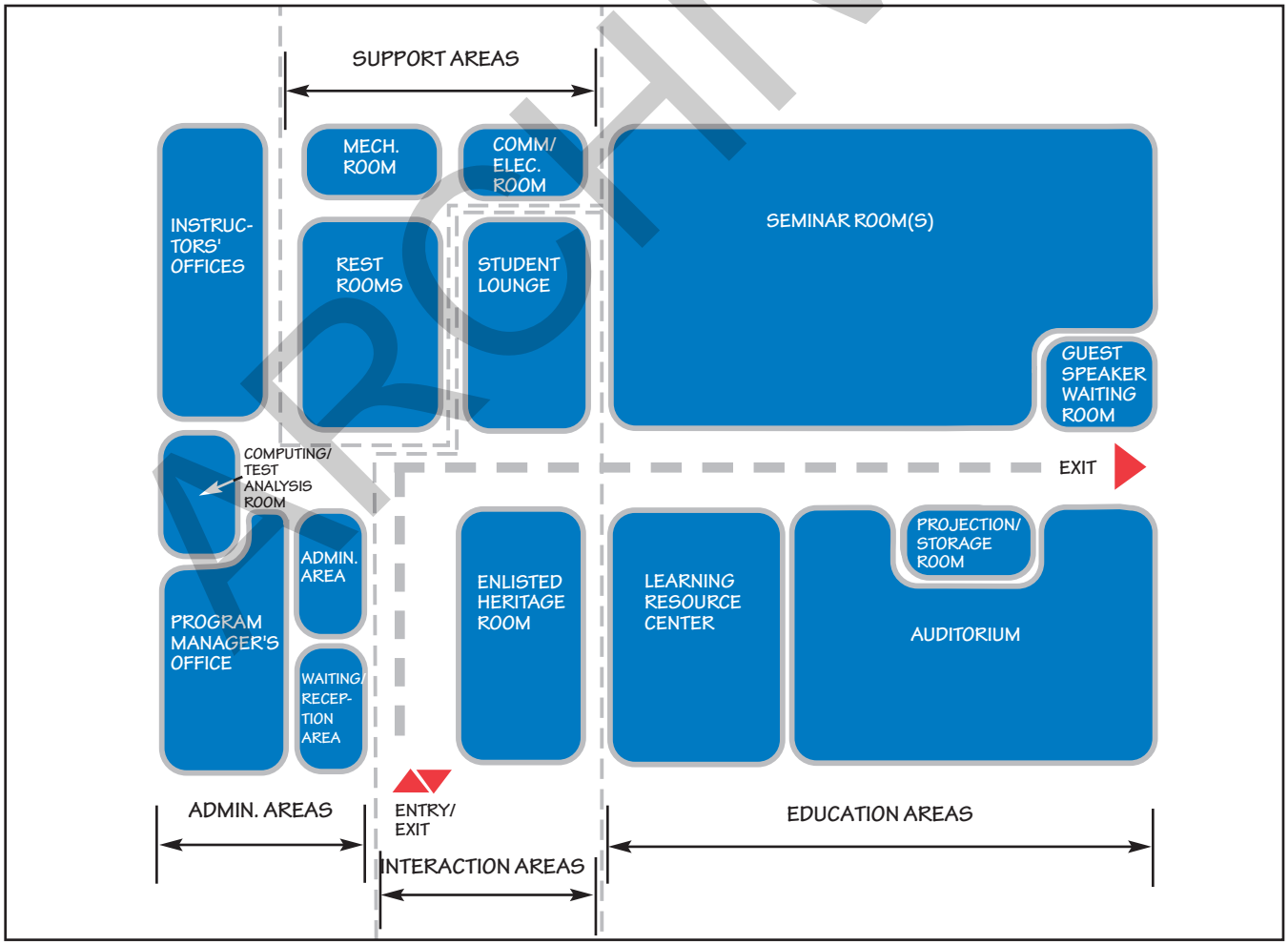

Figure 2-A: Functional Area Relationships for the Administrative, Education, Interaction, and Support Areas.

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C. Space Requirements

Use Tables 2-A and 2-B to determine the overall size of the ALS facility. Development of specific space criteria should take into consideration existing facilities relative to current and future needs. Provide adequate circulation space for the enlisted heritage display, and the administrative, student lounge, and education areas.

Seminar Room(s) Requirements for the Airman Leadership School			
Number of Seminar Room(s)	**1**	**2**	**3**
ALS Instructors	3	4	6
Students Per Class	12-20	24-40	36-60

Table 2-A: Seminar Room(s) Requirements for the Airman Leadership School.

Functional Space Requirements for the Airman Leadership School						
Number of Seminar Room(s)	**1**		**2**		**3**	
	SF	SM	SF	SM	SF	SM
Education Areas						
Seminar Room(s)	760	71	1,520	141	2,280	212
Auditorium	NA		1,410	131	1,780	165
Projection/Storage Room	100	9	300	28	300	28
Guest Speaker Waiting Room	NA		150	14	150	14
Learning Resource Center	320	30	520	48	720	67
Interaction Areas						
Enlisted Heritage Room	440	41	440	41	440	41
Student Lounge	220	20	330	31	500	46
Administrative Areas(2)						
Waiting/Reception Area	140	13	150	14	160	15
Administrative Area	140	13	150	14	160	15
Program Manager's Office	200	19	200	19	200	19
Instructors' Offices	260	24	390	36	650	60
Computing/Test Analysis Room	180	17	180	17	180	17
Support Areas						
Mechanical Room	150	14	240	22	280	26
Communications/Electrical Room	100	9	130	12	160	15
Rest Rooms	250	23	280	26	330	31
Net Subtotal SF	3,260	303	6,390	594	8,290	771
Circulation Space (20% of Net)	652	61	1,278	119	1,658	154
Total Square Footage(2)	3,912	364(1)	7,668	713(1)	9,948	925(1)

Legend: SF - Square Footage; SM - Square Meters = .0929 x SF; (1) All measurements are rounded; (2) Includes square footage for "Conference Room" when required.

Table 2-B: Functional Space Requirements for the Airman Leadership School.

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D. Concept Floor Plan

Figure 2-B is an illustrative conceptual floor plan of the minimum requirements for a typical ALS facility. Room sizes may vary in accordance with Table 2-B, page 5.

Organize the design around a central circulation spine that will provide efficient traffic flow through the facility. A one-story design is preferred.

Local conditions may warrant further variations to deal with site restrictions, unique operational needs, or to comply with local architectural styles.

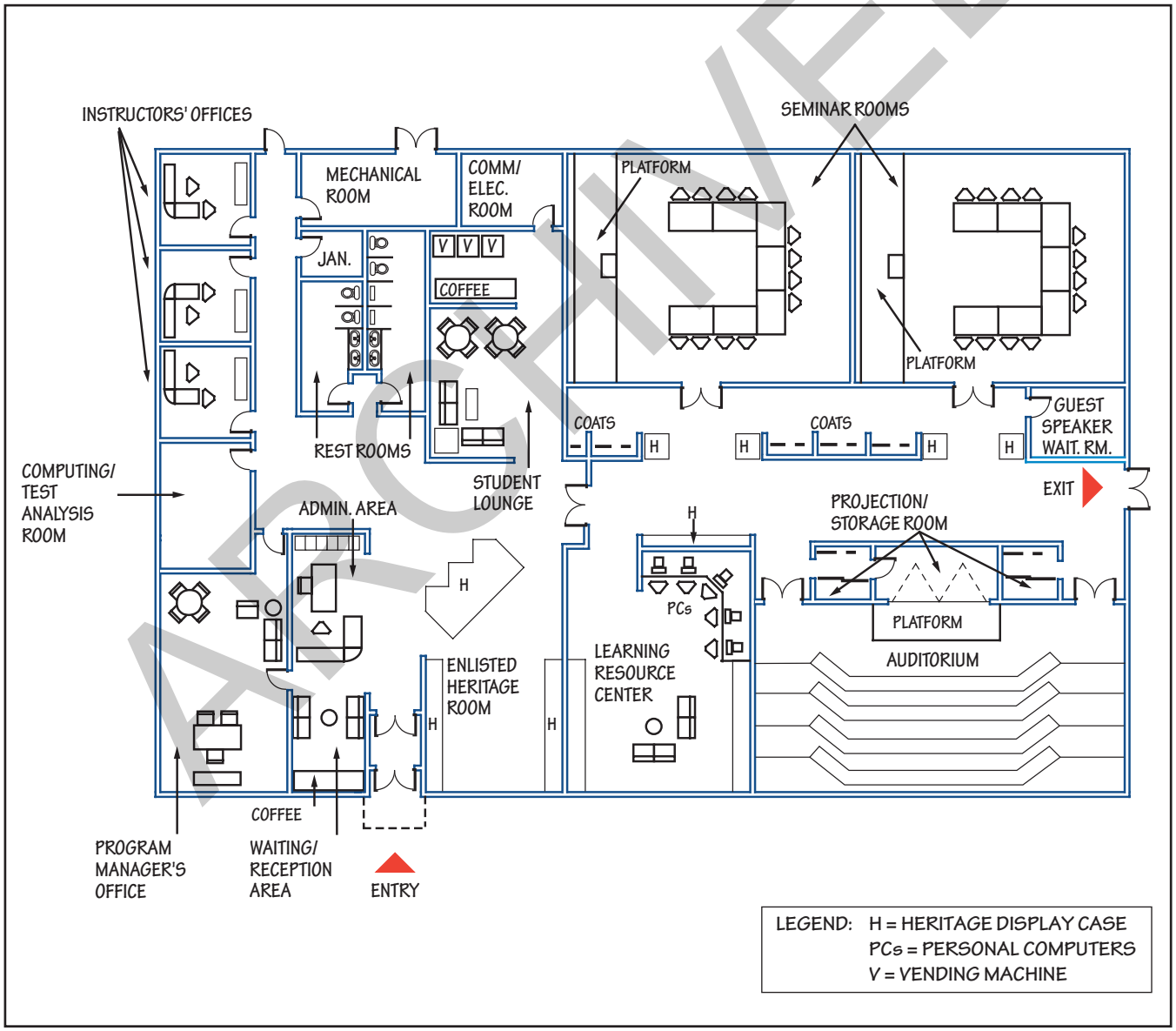

Figure 2-B: Concept Floor Plan for the Airman Leadership School.

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Chapter 3

Design Standards and Criteria

ALS facility finishes should be chosen for cost-effectiveness in terms of life cycle maintenance, as well as aesthetics. Interior finishes that are durable and easy to maintain are essential to user satisfaction. Interiors finished in good taste produce environments that encourage improved job performance and satisfaction.

A. Standards

Supplemental information for interior standards can be found in the AMC Interior Design Guide.

1. Window Treatments

Decorative window treatments add to the overall decor of a facility and can effectively aid energy conservation and efficiency. Select blinds and draperies for the seminar room(s), lounge areas, offices, and other rooms used by instructors and students.

2. Artwork

The wall decor and artwork should complement and reinforce the facility's use and design theme.

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Coordinate comfortable, functional furniture to complement interior finishes.

Select only professionally-framed pictures, paintings, and awards with color schemes and images that contribute to the facility's decor.

3. *Wallcoverings*

Use fabric or vinyl wallcoverings throughout the student and instructor areas, and the seminar and auditorium rooms. Provide a wood chair rail to allow for a transition of different wallcoverings, when appropriate. This will improve the professional appearance of these rooms.

Bare concrete or concrete block walls (painted or unpainted) are unacceptable for ALS facilities.

4. *Floor Coverings*

Floor coverings are an important part of the interior design. They greatly influence the overall visual impression of a facility.

a. Use wall-to-wall carpeting in all areas occupied by staff and students.

b. Coordinate the colors throughout the ALS facility. Patterned carpet helps to "mask" soiling in high-traffic areas. Avoid stripes and linear designs that are difficult to line up with walls in corridors, vestibules, or irregularly shaped rooms.

c. For durability, select a sealed concrete finish for the janitor's closet, mechanical room, and communications/electrical room.

5. *Ceilings*

Use drop ceilings with recessed and/or track lighting and ceiling fans in the auditorium and seminar room(s).

6. *Doors*

Install solid wood doors in seminar and auditorium rooms. Use glass doors at the primary entry, exit, and between the education and administrative areas.

Signs should identify room names and numbers with directional arrows.

7. *Signs*

Use professionally made signs, appropriately sized for viewing distance. Surface-mount interior signs at a consistent height. Exterior identification signs can be surface mounted or free standing. The exterior sign for this facility must identify it as "Airman Leadership School."

8. *Support Systems*

Provide efficient, cost-effective systems to meet standards typical of professional civilian educational facilities for air conditioning, plumbing, heating, ventilating, fire protection, lighting, communications, and electrical services.

9. *Special Requirements*

Additional support equipment, finishes, and training aids are required to meet the needs of the ALS training environment. Address items such as raised and tiered flooring, special seating, audiovisual/communication equipment and distribution systems, special lighting, marker boards, display cases and other unique built-in equipment for each project.

10. *Plants and Accessories*

Use live plants and accessories to soften the waiting/reception area, office areas, lounges, and other rooms as appropriate. Live plants are desirable; however, professional quality silk plants are a suitable substitute.

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11. Rest Rooms

Centrally locate public rest rooms for the primary student functional areas. Use ceramic tile in rest rooms where frequent water spills may occur.

12. Color Concepts

Designers need to direct special attention to color selection. Use neutral colors in interior design plans for permanent background finishes. These colors will stand the test of time and express understated excellence longer than overly bold or trendy schemes.

Select accent colors for carpets, wallcoverings, upholstery, and systems furniture wall panels that are subject to periodic change. Incorporate accent colors in graphics, borders, accessories, and artwork for design theme consistency.

13. Communications

The designer should contact the base civil engineer and the base communications unit for specific requirements before planning major building upgrades or modifications.

a. Provide telephone and computer system wiring to support voice, data, visual, and alarm connectivity requirements.

b. Incorporate internal and external connectivity requirements in the building's design/modification project documents.

B. Interior Finish Schedule

The interior designer must strive for sound, economical, functional, and aesthetic design achievements. Well-designed facilities satisfy the user's needs, instill pride of ownership, and promote focused academics in the classroom. See Table 3-A, page 10, for a listing of the interior finishes.■

Durable materials allow for ease of maintenance. Ensure each rest room meets disabled accessibility requirements.

Provide furnishings which create an atmosphere that enhances the learning environment.

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Interior Finish Schedule for the Airman Leadership School

	FLOORS					BASE				WALLS				CEILING	
	Carpet	Vinyl Composition Tile	Ceramic Tile	Quarry Tile	Concrete, Sealed	Vinyl Base	Ceramic Tile Base	Quarry Tile Base	Wood Base	Paint	Vinyl Wallcovering	Acoustic Wallcovering	Ceramic Tile	Acoustic Ceiling Tile	Painted Gypsum Board
Education Areas															
Seminar Room(s)	♦					♦					♦			♦	
Auditorium	♦					♦						♦		♦	
Projection/Storage Room	♦					♦				♦				♦	
Guest Speaker Waiting Room	♦					♦					♦			♦	
Learning Resource Center	♦					♦					♦			♦	
Interaction Areas															
Enlisted Heritage Room	♦								♦		♦			♦	
Student Lounge	♦	♦				♦					♦			♦	
Administrative Areas															
Waiting/Reception Area	♦			♦		♦		♦			♦			♦	
Administrative Office	♦					♦					♦			♦	
Program Manager's Office	♦								♦		♦			♦	
Instructors' Offices	♦					♦					♦			♦	
Computing/Test Analysis Room	♦					♦					♦			♦	
Support Areas															
Mechanical Room					♦	♦				♦					
Communications/Electrical Room					♦	♦				♦					
Rest Rooms			♦				♦				♦		♦		♦
Corridors	♦					♦					♦			♦	

Table 3-A: Interior Finish Schedule for the Airman Leadership School.

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Chapter 4

Education Areas

A student's success is directly influenced by the professional quality of the facility's education areas. Designers should employ the standards in Chapter 3, as well as additional items listed in this chapter.

A. Seminar Room(s)

Instructors and students use these rooms as the primary area for academic lectures and discussions. Distinctive finishes and furnishings are essential elements in promoting professionalism and learning.

Considerations

- Install individual climate and lighting controls in each seminar room. Minimum illumination should be 50 foot-candles.
- Use durable quality furnishings. Allow for flexibility in the seating arrangement.
- Furnish a raised platform for the lectern.
- Install prewired connectivity and equipment to support instructional aids. This includes video projectors and cameras, cable-ready and closed-circuit television, VCRs, audio systems, LAN computer, lighted podium, and integrated control panels.
- Meet applicable building codes for ventilation requirements.
- Use acoustically-rated walls (minimum sound transmission class rating of 45).
- Provide chair rail molding throughout the seminar room(s).

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Furnish seminar room(s) with tables and chairs that are comfortable, durable, and coordinated with the interior design of the facility.

B. Auditorium

Provide an auditorium in schools with two or more seminar rooms. This area is the central meeting place for the student body to participate in group discussions. In addition to academic programs, the auditorium supports conferences and briefings presented by guest lecturers, dignitaries, and various special programs.

Considerations

- Design the auditorium to accommodate the maximum class load plus an additional seating capacity of 20 percent for distinguished visitors and other invited groups.
- Include individual lighting controls. Use recessed spot lighting for the raised platform area and fluorescent and adjustable incandescent lighting in the audience seating area.
- Ensure this area provides an unobstructed view of the speaker and projection screen.
- Use fixed seating with retractable desk tops for note taking.
- Furnish a raised teaching platform with lighted lectern.
- Install prewired connectivity and equipment, as required, to support the following instructional aids: dual video projectors, 45-inch cable ready television (minimum), video/visual information equipment (VCRs, cameras, etc.), computer network connectivity, lighted podium containing computer, keyboard, and monitor, cable television connectivity, closed-circuit television capability, wireless microphones, speakers, audio cassette player/recorders, video teleconferencing capability, and/or rear projection room.
- Locate administrative phone connectivity in or near the auditorium.
- Ensure the climate control and ventilation systems provide a comfortable environment, even for a full auditorium. Install separate climate control and ventilation systems.
- Use acoustically-rated walls (minimum sound transmission class rating of 45).

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Provide a raised, centrally located teaching platform equipped with lectern and instructional aids. Select floor, wall, and ceiling finishes that will enhance quality sound reproduction.

C. Projection/ Storage Room

Today's PME facilities use high technology audiovisual projection equipment to enhance student learning. The dual-screen rear view projection capabilities found in the auditorium provide state-of-the-art support for group instruction and guest speaker presentations.

Considerations

- Locate the projection/storage room behind the stage area of the auditorium. Include rear projection screen and projectors.
- Provide an additional secured storage area to ensure that high-value equipment and materials are adequately protected.
- Install adequate shelving/cabinets to support storage requirements and a key or cipher lock to entrance door(s) for equipment security.
- Install prewired connectivity to support and control the following auditorium instructional aids: dual (or single) video projectors, video/visual information equipment (VCRs, cameras, etc.), dual/single computers with computer network connectivity, cable television connectivity, closed circuit television capability, wireless microphones, speakers, audio cassette player/recorders, video teleconferencing capability and/or rear projection room.
- Include normal administrative phone connectivity in the projection room.

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All interior surfaces of the projection room should be flat black. Locate projection equipment in a manner to maintain proper alignment of the image.

D. Guest Speaker Waiting Room

Provide a comfortable, private area for guest speakers to perform last minute preparations and to relax prior to their presentations. Ensure this area presents a professional appearance.

Considerations

- Furnish waiting area with a comfortable sofa, chairs, coffee table, credenza, and full-length mirror.
- Preinstall wiring for cable television and phone connection.
- Provide the capability to support a coffee service and a small refrigerator.
- Accessories should include plants and professionally framed and matted artwork.

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The waiting room provides a quiet, comfortable area for the guest speaker to review notes prior to a presentation.

E. Learning Resource Center

Locate this area where staff and students can perform comprehensive research and study in quiet, academic surroundings. Use furnishings and accommodations that are conducive to a study atmosphere with easy access to research materials.

Considerations

- Use suitable displays of enlisted heritage memorabilia to enhance the professional setting.
- Provide furnishings for study tables with comfortable and durable seating; include student study carrels.
- Include inset-wall or free-standing wood shelving for reference materials.
- Install individual lighting controls. Use lighting that is bright but not glaring; allow for track or accent lighting, as required for displays.
- Use sound-dampening wall treatments and carpeting.
- Furnish video monitors and recorder/players for individual viewing of video cassettes at appropriate study areas.
- Provide the capability to support the following instructional aids: video monitors, personal computer work-stations (instructional laboratory), laser printer, overhead projector, and wall-mounted marker board.
- Use prewired data connectivity at work areas for LANs for every possible location of computer connectivity (testing, etc.), for common LAN printers, and for specialized computers connectivity.

The learning resource center should provide a quiet, non-disruptive environment with furnishings and accommodations for staff/student research and study.

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Enlisted Heritage Display

Displays of awards, plaques, photographs, models, and other items of memorabilia that convey the history and tradition of the United States Air Force.

Chapter 5

Interaction Areas

These areas are important for student social interaction and display of unique accomplishments of distinguished airmen. Designers should employ the standards in Chapter 3, as well as additional items listed in this chapter.

A. Enlisted Heritage Room

This room provides important pictorial and static displays of unique and noteworthy missions, aircraft, and people. AMC personnel who visit this area can take pride in the many significant contributions of fellow professional airmen.

Considerations

- Area should occupy a significant, highly visible space within the facility to lend emphasis to its importance and to the school's professional mission.
- Design the Enlisted Heritage Room for convenient access and for ease in changing and updating the displays.
- Install individual lighting controls, track lighting, ceiling-mounted accent lighting, and individual display case lighting, as required for the displays.
- General themes for displays may take the following forms:
  - Local Air Force/AMC enlisted decoration recipients
  - USAF enlisted Medal of Honor recipients
  - Uniform displays
  - Historical perspectives focusing on enlisted personnel involved in recent and past air campaigns.
  - Current and former CMSAF displays/memorabilia
  - Order of the Sword
  - History of AMC/Wing senior enlisted advisors
  - History of the US flag and other patriotic themes
  - POW displays
  - Important historical US and Air Force documents
- Use wood and stone pedestals, glass cases, wall-mounted cabinetry, and other high-quality display furnishings.

Use high-quality displays in the Enlisted Heritage Room to complement room decor and to highlight historic articles on display.

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B. Student Lounge

The lounge should provide a comfortable, attractive setting for student interaction. Staff, students, and guests may use this area for events such as course icebreaker, pregraduation social, and ALS orientation. Make every effort to ensure the room presents a professional appearance.

Considerations

- Use a comfortable seating area with coffee tables, chairs, sofa, and wood magazine and periodical rack.
- Maintain current biographies and photos of instructors for student information.
- Include storage cabinets, serving counter, and a double sink.
- Use plants and accessories to soften the student lounge environment. Live plants are desirable; however, professional quality silk plants are a suitable substitute.
- Preinstall wiring for cable television and phone connection.
- Provide the capability to support the following lounge equipment: 25-inch cable-ready television monitor (minimum), microwave oven, and an upright refrigerator. ■

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The student lounge should be designed for comfort and durability, while portraying a relaxed atmosphere. Use plants to "soften" the lounge area.

Chapter 6

Administrative Areas

These areas provide for personnel administration activities and educational services, as well as a receiving area for new students. Designers should employ the standards in Chapter 3, as well as additional items listed in this chapter.

A. Waiting and Reception Area

This high-visibility area is the first part of the school visited by most students, guests, and dignitaries. Because first impressions are long lasting, this area should establish the professional tone for the entire facility.

Considerations

- Design this area so that it is located at the entry of the facility.
- Include individual lighting controls; track- and ceiling-mounted accent lighting to highlight special displays when used in this setting.
- Furnish quality hardwood furniture to support comfortable seating areas; coffee tables, overstuffed chairs, sofa, and table lamp.
- Preinstall wiring for LAN computers.
- Use sound-dampening wall and floor covering treatments.

Professionally matted and framed pictures along with potted plants provide a professional accent to the area.

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B. Administrative Area

Accommodation of traffic and convenient customer service are essential elements of an efficient school administration area. Design this open area with enough space to support staff, students, and base personnel.

Considerations

- Locate the administrative area so that it is adjacent to the waiting area. Include a reception counter adjacent to the waiting/reception area.
- Use individual lighting controls; lighting should be bright and nonglaring.
- Preinstall phone connections, modem connections, and special requirements to support the maximum planned number of people in each room.
- Provide the capability to support the following administrative equipment: personal computers, photocopier, file cabinets, facsimile machine, and laser printer.
- Use quality systems furniture with adequate storage. Arrange for convenient use and easy movement of people within the office.
- Preinstall wiring for LAN computers.

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Modular systems furniture offers flexibility for the administrative office.

C. Program Manager's and Instructors' Offices

These offices support several important functions, such as staff/student counseling, lesson plan reviews, peer consultations, and research. Ensure these offices reflect professional standards.

Considerations

- Provide the capability to support the following office equipment: file cabinets, personal computer, photocopier, facsimile machine, and laser printer.
- Use quality case work or systems furniture with adequate storage. Provide an administrative desk and comfortable guest chairs. Arrange the layout for convenient use and easy movement of people within the office.
- Ensure that the offices have telecommunications capability as required.
- Preinstall wiring for LAN computers.

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The program manager's office should have a professional, business-like character.

D. Computing/ Test Analysis Room

This room provides a secure area for exam processing, records management, and storage of sensitive materials.

Considerations

- Install a key or cipher lock on the entrance door.
- Use key lock or combination lock file cabinet for test and student data storage, and paper shredder for destruction of obsolete test and student information.
- Provide systems furniture and adequate storage for equipment and testing. Arrange furniture for convenient use.
- Prewire LANs for the administrative computer connectivity, common LAN printers, and specialized computer connectivity. ■

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The computing/test analysis room is a private area to conduct testing evaluation of students enrolled in ALS.

References

List of Publications

AFI 32-1023	Design and Construction Standards and Execution of Facility Construction
AFI 32-1024	Standard Facility Requirements
AFI 32-1032	Planning and Programming Real Property Maintenance Projects Using Appropriated Funds
AFM 88-3	Structural Design Criteria Loads
AFP 88-40	Sign Standards
AFR 125-37(1)	The Installation and Resources Protection Program
ADA	Americans with Disabilities Act
DoD 4270.1-M	Construction Criteria Manual
FED STD. 795	Uniform Federal Accessibility Standards
MIL-HDBK 1008B	Fire Protection for Facilities Engineering, Design, and Construction
MIL-HDBK 1190	Military Building Code
NFPA 101	Life Safety Code 101
NFPA 220	Types of Construction
10 CFR (Code of Federal Regulations) Chapter 11	Energy Conservation Voluntary Performance Standards for New Buildings; Mandatory for Federal Buildings
AMC	Commander's Guide to Facility Excellence
AMC	Interior Design Guide
AMC	Architectural Compatibility Plans
AMC	Landscape Design Guide

Legend for References

(1) When published, AFI 31-209 (Air Force Resources Protection Program) will supersede AFR 125-37.

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