

Department of the Army
Headquarters, United States Army
Training and Doctrine Command
Fort Eustis, Virginia 23604-5700

*TRADOC Regulation 350-13

22 February 2018

Training

Military History and Heritage Education Program

FOR THE COMMANDER:

OFFICIAL:

SEAN B. MacFARLAND
Lieutenant General, U.S. Army
Deputy Commanding General/
Chief of Staff



RICHARD A. DAVIS
Senior Executive
Deputy Chief of Staff, G-6

History. This publication is a rapid action revision. The portions affected are listed in the summary of change.

Summary. This regulation sets policies and assigns responsibilities for the Military History and Heritage Education Program (MHHEP) in the U.S. Army Training and Doctrine Command (TRADOC). MHHEP consists of academic instruction in and the study of military history and heritage as an integral component of leader development and professional development in initial military training, pre-commissioning, and U.S. Army centers, universities, colleges, institutes, schools, and academies.

Applicability. This regulation applies to pre-commissioning, pre-appointment, officer, warrant officer, noncommissioned officer, and civilian education. It also applies to basic combat training, advanced individual training, and one-station unit training, which together constitute initial entry training.

Proponent exception authority. The proponent for the regulation is the TRADOC Military History and Heritage Office. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling laws and regulations. The proponent may delegate this authority in writing to a division chief with the proponent agency or its direct

*This regulation supersedes TRADOC Regulation (TR) 350-13, dated 5 March 2010, and Change 1 to TR 350-13, dated 16 November 2010.

reporting unit or field operating agency in the grade of colonel or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent.

Army management control process. This regulation does not contain management control provisions.

Supplementation. Supplementation of this regulation is prohibited unless specifically approved by the TRADOC Deputy Commanding General/Chief of Staff (ATCS), DePuy Hall, 950 Jefferson Avenue, Fort Eustis, Virginia 23604-5700.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the TRADOC Military History and Heritage Office (ATBO-MH), Starry Hall, 661 Sheppard Place, Room 153, Fort Eustis, Virginia 23604-5751. Suggested improvements may also be submitted through the Army Ideas for Innovation Program on milSuite at <https://www.milsuite.mil/>.

Distribution. This regulation is available in electronic media only and is published on the TRADOC Administrative Publications homepage at <http://adminpubs.tradoc.army.mil/>.

Summary of Change

TRADOC Regulation 350-13
Military History and Heritage Education Program

This rapid action revision, dated 22 February 2018-

- o Changes Instruction in Military History to Military History and Heritage Education Program (throughout).
- o Adds museums and museum professionals to historians as implementers of the Military History and Heritage Education Program (throughout).
- o Establishes the baseline use of TRADOC museums for military history and heritage education in the command (throughout).
- o Combines Warrant Officer Education System and Officer Education System military history and heritage instruction into one, as needed (throughout).
- o Updates senior commander terminology (throughout).
- o Updates organizational names, titles, and references (throughout).

Contents

	Page
Chapter 1 Introduction	5
1-1. Purpose	5
1-2. References	5
1-3. Explanation of abbreviations and terms	5
Chapter 2 Responsibilities	5
2-1. Deputy Commanding General (DCG)/Chief of Staff (CoS), U.S. Army Training and Doctrine Command (TRADOC).....	5
2-2. Chief Historian, TRADOC	5
2-3. Deputy Chief of Staff (DCS), G-3/5/7 (operations, plans, and training).....	6
2-4. DCS, G-8.....	7
2-5. CG, U.S. Army Combined Arms Center (CAC).....	7
2-6. DCG, Initial Military Training (IMT)	7
2-7. CG, U.S. Army Cadet Command (USACC)	8
2-8. Commandants, TRADOC service universities, colleges, institutes, schools, and academies ...	8
2-9. Commandant, U.S. Army Warrant Officer Career College (WOCC).....	10
2-10. Commandant, U.S. Army Sergeants Major Academy (USASMA)	11
2-11. Director, Army University Press/Combat Studies Institute (AUP/CSI), CAC	12
2-12. Director, Department of Military History (DMH), U.S. Army Command and General Staff College (CGSC).....	13
2-13. Director, School of Advanced Military Studies (SAMS), CGSC	14
2-14. TRADOC subordinate branch and command historians	14
2-15. Directors of TRADOC Museums.....	14
2-16. Directors of TRADOC Libraries	15
Chapter 3 Goal, Objectives, and Standards.....	15
3-1. Military History and Heritage Education Program (MHHEP) goal	15
3-2. Program objectives	16
3-3. Pre-commissioning/pre-appointment course standards	16
3-4. Officer course standards	17
3-5. NCO course standards	21
3-6. IET course standards	21
3-7. Civilian course standards.....	22
Chapter 4 TRADOC Military History and Heritage Council	22
4-1. Purpose of the Military History and Heritage Council.....	22
4-2. Composition of the Council.....	22
4-3. Reports of Council meetings	23
Chapter 5 MHHEP Executive Committee	23
5-1. Purpose of the MHHEP Executive Committee	23
5-2. Composition of the Committee	23
5-3. Reports of Committee meetings	24
Chapter 6 Program Evaluation.....	24
6-1. Evaluation and quality control.....	24
6-2. MHHEP assessment	24
Appendix A References	25
Glossary	26

This page intentionally left blank

Chapter 1 Introduction

1-1. Purpose

This regulation sets policies and assigns responsibilities for implementing the Military History and Heritage Education Program (MHHEP) within institutional courses. In addition, this regulation establishes goals, objectives, and procedures.

1-2. References

Required and related publications and prescribed and referenced forms are listed in Appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and terms used in this regulation are explained in the glossary.

Chapter 2 Responsibilities

2-1. Deputy Commanding General (DCG)/Chief of Staff (CoS), U.S. Army Training and Doctrine Command (TRADOC)

DCG/CoS is the TRADOC regulatory proponent for the TRADOC Commander's MHHEP and chairs the TRADOC Military History and Heritage Council.

2-2. Chief Historian, TRADOC

Chief Historian, TRADOC will-

- a. Serve as executive agent for the DCG/CoS for the TRADOC MHHEP, act as secretary of the TRADOC Military History and Heritage Council, chair the MHHEP Executive Committee, and represent the TRADOC Commander as a voting member of the Department of the Army's Historical Advisory Subcommittee of the Army Education Advisory Committee.
- b. Implement policy guidance and directives from the TRADOC Commanding General (CG), DCG/CoS, the TRADOC Military History and Heritage Council, and the MHHEP Executive Committee.
- c. Act as the TRADOC point of contact with Department of the Army, Department of Defense, Joint Chiefs of Staff, other Army commands, other services, the academic community, professional historical organizations, and the general public on all matters pertaining to military history and heritage education for all cohort/component schools falling under the purview of TRADOC.
- d. Ensure the progressive and sequential nature of MHHEP in revised Army Education Systems.

e. Serve as the training/task proponent for development of training support packages (TSPs) and lesson plans (LPs) for MHHEP common core blocks of instruction and their inclusion in the Training Development Capability database.

f. Serve as the training/task proponent for Army and branch heritage education in initial entry training (IET).

g. Subject to availability of expertise and resources, assist service universities, colleges, institutes, schools, and academies in developing additional curricular materials and training aids.

h. Coordinate and conduct an outreach program to TRADOC centers, universities, colleges, institutes, schools, noncommissioned officer (NCO) academies, U.S. Army Reserve (USAR) and National Guard (NG) schools, state military academies, and Army Reserve Officer Training Corps (ROTC) down to battalion level, utilizing resources of the TRADOC, USAR, and NG Military History and Heritage Programs. Outreach includes onsite certification inspections/staff assistance visits for commanders and commandants to develop, sustain, and improve military history and heritage educational programs, and evaluate MHHEP utility and performance (see chapter 6).

i. Promote the professional development and growth of military history and heritage education personnel (uniformed and civilian) by hosting the TRADOC Military History and Heritage Program (MHHP) Training Course and Governance Forum at least biennially. Champion attendance by TRADOC history and heritage professionals at professional meetings (e.g., the annual meetings of the Society for Military History and the American Alliance of Museums), the participation by ROTC cadre and U.S. Army Cadet Command (USACC)-sponsored civilian academic faculty in both the annual United States Military Academy (USMA)-sponsored Summer Seminar in Military History and the semiannual Military History and Heritage Instructors' Course (MHHIC), and the general exchange of information with the larger academic community.

j. Assist the Army's Chief of Military History in his role as proponent for skill identifier (SI) 5X (Military Historian) through identification of positions to which SI-5X-qualified personnel should be assigned. In coordination with the Deputy Chief of Staff, G-8 (resource management), assist commandants in coding table of distribution and allowance (TDA) military history instructor positions with the SI-5X and in securing Army Education Requirements System validation for those positions.

k. Provide MHHEP Executive Committee recommendations and information on MHHEP instruction to the CG through the DCG/CoS and the TRADOC Military History and Heritage Council.

2-3. Deputy Chief of Staff (DCS), G-3/5/7 (operations, plans, and training)

The DCS, G-3/5/7 will-

a. Exercise general staff supervision of MHHEP as a part of the common core of instruction for leaders and IET.

b. Serve as staff proponent for the TRADOC library system and support MHHEP through development of TRADOC libraries as repositories for curriculum support and other military history and heritage materials.

c. Serve as a permanent member of the TRADOC Military History and Heritage Council and appoint a colonel representative to the MHHEP Executive Committee.

2-4. DCS, G-8

The DCS, G-8 will assist commandants with SI-5X coding of TDA positions identified as military history instructors and in obtaining Army Education Requirements System validation for those positions.

2-5. CG, U.S. Army Combined Arms Center (CAC)

The CG, CAC will-

a. Serve as the proponent for the implementation of MHHEP in the Officer Education System (OES), NCO Education System (NCOES), and Civilian Education System (CES).

b. Serve as a permanent member of the TRADOC Military History and Heritage Council and appoint a colonel and a Title 10 faculty representative to the MHHEP Executive Committee.

c. Send representatives to the TRADOC MHHP Training Course.

d. Assist MHHEP organizations with implementation of military history and heritage education.

e. Prepare a report for the MHHEP Executive Committee, at the request of the committee, on the implementation of MHHEP in OES, NCOES, and CES.

2-6. DCG, Initial Military Training (IMT)

The DCG, IMT will-

a. Ensure implementation, to established baseline curricular standards, of military history and heritage education and Army/branch heritage instruction in IMT, and ensure provision of appropriate educational materials.

b. Serve as a permanent member of the TRADOC Military History and Heritage Council and appoint a colonel-level representative to the MHHEP Executive Committee.

c. Assist IMT organizations with implementation of required military history and heritage education and Army/branch heritage instruction.

d. Assist the U.S. Army Drill Sergeants School in developing curriculum to support Army/branch heritage instruction.

e. Prepare a report for the MHHEP Executive Committee, at the request of the committee, on the implementation of MHHEP in IMT.

2-7. CG, U.S. Army Cadet Command (USACC)

CG, USACC will-

a. Ensure the implementation, to established baseline curricular standards, of MHHEP throughout Army ROTC and military history and heritage education in Junior ROTC.

b. Serve as a permanent member of the TRADOC Military History and Heritage Council and appoint a colonel-level representative to the MHHEP Executive Committee.

c. Send a representative to the TRADOC MHHP Training Course.

d. Provide subject-matter expertise to support required pre-commissioning military history and heritage education.

e. Ensure that all Cadets, prior to commissioning, meet professional military education goals and objectives in military history and heritage, as outlined in this regulation.

f. Assist college/university-hosted ROTC programs with implementation of the military history and heritage education.

g. Work closely with host colleges and universities to implement instructional programs in military history and heritage education to meet the requirements of this regulation, in support of TRADOC policy on teaching military history and heritage in academic departments. Coordinate with USMA to implement the West Point Summer Seminar in Military History for military and civilian professors who teach military history and heritage to Cadets in accordance with paragraph 3-3a. As resources permit, nominate and provide funding for military and civilian professors.

h. At those host institutions where military history and heritage education is not conducted in the Department of History, designate one uniformed, civilian, or contractor cadre member to serve as primary military history and heritage instructor. Send all such instructors to the Military History and Heritage Instructors' Course conducted semiannually by the Army University Press/Combat Studies Institute (AUP/CSI).

i. Provide subject-matter expertise for Army/branch heritage requirements.

2-8. Commandants, TRADOC service universities, colleges, institutes, schools, and academies

Commandants will-

a. Implement the MHHEP to established baseline curricular standards as instructional (not administrative) time, in accordance with program goals and objectives as outlined in this regulation.

b. Direct MHHEP in their institutions, within general guidelines established by the TRADOC Military History and Heritage Council, and enforce MHHEP baseline curricular standards established in TSPs and LPs. Commandants who are chiefs of their respective branches also serve as branch proponents for the use of military history and heritage in leader development and professional development within their respective branch schools.

c. Implement branch- and course-specific military history and heritage curricular materials in conformance with standards established for Army training.

d. Support Army/branch heritage instruction in IET by providing supporting materials to training battalions, such as memorialization data and branch/unit histories.

e. Appoint an MHHEP coordinator with the authority to ensure implementation of all military history and heritage education and instruction to at least regulatory baseline standards. Normally, the branch or command historian is so designated, but a course director can be appointed instead of the historian. Responsibilities of this position include curriculum implementation and review, and coordination among instructional departments, libraries, bookstores, and museums.

f. Designate at least one TDA position in the institution as primary military history and heritage instructor. If the position is military, code the position SI-5X. If the position is civilian, recruit and hire, in accordance with the provisions of TRADOC Regulation (TR) 690-4, a professionally educated and trained historian qualified to teach military history and heritage. Send the primary military history and heritage instructor from the institution to a Military History and Heritage Instructors' Course conducted by AUP/CSI. Use the primary military history and heritage instructor and the branch or command historian to train and support drill sergeants and other instructors involved in commissioned and warrant officer, NCO, IET, and civilian military history and heritage instruction.

g. Establish an MHHEP team that meets at least annually, under the chairmanship of the commandant or assistant commandant, to enhance MHHEP and foster coordination and integration of military history and heritage throughout the institution. Members of the team include:

- (1) Branch or command historian.
- (2) Course director.
- (3) Primary military history and heritage instructor.
- (4) Museum director or supervisory curator.
- (5) Institutional librarian.
- (6) Commandant, NCO academy.
- (7) Bookstore manager.

h. As technical repositories of their branches, TRADOC museums are excellent platforms for teaching and supporting a variety of instruction in IET, NCOES, OES, and CES, including practical Military Occupational Specialty (MOS) training, with the overall intent of acculturating Soldiers to the Army and helping to develop agile, adaptive leaders. Therefore, baseline military history and heritage education in TRADOC museums will be managed in the scheduled programs of instruction (POI) and will consist of not less than Army heritage in BCT, branch heritage AIT, the combination of both Army and branch heritage in OSUT, and branch history in BOLC B, WOBC, and ALC. For BCT, AIT, OSUT, BOLC B, WOBC, and ALC, the required visit to the museum venue must be actual, not virtual. Also, in pre-commissioning and pre-appointment--ROTC, Federal OCS, and WOCS--students will visit an Army museum, a military museum, or a museum with at least a partial military theme, depending on which type of museum is available. In pre-commissioning and pre-appointment, the museum visit will also be actual, but a virtual museum visit is permissible if an actual museum is farther away than the regulatory travel distance. Exceptions to this policy regarding baseline military history and heritage education in TRADOC museums may be requested through the exception authority section of this regulation. Other creative programs that materially support education and training by bringing actual artifacts to the students are encouraged, including but not limited to living history. Use of TRADOC museums to support military history and heritage education above the baseline curriculum is encouraged, especially for the role and use of military history in professional development, both basic and advanced battle analysis, the evolution of combined arms warfare, and staff rides.

i. Develop and use libraries, bookstores, and other educational resources to enhance military history and heritage education.

j. Provide funding to send the MHHEP coordinator and primary military history and heritage instructor to the TRADOC MHHP Training Course.

k. Promote the further incorporation of military history and heritage into POIs, particularly classes that are doctrinally or theoretically based or in general suited to historical treatment. Incorporation of military history and heritage into the POI will complement MHHEP common core requirements but not be used as a substitute for them.

l. Conduct a staff ride program as leader development to illustrate the principles of Army doctrine, the tenets of mission command, the role of decision-making, and other elements of the military art and science.

2-9. Commandant, U.S. Army Warrant Officer Career College (WOCC)

Commandant, WOCC will-

a. Assist institutional commandants in implementing MHHEP in OES as it applies to warrant officers to meet the requirements of this regulation, and implement MHHEP in all WOCC-conducted courses.

b. Serve as a permanent member of the TRADOC Military History and Heritage Council and appoint a member to the MHHEP Executive Committee.

c. Identify an MHHEP coordinator at the WOCC. Responsibilities for this position include curriculum implementation and review, and coordination among instructional departments, libraries, bookstores, museums, and Army centers, universities, colleges, institutes, schools, and academies that teach branch warrant officers.

d. Identify at least one military history and heritage instructor position in the WOCC. If the position is civilian, recruit and hire in accordance with TR 690-4.

e. Send the primary military history and heritage instructor to the Military History and Heritage Instructors' Course conducted by AUP/CSI.

f. Send a representative to the TRADOC MHHP Training Course.

g. Prepare a report for the MHHEP Executive Committee, at the request of the committee, on the implementation and quality of MHHEP as it applies to warrant officers.

2-10. Commandant, U.S. Army Sergeants Major Academy (USASMA)

Commandant, USASMA will-

a. Assist institutional commandants in implementing MHHEP in NCOES to meet the requirements of this regulation, and implement MHHEP in all USASMA-conducted courses.

b. Serve as a permanent member of the TRADOC Military History and Heritage Council and appoint a member to the MHHEP Executive Committee.

c. Identify an MHHEP coordinator in USASMA. Normally, the MHHEP coordinator will be the command historian or the primary military history and heritage instructor, but a course director can be appointed instead. Responsibilities for this position include curriculum implementation and review, and coordination among instructional departments, libraries, bookstores, museums, and NCO academies.

d. Identify a primary military history and heritage instructor. If the position is civilian, recruit and hire in accordance with the provisions of TR 690-4. Normally, the TDA position for the primary military history and heritage instructor will be supervised by the MHHEP coordinator.

e. Chair an MHHEP team, to meet at least annually, to enhance instruction in military history and heritage and foster coordination, communication, and integration of military history and heritage throughout the institution. Members of the team include:

(1) Command historian.

(2) Course director.

(3) Primary military history and heritage instructor.

(4) A senior NCO from the USASMA faculty or staff.

(5) Director, Noncommissioned Officer Heritage and Education Center.

(6) Institutional librarian.

(7) Bookstore manager.

f. Send the primary military history and heritage instructor to the Military History and Heritage Instructors' Course conducted by AUP/CSI. Use the primary military history and heritage instructor and the command historian to train all other institutional instructors involved in MHHEP.

g. Use the Noncommissioned Officer Heritage and Education Center to enhance MHHEP in NCOES by serving as the technical repository for the history of the NCO and by serving as a resource for other branch museums seeking to support MHHEP in their respective NCO academies.

h. Develop and use the library, bookstore, and other educational resources to enhance MHHEP in NCOES.

i. Send the MHHEP coordinator to the TRADOC MHHP Training Course.

j. Prepare a report for the MHHEP Executive Committee, at the request of the committee, on the implementation and quality of MHHEP in NCOES.

2-11. Director, Army University Press/Combat Studies Institute (AUP/CSI), CAC
Director, AUP/CSI will-

a. Serve as a member of the MHHEP Executive Committee.

b. Send representatives to the TRADOC MHHP Training Course.

c. Plan, coordinate, and execute the semiannual Military History and Heritage Instructors' Course to provide instructors with the methodologies and content necessary to teach in the TRADOC MHHEP.

d. Teach a course on the duties and responsibilities of an Army field and unit historian to student officers of the Command and General Staff Officer Course (CGSOC) at Fort Leavenworth. Offer an equivalent course via distance-learning to the Army at large.

e. Act as TRADOC executive agent for the U.S. Army Center of Military History's (CMH) SI-5X program.

f. Serve as TRADOC proponent and central point of contact for battlefield staff rides, both actual and virtual. Offer direct and general staff ride support Army-wide for both leader development and professional development purposes. Provide staff ride support to the resident CGSOC.

- g. Assist in the development of all TSPs and LPs for MHHEP and IET common core blocks of instruction.
- h. Assist in the development of all Army/branch heritage instruction in IET.
- i. Subject to availability of expertise and resources, assist service educational institutions by publishing and disseminating historical studies, and by developing additional curricular materials and training aids.
- j. Assist onsite certification inspections/staff assistance visits to commanders and commandants on development, sustainment, or improvement of military history and heritage education programs, and evaluation of MHHEP utility and performance.
- k. Subject to availability of expertise and resources, assist U.S. Army Forces Command units and other Army organizations with the development and sustainment of an effective command history program, with an emphasis on education.

2-12. Director, Department of Military History (DMH), U.S. Army Command and General Staff College (CGSC)

As head of the capstone operating element of the TRADOC MHHEP, the Director, DMH will-

- a. Serve as a member of the MHHEP Executive Committee.
- b. Attend or send a representative to the TRADOC MHHP Training Course.
- c. Serve as proponent for MHHEP for the Command and General Staff School (CGSS), defining requirements and making recommendations through the MHHEP Executive Committee and the TRADOC Military History and Heritage Council to the TRADOC DCG/CoS. Define knowledge, skills, and abilities that students should possess upon completion of military history instruction at CGSOC.
- d. Conduct military history education within CGSS, and provide expertise for and review of the use of military history throughout the CGSOC curriculum.
- e. Support AUP/CSI, as resources allow, in teaching the semiannual Military History and Heritage Instructors' Course.
- f. In conjunction with the CGSC Director, Graduate Degree Programs, offer a specialized Military History option within the Master of Military Art and Science Program that culminates in awarding the SI-5X.
- g. Subject to availability of expertise and resources, conduct outreach programs for military organizations, civilian universities, and civic groups. Outreach includes publications, displays, presentations, classes, and other educational programs in military history.

2-13. Director, School of Advanced Military Studies (SAMS), CGSC

Director, SAMS will-

- a. Serve as a member of the MHHEP Executive Committee.
- b. Serve as proponent for MHHEP in SAMS, defining the historical knowledge, skills, and abilities that students should possess, including conducting staff rides, to apply historical thought to the history and doctrinal development of the operational art and the history of campaigns and major operations.

2-14. TRADOC subordinate branch and command historians

In addition to duties that may be assigned by commandants in accordance with paragraphs 2-8, 2-9, and 2-10, branch and command historians will-

- a. Advise commandants on the use of military history and heritage in leader/professional development programs throughout their organizations. Branch historians also advise branch chiefs on the incorporation of military history and heritage into branch leader/professional development programs Army-wide.
- b. Advise commandants on the incorporation of all aspects of military history and heritage education into IET and professional military education.
- c. Serve as adjunct faculty and advise regular institutional faculty on the inclusion of military history and heritage in the POI.
- d. Ensure printed and documentary materials held in support of MHHEP are designated part of the organization's historical research collection. Designated materials will be deaccessioned or removed only in accordance with Army regulations and TRADOC policy and with the knowledge of the institution's MHHEP team.

2-15. Directors of TRADOC Museums

In support of MHHEP, TRADOC museum directors/supervisory curators will-

- a. Advise the MHHEP team on the incorporation of material culture into the teaching of military history and heritage.
- b. Develop and maintain displays, galleries, exhibits, etc., in consonance with the museum's approved storyline, using historical properties that support military history and heritage education and instruction.
- c. Assist students in historical research using printed and documentary materials located in the museum, in consonance with accepted standards for preservation. Ensure printed and documentary materials held in support of MHHEP are designated part of the organization's historical research collection. Designated materials will be deaccessioned or removed only in accordance with Army regulations and TRADOC policy and with the knowledge of the institution's MHHEP team.

- d. Serve as history/heritage adjunct faculty when feasible.

2-16. Directors of TRADOC Libraries

In support of MHHEP, TRADOC library directors will-

- a. Advise the MHHEP team concerning information resources necessary to support education and instruction in military history and heritage.
- b. Develop reference collections of materials relevant to military history and heritage, the profession of arms, the military art and science, and the evolution of combined arms warfare.
- c. In accordance with TRADOC policy, work with the branch/command historian to develop and maintain historical research collections to be used in connection with instruction in military history and heritage, and with the writing of research papers or development of presentations by students as part of classroom assignments.
- d. Ensure printed and documentary materials held in support of MHHEP are designated part of the organization's historical research collection. Designated materials will be deaccessioned or removed only in accordance with Army regulations and TRADOC policy and with the knowledge of the institution's MHHEP team.
- e. Assist students in historical research by developing and maintaining literature search capabilities through printed and electronic media such as Defense Technical Information Center databases, commercial databases, websites, commercial websites, and open literature sources, both inside and outside the library.
- f. Accession materials produced within the institution (including monographs, reports, and proceedings of Army-sponsored conferences, symposia, workshops, etc.) and student papers of exceptional quality and significant professional interest. Deposit significant historical documents produced within the institution into the Defense Technical Information Center and ensure such materials receive appropriately wider distribution.

Chapter 3 Goal, Objectives, and Standards

3-1. Military History and Heritage Education Program (MHHEP) goal

The goal of MHHEP is to ground Soldiers and leaders in military history and heritage so they can use historically-informed critical and creative thinking/reasoning skills as the basis for complex problem-solving and decision-making. To achieve this goal, MHHEP imparts a foundation in Army/branch history and heritage; teaches the history and heritage of the profession of arms, the military art and science, and the evolution of combined arms warfare; introduces professional historical method/analysis and application of contextual thinking; and at the senior levels requires students to apply historically-based analysis as part of the overall Professional Military Education (PME) curriculum. General program objectives are to develop and sustain historically-minded Soldiers and civilians capable of bringing historical perspective

to bear on contemporary military problems. Standards are set in TSPs and LPs, which also contain evaluation tools.

3-2. Program objectives

a. Provide Soldiers of all cohorts and components with a program of basic military history and heritage education and instruction that is tailored, progressive, and sequential and that includes tools to be used for professional development and lifelong learning.

b. Stimulate an interest in the continuous study of military history and heritage beyond the classroom through individual reading programs and visits to battlefields and military museums. Such an interest will assist future leaders in forming mature judgments about the profession of arms, the military art and science, and the evolution of combined arms warfare.

c. Establish course requirements to meet the following overarching learning objectives:

(1) In IET, to incorporate Army/branch military history and heritage into all phases of training, as applicable.

(2) In NCOES, to know and understand the evolution and historical contribution of the NCO in the U.S. Army; the role of the NCO in the evolution of combined arms warfare; and the uses of military history and heritage in leadership.

(3) In pre-commissioning and pre-appointment instruction, to know and understand the relationship of the military to American society; and the value of military history and heritage to the professional officer.

(4) In officer education overall, including for warrant officers, to understand and execute battle analysis; to plan and participate in a staff ride; to understand the evolution of combined arms warfare, including the Army's missions that contribute to it; and to apply the perspectives of military history and heritage to military theory and strategy, the profession of arms, the military art and science, and military operations in general.

(5) In CES, to incorporate military history and heritage into instruction, as applicable.

d. Conduct staff rides, both actual and virtual, as part of and in addition to formal curricula as a critical element of education and training and as a vital component of leader/professional development. Live staff rides at actual, historical battlefields are much preferred; if none is available within reasonable traveling distance, then a virtual staff ride is an acceptable alternative. Training funds may be used to conduct staff rides, both curricular and non-curricular.

3-3. Pre-commissioning/pre-appointment course standards

Requirements for history and heritage instruction in the Basic Officer Leader Course (BOLC) A pre-commissioning/pre-appointment are set by the two training support products for TRADOC

common core tasks 155-COM-1971 (2 hours of programmed and scheduled instruction) and 155-COM-1972 (45 hours of programmed and scheduled instruction).

a. ROTC. Based on common core requirements and prior to commissioning, Army ROTC Cadets will complete/pass a one-semester/quarter/term undergraduate-level survey course in U.S. military history and heritage, covering at least the material from 1607 to the present. If the host institution's Department of History does not offer such a course, Professors of Military Science will conduct 45 classroom contact hours of the same subject matter taught by designated cadre members who first have attended the Military History and Heritage Instructors' Course (MHHIC) conducted semiannually by AUP/CSI. For cadre members, MHHIC attendance must precede teaching the survey course, and holding an undergraduate and/or a graduate degree in History is not a substitute for attending the MHHIC.

(1) The required college-level military history and heritage course should develop students' awareness of the relationship of the U.S. military establishment to American society. Further, the course should develop their interest both in the evolution of war and strategy and in the progression of military professionalism, give them an awareness of the history and purpose of joint operations, discuss the role of history and heritage in understanding their profession, and encourage the viewing of U.S. military history from both joint and combined perspectives.

(2) Cadets will define and describe the 12 principles of war and operations.

(3) Cadets will conduct a battle analysis.

(4) Professors of Military Science will conduct and Cadets will participate in a staff ride or battlefield tour, discussing the strategic and operational context of the battle but focusing on the tactical level. The staff ride is separate and distinct from classroom instruction. State OCS military history instruction will be derived from its Federal OCS counterpart.

b. Federal Officer Candidate School (OCS). In addition to the TRADOC common core classroom instruction described above, officer candidates will conduct a staff ride. The staff ride is separate and distinct from classroom instruction.

c. Warrant Officer Candidate School (WOCS). In addition to the TRADOC common core classroom instruction described above, warrant officer candidates will conduct a staff ride. The staff ride is separate and distinct from classroom instruction.

d. USMA. Additional requirements in military history and heritage for USMA graduates are set by the academy in coordination with the DCG, IMT and the CG, USACC.

3-4. Officer course standards

a. BOLC B. Standards for military history and heritage instruction in BOLC B, including the Warrant Officer Basic Course (WOBC) where applicable, are set by the training support products for TRADOC common core task 155-H-2971 (6 hours of programmed and scheduled classroom instruction). Students will define and describe military history and heritage and

understand why and how military professionals study history and heritage. Students will also define and describe basic battle analysis methodology. Since branch history and heritage are a focus, instruction will be conducted in the branch museum.

b. Captains Career Course (CCC)/Warrant Officer Advanced Course (WOAC).

(1) Standards for military history and heritage instruction in CCC/WOAC are set by the training support products for TRADOC common core task module M-011-141 (10 hours of programmed and scheduled classroom instruction, plus at least one complete duty day devoted to conducting a staff ride). Students are expected to understand the evolution of combined arms warfare and its role in professional development; define, describe, and execute advanced battle analysis methodology; and define, describe, and execute staff ride planning methodology.

(2) CCC and WOAC students will develop and conduct a staff ride. The staff ride will be student-led as a practical exercise for LP instruction.

c. Warrant Officer Intermediate Level Education (WOILE). Military history and heritage instruction in WOILE will consist of an operational-level battle analysis, which will examine the strategic vision of executive leadership, the strategic and operational goals of theater commanders, how strategy was or was not executed by operational commanders, and the tactical outcome of operations. The analysis will also evaluate the elements of warfare, the evolution of combined arms and joint operations, and how those operations contributed to either victory or defeat. A staff ride will be conducted reinforcing classroom instruction.

d. Warrant Officer Senior Service Education (WOSSE). Military history and heritage instruction in WOSSE will consist of a strategic-level battle analysis, which will examine the strategic vision of executive leadership, the strategic and operational goals of theater commanders, and how that strategy succeeded or failed. The analysis will also evaluate the elements of warfare and how they contributed to either victory or defeat. A staff ride will be conducted reinforcing classroom instruction.

e. CGSOC. Students will receive military history instruction in both the Core Curriculum portion and the Advanced Operations Course portion of CGSOC. MHHEP in CGSOC will consist of at least 58 hours of classroom/seminar instruction and be conducted at the graduate level, and will be designed to analyze the evolution of warfare, the major military revolutions, and doctrinal innovations from the eighteenth century to the present. Although instruction will emphasize the American military experience, the curriculum will include a variety of perspectives, including the Western military tradition and the military experiences and traditions of other world regions. In addition, CGSOC will accomplish the following overall program objectives:

(1) Military history instruction in the Core Curriculum period (including curriculum taught at satellite resident locations, through The Army School System (TASS), and via distance learning) will support the following learning outcomes:

(a) Students meet Joint PME (JPME)-1 qualification standards.

(b) Students possess the knowledge and skills necessary to be an effective joint or Army staff officer.

(c) Students are officers who can understand war, the spectrum of conflict, and the complexity of the operational environment (history, culture, ethics, and geography).

(d) Students can meet organizational leadership challenges.

(e) Students are critical and creative thinkers who can apply solutions to operational problems in a volatile, uncertain, complex, or ambiguous environment.

(f) Students can communicate concepts with clarity and precision both orally and in writing.

(g) Students are self-aware and motivated to continue learning and improving throughout their careers.

(2) Military history instruction during the Advanced Operations Course (CGSOC Fort Leavenworth resident course only) will support the following learning outcomes:

(a) Students can analyze complex problems and recommend solutions through the application of critical and creative thinking and problem solving models.

(b) Students are capable of building and leading organizations in Unified Land Operations in complex and unstructured environments using the principles of Mission Command.

(c) Students consider the impact of culture, ethnicity, and history on military planning and operations.

(d) Students can apply the concepts of joint force deployment and employment.

(e) Students can communicate critical information clearly to reach a shared understanding of issues and solutions.

(f) Students are self-aware and motivated to continue learning and improving throughout their careers.

(g) Students are able to execute the tactical and technical skills required of their primary Warfighting Function in Decisive Action operations.

(3) The Department of Military History will provide a balanced selection of military history and heritage electives taught at the graduate level during the electives period (CGSOC Fort Leavenworth resident course) or as non-curricular additional learning opportunities (CGSOC satellite locations), including a staff ride program.

(4) Offer students an opportunity to obtain the SI-5X (Military Historian) by means of a Military History specialization of the Master of Military Art and Science Program, in conjunction with the CSI Field Historian Program.

f. SAMS. The SAMS objective is to use historical study as a means to becoming a master of the operational art. MHHEP in SAMS should integrate military history subject matter into every course. As the Army's premier operational curriculum, SAMS courses will be taught at the graduate level with the following goals:

(1) Examine the development of command and execution at the convergence of strategy and tactics through core history education in the Evolution of Operational Art Course. Its focus is on understanding historical battle command and the elements of operational design. The course analyzes aspects of these processes in their American, European, and global contexts.

(2) Conduct staff rides, both actual and virtual, as part of the SAMS general POI. Staff rides are an essential element in understanding the nature of operational command.

g. Army Logistics University (ALU). ALU students will receive military history and heritage education throughout their POI, especially through the use of historical case studies. As the Army's premier institution for logistics education, ALU courses will be taught at the graduate level with the following goals:

(1) Incorporate Army Learning Model-compliant, seminar-style instruction in military logistics theory and history into functional courses. Student products will be graded.

(2) Employ historical context to inform logistics judgment for the three levels of war: strategic, operational, and tactical.

(3) Understand and evaluate logistics factors that have influenced the conduct of tactics and especially of operations and strategy.

(4) Study logistical contributions to past military campaigns, especially as relevant to current requirements.

(5) Analyze logistical and doctrinal changes relative to successes and failures in past military campaigns.

(6) Conduct staff rides and battlefield tours focusing on logistical factors, their importance in all military operations, and how addressing their challenges contributed to the outcome.

h. Pre-Command Course (PCC). PCC students receive instruction in the technical phase of training to understand their military history and heritage roles and responsibilities as unit commanders as outlined in Army Regulation (AR) 870-5 and AR 870-20.

i. U.S. Army War College (USAWC). Additional requirements in military history and heritage for USAWC graduates are set by the college in coordination with the Chief of Staff of the Army and CG, TRADOC.

3-5. NCO course standards

a. Warrior Leader Course (WLC). Standards for military history and heritage education in the WLC are set by the TSP for TRADOC common core task 400-022-1001. Instruction will focus on small-unit actions and the evolution of the American NCO, dealing primarily with the duties, responsibilities, and actions of junior NCOs in the twentieth and twenty-first centuries.

b. Advanced Leader Course (ALC). Standards for military history and heritage education in ALC are set by the TSP for TRADOC common core task 155-H-2971 (see 3-4 (a) above for specific ALC classroom hours). Instruction will be progressive in nature and focus on branch history and heritage. Instruction will illustrate the applications of military history and heritage to training, education, and leadership and a sense of branch heritage and significance. Instruction will be conducted during the technical phase of training.

c. Senior Leader Course (SLC). Standards for military history and heritage education in SLC are set by the TSP for TRADOC common core task 155-H-2971 (see 3-4 (a) above for specific SLC classroom hours). Instruction will be progressive in nature and focus on battle analysis methodology and the role and use of military history and heritage to training, education, and leadership. Instruction will be conducted during the technical phase of training.

d. USASMA. Standards for military history and heritage education in the Sergeants Major Course (SMC) are set by the TSP for TRADOC common core task L579 (20 hours of programmed and scheduled instruction). Instruction will be progressive in nature and focus on the history and heritage of the U.S. Army's NCOs. The resident SMC will also teach staff ride methodology and include a staff ride, actual or virtual, which may be conducted during normal duty hours or on weekends, as determined by the commandant.

3-6. IET course standards

IET consists of basic combat training (BCT)/one-station unit training (OSUT) and advanced individual training (AIT) course standards. IET instruction in military history and heritage will be conducted in the branch museum or another nearby Army museum.

a. BCT. Two hours of programmed and scheduled instruction will provide new Soldiers with information about the Army's history and heritage and its role and importance in the development of the American nation and its society; help Soldiers identify their roles and responsibilities as drawn from Army history and heritage; and provide Soldiers with an initial understanding of the historical foundations for military customs, courtesies, and traditions.

b. AIT. Two hours of programmed and scheduled instruction will focus on enhancing Soldiers' understanding of branch history and heritage and emphasize the concept of using museums and libraries as institutions of learning.

c. OSUT. Instruction will combine the Army and branch history and heritage standards of both BCT and AIT above.

3-7. Civilian course standards

MHHEP requirements for CES graduates are set by the U.S. Army Management Staff College.

Chapter 4

TRADOC Military History and Heritage Council

4-1. Purpose of the Military History and Heritage Council

The TRADOC Military History and Heritage Council is a senior-level steering committee responsible for advising CG, TRADOC on military history and heritage matters generally, for making recommendations on the scope and direction of the TRADOC MHHP overall, and for setting long-range goals for the program.

a. The Military History and Heritage Council, under the direction of the DCG/CoS, will meet as needed to conduct a review of the quality and scope of the program and examine resources required to meet current program goals and to support long-range goals.

b. The Council will amend or approve an as-needed state-of-the-program report and long-range plan proposal prepared by the MHHEP Executive Committee.

4-2. Composition of the Council

Membership on the TRADOC Military History and Heritage Council will be drawn both from inside and outside the command. The DCG/CoS chairs the council, and the Chief Historian serves as secretary.

a. Members from inside TRADOC include:

- (1) DCG/CoS, TRADOC (chair).
- (2) CG, CAC.
- (3) DCG, IMT.
- (4) CG, USACC.
- (5) DCS, G-3/5/7.
- (6) Deputy Commandant, CGSC.
- (7) Deputy Commandant, ALU.
- (8) Two TRADOC branch school commandants, nominated by the DCG/CoS.
- (9) Commandant, WOCC.
- (10) Commandant, USASMA.

b. Members from outside TRADOC include:

- (1) The Chief of Military History.
- (2) A senior-level civilian, nominated by the DCG/CoS.

4-3. Reports of Council meetings

The TRADOC Military History and Heritage Council Secretary will forward the report and long-range plan to the CG.

Chapter 5**MHHEP Executive Committee****5-1. Purpose of the MHHEP Executive Committee**

The MHHEP Executive Committee manages MHHEP and makes recommendations to the chairman of the TRADOC Military History and Heritage Council based on proposals and information gathered from MHHEP coordinators, school commandants, major subordinate organizations, the TRADOC MHHP Training Course, or other sources inside or outside the command. The Executive Committee, chaired by the TRADOC Chief Historian, will meet as needed.

a. When decisions are required before a scheduled meeting of the TRADOC Military History and Heritage Council, the Executive Committee may deal directly with the DCG/CoS as chairman of the Council. If decisions are required before the Committee can meet, recommendations may be made to the DCG/CoS by the Executive Committee chairman after coordination with members of the Committee.

b. The Executive Committee, at the request of the Council, will prepare a report on the state of MHHEP for the TRADOC Commander or other interested senior Army leaders.

5-2. Composition of the Committee

Membership of the MHHEP Executive Committee will be drawn from TRADOC agencies and organizations with a responsibility for some aspect of MHHEP management.

a. Regular members include:

- (1) Chief Historian, TRADOC (chair).
- (2) Director, AUP/CSI.
- (3) Director, SAMS.
- (4) Director, DMH.
- (5) One colonel-level representative each from the DCG, IMT and USACC.
- (6) A representative of the Chief of Military History.
- (7) A representative from the WOCC.
- (8) A representative from USASMA.
- (9) Two MHHEP coordinators, selected by the Executive Committee chairman for two-year terms.

b. Members of the HQ TRADOC staff or others with expertise on particular issues before the Committee will be invited by the chairman to participate on an ad hoc basis.

5-3. Reports of Committee meetings

The MHHEP Executive Committee chair will prepare and forward reports of all meetings to each member of the TRADOC Military History and Heritage Council.

Chapter 6 Program Evaluation

6-1. Evaluation and quality control

Overall program evaluation is the central responsibility of the TRADOC Military History and Heritage Council. Quality control is the central responsibility of the MHHEP Executive Committee, aided substantially by USACC; the DCS, G-3/5/7; the TRADOC Military History and Heritage Office; institutional commandants; MHHEP coordinators; and Department of the Army history and museum certification inspectors.

6-2. MHHEP assessment

Program assessment is carried out at all levels.

- a. The TRADOC Military History and Heritage Council assesses resource needs and long-term program requirements and reports as needed for CG, TRADOC.
- b. The MHHEP Executive Committee assesses program implementation and quality command-wide and reports as needed to the TRADOC Military History and Heritage Council.
- c. CG, CAC assesses program implementation and quality within the OES (including warrant officers), NCOES, and CES programs and provides reports to the MHHEP Executive Committee as requested.
- d. DCG, IMT assesses program implementation and quality within IET and provides reports to the MHHEP Executive Committee as requested.
- e. Commandants of TRADOC service universities, colleges, institutes, schools, and academies assess program implementation and quality in their institutions and provide reports to the MHHEP Executive Committee as requested.
- f. Commandant, WOCC assesses program implementation and quality within OES as it applies to warrant officers and provides reports to the MHHEP Executive Committee as requested.
- g. Commandant, USASMA assesses program implementation and quality within NCOES and provides reports to the MHHEP Executive Committee as requested.
- h. DCS, G-3/5/7; the TRADOC Chief Historian; other designated TRADOC representatives, and select members of the Army History Program assess MHHEP implementation and quality during periodic staff assistance visits and scheduled certification inspections, and they provide written reports of their observations, findings, and recommendations to the TRADOC DCG/CoS.

i. The MHHEP Executive Committee works with other Army commands to integrate MHHEP into other programs for leader development and professional development in military history and heritage.

j. The TRADOC Chief Historian reports issues and proposals arising from the TRADOC MHHP Training Course to the MHHEP Executive Committee.

Appendix A

References

Section I

Required Publications

Army Regulation 350-1
Army Training and Leader Development

Army Regulation 735-17
Accounting for Library Materials

Army Regulation 870-5
Military History: Responsibilities, Policies, and Procedures

Army Regulation 870-20
Army Museums, Historical Artifacts, and Art

TRADOC Regulation 10-5
U.S. Army Training and Doctrine Command

TRADOC Regulation 10-5-1
Headquarters, U.S. Army Training and Doctrine Command

TRADOC Regulation 350-6
Enlisted Initial Entry Training Policies and Administration

TRADOC Regulation 350-10
Institutional Leader Training and Education

TRADOC Regulation 350-18
The Army School System

TRADOC Regulation 350-70
Army Learning Policy and Systems

TRADOC Regulation 690-4

TRADOC Regulation 350-13

Recruitment and Selection of Supervisory Historians, Historians, Museum Division Chiefs, Museum Directors/Supervisory Curators, Curators, Supervisory Archivists, and Archivists

TRADOC Regulation 870-1

TRADOC Military History and Heritage Program

Section II Related Publications

Army Regulation 5-17
Army Ideas for Excellence

Section III Prescribed Forms

This section contains no entries.

Section IV Referenced Forms

DA Form 1045
Army Ideas for Excellence Program (AIEP) Proposal

DA Form 2028
Recommended Changes to Publications and Blank Forms

Glossary

Section I Abbreviations

AIT	advanced individual training
ALC	Advanced Leader Course
ALU	U.S. Army Logistics University
AR	Army Regulation
AUP	Army University Press
BCT	basic combat training
BOLC	Basic Officer Leader Course
CAC	U.S. Army Combined Arms Center
CCC	Captains Career Course
CES	Civilian Education System
CG	commanding general
CGSC	U.S. Army Command and General Staff College
CGSOC	Command and General Staff Officer Course
CGSS	Command and General Staff School
CMH	U.S. Army Center of Military History

CoS	chief of staff
CSI	Combat Studies Institute
DCG	deputy commanding general
DCS	deputy chief of staff
DMH	Department of Military History
G-3/5/7	operations, plans, and training
G-8	resource management
IET	initial entry training
IMT	initial military training
JPME	Joint Professional Military Education
LP	lesson plan
MHHEP	Military History and Heritage Education Program
MHHIC	Military History and Heritage Instructors' Course
MHHP	Military History and Heritage Program
MOS	Military Occupational Specialty
NCO	noncommissioned officer
NCOES	NCO Education System
NG	National Guard
OCS	Officer Candidate School
OES	Officer Education System
OSUT	one-station unit training
PCC	Pre-Command Course
PME	Professional Military Education
POI	program of instruction
ROTC	Reserve Officer Training Corps
SAMS	School of Advanced Military Studies
SI	skill identifier
SLC	Senior Leader Course
SMC	Sergeants Major Course
TASS	The Army School System
TDA	table of distribution and allowance
TRADOC	U.S. Army Training and Doctrine Command
TR	TRADOC Regulation
TSP	training support package
USACC	U.S. Army Cadet Command
USAR	U.S. Army Reserve
USASMA	U.S. Army Sergeants Major Academy
USAWC	U.S. Army War College
USMA	U.S. Military Academy
WLC	Warrior Leader Course
WOAC	Warrant Officer Advanced Course
WOBC	Warrant Officer Basic Course
WOCC	U.S. Army Warrant Officer Career College
WOCS	Warrant Officer Candidate School
WOILE	Warrant Officer Intermediate Level Education
WOSSE	Warrant Officer Senior Service Education

Section II

Terms

Battle analysis

The comprehensive, systematic examination via case study of a battle or campaign to arrive at insights concerning contemporary military problems.

Battlefield tour

A visit to the site of an actual battle, with little or no preliminary or systematic study.

Branch historian

A command historian who also has Armywide responsibility as historian for an Army branch, such as Armor, Quartermaster, or Signal.

Historical research collection

Documentary material—in any media, regardless of its location in the organization, and as defined by Army Regulation 870-5—that has been designated as having historical significance by the center, command, branch, school, or activity historian.

Historical properties

Historical artifacts, as designated by the Chief of Military History or as defined by Army Regulation 870-20, and other objects of historical significance.

Living history

Living history is an educational and interpretive tool used in museums and history programs to allow an instructor or interpreter to portray an interactive scenario with students or guests on a given topic. As a pedagogical method used by museum interpretive staff and volunteers in a military museum venue, living history can significantly enhance audience understanding of Soldier training, technological development, and evolution of military tactics and doctrine. A properly conducted living history demonstration—with period-correct clothing, equipment, tools, and procedures—can significantly enhance historical interpretation and understanding for military trainees, student groups, and guests. Seeing and hearing the firsthand experience of living history demonstrators provides significant experiential learning and is unique as a teaching method allowing visual and physical cognizance that cannot be achieved by other learning methods, means, and interaction with similar audiences.

Military heritage education

Studying the origins and evolution of ideas and material heritage, which the Army considers important for sustaining institutional integrity and promoting and supporting Army values, esprit de corps, unit cohesion, morale, recruiting and retention, and practical MOS training.

Military history education

Systematic study of the past to understand the profession of arms, the military art and science, the evolution of combined arms, combined arms maneuver, joint and combined operations, the Army as an institution, the Army Profession, and the place of the military in American society.

Military history and heritage integration

The careful and selective use of examples and abbreviated case studies drawn from military history and heritage to illustrate major teaching points relating to the evolution of theory and doctrine.

Staff ride

A systematic preliminary study of a selected campaign or battle utilizing primary sources, an extensive actual visit to the field to study the terrain associated with the historical events, and an opportunity to integrate the insights and lessons derived from both preliminary and actual field study.

Virtual staff ride

A systematic preliminary study of a selected campaign or battle utilizing primary sources, an extensive virtual visit to the field to study the digitized terrain associated with the historical events, and an opportunity to integrate the insights and lessons derived from both preliminary and virtual field study.