**2022 - 2023**

**Florida Department of Education**

**Curriculum Framework**

**Program Title: Hospitality and Tourism Management**

**Program Type: Career Preparatory**

**Career Cluster: Hospitality & Tourism**

| **Secondary – Career Preparatory** | |
| --- | --- |
| Program Number | 8703100 |
| CIP Number | 0252090101 |
| Grade Level | 9-12 |
| Standard Length | 5 credits |
| Teacher Certification | Refer to the **Program Structure** section. |
| CTSO | DECA  FBLA  FCCLA |
| SOC Codes | 43-4081 – Hotel, Motel, and Resort Desk Clerks  43-4051 - Customer Service Representative  13-1121 – Meeting Convention and Event Planners  11-9081 – Lodging Managers |
| CTE Program Resources | <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml> |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of 5 credits.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
| 8850110 | Introduction to Hospitality & Tourism | FAM CON SCI  HOTEL TRNG 7 G  MKTG MGMT @7 7 G  TRANSPORT @7 7 G  TC COOP ED @7  BUS ED 1 @2  MKTG 1 @2 | 1 credit | 43-4081 | 2 |  |
| 8703110 | Technology for Hospitality & Tourism | 1 credit | 43-4051 | 2 |  |
| 8703120 | Hospitality & Tourism Marketing Management | 1 credit | 13-1121 | 3 |  |
| 8845130  or  8800420 | Hospitality & Tourism Internship  OR  Hospitality & Tourism Cooperative Education - OJT | ANY CTE FIELD OR COVERAGE | 1 credit | 43-4081 | 2 |  |
| 8703130 | Hospitality & Tourism Entrepreneurship | FAM CON SCI  HOTEL TRNG 7 G  MKTG MGMT @7 7 G  TRANSPORT @7 7 G  TC COOP ED @7  BUS ED 1 @2  MKTG 1 @2 | 1 credit | 11-9081 | 3 |  |

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

**National Standards (NS)**

This program has been aligned to the [National Standards for Family and Consumer Sciences Education](http://nasafacs.org/index.html) developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science’s (AAFCS) FCS Alliance.

**Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

**Standards**

After successfully completing this program, the student will be able to perform the following:

1. Identify careers in the hospitality and tourism industry.
2. Research the various aspects of the hospitality and tourism industry.
3. Demonstrate employability skills necessary for success in hospitality and tourism occupations.
4. Examine communication and technology skills in the hospitality and tourism industry.
5. Examine the guest cycle process.
6. Examine economic principles relative to the hospitality and tourism industry.
7. Examine marketing and business fundamentals as they relate to the hospitality and tourism industry.
8. Recognize mathematical operations related to hospitality and tourism operations.
9. Identify and describe the organizational structures and operations within various industry properties.
10. Research conservation and sustainable initiatives in the hospitality industry.
11. Identify functions of computer reservations systems utilized in the hospitality & tourism industry.
12. Assess the impact of technology and automation on the travel reservation industry.
13. Investigate current technology security methods in the hospitality & tourism industry.
14. Operate computer systems and the internet.
15. Demonstrate an understanding of the guest cycle as it relates to technology.
16. Apply employability skills necessary for success in the hospitality & tourism industry.
17. Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
18. Demonstrate sales and customer service skills and techniques in the selling of hospitality & tourism products.
19. Identify and demonstrate personal and business ethics related to management and marketing.
20. Apply higher level mathematical skills unique to hospitality & tourism marketing and management plans.
21. Summarize the value and uses of the internet for hospitality & tourism marketing, including communication and evolving technology.
22. Compare and contrast the needs of a business vs. leisure traveler.
23. Demonstrate knowledge and organizational skills related to meetings, conventions, conference travel, and event planning.
24. Identify and analyze marketing and business fundamentals related to the different industries within the hospitality & tourism industry (i.e.: cruise/air travel/ ground travel/lodging industry/leisure travel/tour packages).
25. Explain strategies for selling hospitality & tourism products.
26. Develop a marketing plan and sales promotion tool for hospitality & tourism
27. Identify and demonstrate management skills needed to succeed in hospitality & tourism.
28. Demonstrate effective Guest Services Management (GSM) skills.
29. Identify the financial goal of a hotel or lodging property.
30. Examine facts and principles related to the branding process.
31. Explain the value and importance of marketing research.
32. Compare and contrast franchise vs. corporate owned vs. private market segments.
33. Compare and contrast marketing concepts, advertising and public relations.
34. Discuss the value, importance and trends related to internet marketing and social media.
35. Illustrate effects of climate and geographic locations that affect the marketplace.
36. Demonstrate communication and human relations skills necessary for success in hospitality and tourism occupations.
37. Identify federal laws, legislation and regulations related to the hospitality industry.
38. Demonstrate an understanding of current conservation and sustainable practices in the hospitality industry.
39. Exhibit the ability to follow state mandated guidelines for food service.
40. Apply safety and sanitation procedures in the handling, processing and storing of food products.
41. Demonstrate worker safety procedures with food product and processing equipment and facilities.
42. Summarize the procedures for food service operations.
43. Explain the daily sanitation operations of a food service facility.
44. Perform critical job skills.
45. Display professional work habits.
46. Demonstrate ethical behavior.
47. Perform designated job skills.
48. Demonstrate work ethics.
49. Apply entrepreneurship skills.
50. Demonstrate management skills.
51. Analyze federal, state and local tax regulations and laws in relation to hospitality and tourism entities.
52. Apply effective verbal and non-verbal communication skills (i.e. written, electronic, conflict resolution).
53. Demonstrate proficiency with technology and equipment use.
54. Demonstrate employability skills necessary for success.
55. Apply customer service skills.
56. Display ethical behavior in the workplace.
57. Describe and demonstrate personnel supervision techniques.

**2022 - 2023**

**Florida Department of Education**

**Student Performance Standards**

**Course Title: Introduction to Hospitality and Tourism**

**Course Number: 8850110**

**Course Credit: 1**

**Course Description:**

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

| **CTE Standards and Benchmarks** | **National Standards** |
| --- | --- |
| 1. Identify careers in the hospitality and tourism industry. The student will be able to: |  |
| * 1. List career positions in a variety of hospitality and tourism-related industry components (i.e., ground transportation, cruise, air travel, accommodations, food service, share economy marketing, retail, corporate travel, leisure and recreation travel, conventions and special events, destination marketing organizations, emerging fields and sports venues, etc.). | 10.1.2 |
| * 1. Explain duties and responsibilities for the identified hospitality and tourism positions. | 10.1.1;  10.1.3 |
| * 1. Identify skills and knowledge needed by hospitality and tourism professionals. | 10.1.1;  10.1.3 |
| * 1. Identify requirements for entry and career advancement by industry component in the hospitality and tourism industry. | 10.1.2;  10.1.3 |
| * 1. Identify advantages and disadvantages by industry components working in the hospitality and tourism industry. | 10.1.2;  10.1.5 |
| * 1. Complete a self-assessment and analysis of lifestyle goals and aspirations to evaluate for employment suitability in the hospitality and tourism industry. | 10.1.2;  10.1.5 |
| * 1. Develop an individualized education and career plan related to the hospitality and tourism industry. | 10.1.3;  10.1.5 |
| * 1. Develop an understanding of terminology and acronyms used the Hospitality & Tourism industry. |  |
| * 1. Understand the differences between international, domestic and local hospitality and tourism. |  |
| * 1. Identify business, professional, student industry associations and available industry certifications. |  |
| * 1. Represent a career in the hospitality & tourism industry by performance or art |  |
| * 1. Using media techniques, tools and process communicate trends and aspects in hospitality & tourism industry. |  |
| 1. Research the various aspects of the hospitality and tourism industry. The student will be able to: |  |
| * 1. Summarize the history and development of the hospitality and tourism industry (i.e., airline deregulation, highway system, and globalization) as well as the changes and growth the tourism industry has experienced. | 10.1.4 |
| * 1. Identify the travel documents and security mandates required by travelers for both international/domestic travel and recognize the impact of improper documentation (ie: TSA compliance). |  |
| * 1. Identify factors that influence a traveler to select a travel destination (e.g., weather, culture, climate, cost, natural resources, travel alerts, and medical factors). |  |
| * 1. Distinguish features of different travel and social media websites. |  |
| * 1. Identify current and emerging trends in the hospitality and tourism industry (e.g. staycations, daycations, ecotourism, share economy vendors, medical tourism). |  |
| * 1. Identify modes and uses of transportation and discuss advantages/disadvantages of each (i.e., ground, air and sea transportation, Uber/Rideshare.). |  |
| * 1. Identify types of lodging properties and ownership structures (e.g. Air BnB, VRBO, etc.). |  |
| * 1. Explain factors that affect room rates and package plans (such as seasonality, property management, revenue management, booking engines, events, occupancy percentage, etc.). |  |
| * 1. Discuss and identify aspects of the cruise industry and types of cruise ships (luxury, mega, adventure, and river). |  |
| * 1. Identify types of food service operations, emerging trends (ie: home delivery services, Uber Eats, etc.), segments, franchises and ownership structures. |  |
| * 1. Identify components of leisure and business travel in the hospitality and tourism industry, including the role of conventions, sporting events and special events. |  |
| * 1. Explain economic factors that affect the hospitality and tourism industry (i.e., fuel costs, airline industry consolidations, politics, exchange rates, availability of consumer’s discretionary money, state tax). |  |
| * 1. Research the official Florida tourism website and local visitor websites; compare them to other state and local visitor sites. |  |
| * 1. Use technology applications, tools and artistic skills to promote social and cultural awareness related to industry concerns. |  |
| 1. Demonstrate employability skills necessary for success in hospitality and tourism occupations. The student will be able to: |  |
| * 1. Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking with professional organizations, social media, Internet). |  |
| * 1. Participate in a discussion on ways social media may negatively impact job search and career. |  |
| * 1. Identify steps in the application process and documents required when applying for employment (e.g., application, references, W-4, I-9). | 10.1.5 |
| * 1. Create a customized resume, cover letter, follow-up, and thank you letters. |  |
| * 1. Use technology to create and organize a digital professional portfolio (i.e. personal statement, student work and presentations). |  |
| * 1. Identify and demonstrate appropriate dress and grooming for employment. |  |
| * 1. Identify and demonstrate effective interviewing skills to include appropriate responses to common interview questions. |  |
| * 1. Identify strategies for handling inappropriate interview and application questions. |  |
| * 1. Discuss importance of drug tests and criminal background checks in the application process and how they impact employment. |  |
| * 1. Demonstrate the use of software products as they pertain to the industry (i.e. templates, spreadsheets, customer and vendor databases and industry-related products). |  |
| * 1. Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments. |  |
| * 1. Identify qualities typically required for career advancement (e.g., productivity, dependability, responsibility). |  |
| * 1. Identify qualities necessary to be an effective team player. |  |
| * 1. Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural and socio-economic backgrounds. |  |
| * 1. Identify sensitive workplace issues and laws that regulate them (e.g., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age discrimination). |  |
| * 1. Identify, define, and demonstrate professional interpersonal skills and personality traits. | 10.3.2 |
| * 1. Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies and accept feedback/constructive criticism. | 10.3.5 |
| * 1. Compare & contrast appropriate/inappropriate workplace social behavior and work ethics. |  |
| * 1. Explain importance of maintaining confidentiality of business matters |  |
| * 1. Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness, email policy, social media, dress code) and how their actions effect clients. | 10.1.1 |
| 1. Examine communication and technology skills in the hospitality and tourism industry. The student will be able to: |  |
| * 1. Describe effective staff communication and its uses (i.e., interpersonal, departmental, interdepartmental, company). |  |
| * 1. Use technology to compose a business letter, memorandums, e-mail, and company social media communications (ie press release). |  |
| * 1. Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.), and explain how these sites affect the hospitality industry and its employees. |  |
| * 1. Describe positive guest/client relations and identify circumstances that lead to negative customer experiences. |  |
| * 1. Use novel/original approach in creating problem-solving techniques to resolve customer-service conflicts (i.e., complaints, disputes, negotiations, etc.). |  |
| * 1. Identify techniques of appropriate phone etiquette (i.e. answering, placing on hold, recording messages, transferring and complaint telephone calls). |  |
| * 1. Demonstrate effective etiquette/netiquette in a business situation. |  |
| * 1. Discuss importance of developing networking skills to expand contacts within the industry. |  |
| * 1. Discuss importance of providing clear directions, interpretations, descriptions, and explanations and active listening skills. |  |
| * 1. Use digital equipment to create artistic images and deliver an oral presentation. |  |
| * 1. Locate and explain information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet to prepare an itinerary. |  |
| 1. Examine the guest cycle process. The student will be able to: |  |
| * 1. Identify the stages of the guest experience cycle and the activities associated with each stage. |  |
| * 1. Recognize the impact social media has on the guest cycle process. |  |
| * 1. Discuss the value of customer feedback and follow-up surveys on the guest cycle process. |  |
| * 1. Explain the importance and impact of sensitivity to diversities (i.e.: cultural, religious, socio-economic, etc.) in relation to the guest cycle process. |  |
| * 1. Recognize the effect communication (body language, foreign phrases, acronyms/jargon, etc.) has on the guest cycle process. |  |
| * 1. Explain the objective of providing seamless guest experiences. |  |
| * 1. Identify the role of guest recovery during the handling of guest complaints, issues, or problems. |  |
| * 1. Explain how and why guest satisfaction measurements help a business run smoothly and profitably. |  |
| * 1. Create an artistic presentation to innovatively address a guest problem. |  |
| 1. Examine economic principles relative to the hospitality and tourism industry. The student will be able to: |  |
| * 1. Identify economic opportunities in the industry from both entrepreneurship and employment perspectives. |  |
| * 1. Explain the impact of tourism on local, state, national, and international economies. | 10.1.4 |
| * 1. Identify advantages and disadvantages of primary forms of business ownership. |  |
| * 1. Discuss role of employee productivity in contributing to profit margin (bottom line). |  |
| 1. Examine marketing and business fundamentals as they relate to the hospitality and tourism industry. The student will be able to: |  |
| * 1. Explain marketing and its role in the industry and the free enterprise system. | 10.6.5 |
| * 1. Identify elements in the marketing mix (price, product, promotion, place, and people). | 10.6.5 |
| * 1. Identify functions of the business and marketing plan. | 10.6.5 |
| * 1. Distinguish between concepts of service vs. product marketing strategies. | 10.6.5 |
| * 1. Recognize concept of target markets and market identification (e.g., market segmentation). | 10.6.5 |
| * 1. Recognize various marketing channels used to promote destinations and products. | 10.6.5 |
| * 1. Identify niche markets (customer segmentation) and specialty markets (product segmentation, sports, shopping, religion, etc.). | 10.6.5 |
| * 1. Recognize cultural customs and taboos. | 10.6.5 |
| * 1. Discuss the role of federal, state and local regulatory agencies related to the hospitality and tourism industry. | 10.6.5 |
| * 1. Identify methods of gathering customer feedback. |  |
| * 1. Recognize purpose, principles, and importance of selling. |  |
| * 1. Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences). |  |
| * 1. Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options). |  |
| * 1. Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection. |  |
| 1. Recognize mathematical operations related to hospitality and tourism occupations. The student will be able to: |  |
| * 1. Identify universal terminology used in hospitality and tourism sales-related transactions (e.g., cash, emerging technology, digital payment alternatives, checks, debit cards, credit cards, discounts, etc.). |  |
| * 1. Identify different payment options (e.g., cash, checks, credit/debit cards, emerging technology, alternative digital payment options, and incentive program points). |  |
| * 1. Understand the value and impact of calculation of hotel occupancy, average daily rate (ADR) and revenue available room (RevPAR). |  |
| 1. Identify and describe the organizational structures and operations within various industry properties. The student will be able to: |  |
| * 1. Identify the organizational structure of various departments including: facilities and engineering, food and beverage, human resources, controller/finance, sales and marketing, security and rooms/housekeeping. |  |
| * 1. Describe the importance of a safety plans for various emergency situations (e.g. hurricane, evacuation, tornado, homeland security threat, and fire) relative to all types of tourism (hotel, cruise, attractions, etc.). |  |
| * 1. Describe front desk functions of various industry properties distinguishing between property types (i.e.: cruise ship vs. resort vs. hotel vs. restaurant). |  |
| * 1. Create a safety plan. |  |
| 1. Research conservation and sustainable initiatives in the hospitality industry. The student will be able to: | 10.2 |
| * 1. Identify common sustainable practices of various departments within hospitality & tourism industry. | 10.2.5 |
| * 1. Identify common sustainable practices used to reduce a property’s carbon footprint and reduce operating costs. | 10.2.4 |
| * 1. Explore the State of Florida “palm tree” initiative for hotels and their level of sustainability. |  |

**Additional Information**

**Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Academic Alignment**

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T.  (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020.  Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org .

**Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

**Students who choose the internship option must work a minimum of 150 hours to earn one credit**. Introduction to Hospitality & Tourism, Technology for Hospitality & Tourism and Hospitality & Tourism Marketing Management should be completed prior to enrollment in Hospitality and Tourism Internship. Each student intern is required to have a job performance skills plan, signed by the student/intern, teacher, and employer. This plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and identification of student performance standards. The Hospitality & Tourism Internship may provide paid or non-paid work experience based on the needs of the student and availability of positions.

**Career and Technical Student Organization (CTSO)**

Family, Career and Community Leaders of America (FCCLA); Future Business Leaders of America (FBLA) and Florida DECA are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student’s Individual Educational Plan (IEP) or 504 plan or postsecondary student’s accommodations’ plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed.  Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.  Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs.  Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.  Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course.  If needed, a student may enroll in the same career and technical course more than once.  Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course.  After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately.  The district’s information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.