# SPIDER BIOLOGY

**Course Number**: ENY3830
Credit Hours: 2
Offered every fall semester

**Class meeting time**: Mon and Wed, 12:50-1:40

**Class location:** We will meet in **room 2218 Steinmetz Hall**. Please also note that we will occasionally have field trips where we will meet just outside of Steinmetz Hall at the Natural Area Teaching Lab (NATL) covered pavilion (see tentative schedule below). If you are not familiar with NATL, follow this link to locate the covered pavilion where we will meet on these field trips days (https://natl.ifas.ufl.edu/).

**COURSE DESCRIPTION:** Course provides an introduction to the biology of spiders and their relatives, with an emphasis on their ecology, behavior, and evolution. Students will learn to identify the members of approximately 20 common spider families as well as several common Florida species.

Note that in addition to this lecture course, there is also an optional 1-credit LAB course that you are welcome to sign up for (ENY3830L). While the lecture will introduce you to the biology of spiders with a combination of lectures, discussions, field trips, and hands-on activities with live spiders and preserved spider specimens, the lab course will dive deeper into spider identification using microscopes and dichotomous keys in the laboratory. In the lab course, you will also learn additional collection techniques and create a collection of preserved spider specimens. If you want to take the lab course, you must take the lecture course first (or at the same time).

**PREREQUISITE KNOWLEDGE AND SKILLS:** Students must have at least sophomore standing (or instructor permission) to take this course. For instructor permission, please send an email to Lisa Taylor (see contact info below). To succeed in this course, students often find it helpful to have a basic working knowledge of core biological concepts that are covered in introductory biology courses (e.g., basic scientific reasoning skills as well as an understanding of basic concepts in genetics, physiology, evolution, and ecology). However, this is not required, and I am happy to work with students from different majors to give them the background information that they need to succeed. In the past, we have had students in the class from a variety of majors including art, economics, political science, computer science, etc. – as well as many entomology and biology majors too. Students will also need basic computer literacy skills, including the ability to use Canvas, word processing software, Excel, a smartphone camera with video capability, and basic web searches.

**INSTRUCTOR**

Dr. Lisa Taylor
2211 Steinmetz Hall (office)
Entomology and Nematology Department
Lisa.taylor@ufl.edu
Office phone: 352-273-3937

**TEACHING ASSISTANT**

Madison (“Maddie”) Heisey: mheisey@ufl.edu

**OFFICE HOURS:** I have set aside time to meet with students on Mondays and Wednesdays immediately after our class meeting (**MW 140-230pm**). If you would like to meet during this time, simply stay after class and we can chat in the classroom or in my office. If this time does not work for you, just send me an email and we can schedule an individual meeting at another time.

**COURSE COMMUNICATIONS:** If you have questions either before or during the course, feel free to speak with me after class (during my office hours listed above), email me directly at any time, or send me a message in Canvas.

**INSTRUCTIONAL METHODS:** This course will meet in person two times per week (M W 12:50-140pm). Attendance is very important. While we will provide lectures notes for students who are unable to attend (see below), students will be most successful if they attend class meetings, take their own notes, participate in class discussion, and ask questions. Additional course material (readings, discussions, quizzes, and exams) will be available through Canvas, separated into weekly modules. Your grade in this class will be calculated from a combination of written exams, quizzes, graded Canvas discussions, iNaturalist observations, in-person class participation, and a spider observation project that details your observations of either captive or wild spiders. See below for the specific point breakdown.

**HOW TO SUCCEED IN THIS COURSE:** Students who attend class, actively engage in discussion, ask questions, and **take notes** during lectures are likely to do best in this course. That said, I know that things come up and students will occasionally need to miss class. For example, if you are feeling ill, please DO NOT come to class. If you need to miss class, please get in touch with a classmate (or your TA, Maddie) to get any relevant notes. There will be regular Canvas discussions that will be related to the material covered in the lectures.

**REQUIRED TEXT:** You will **not** need to purchase a textbook to succeed in this course. You will be provided with information and handouts in lectures, as well as supplemental materials in Canvas. Even though a textbook is not required, some students enjoy having physical books to support their learning – if you do, I recommend the following optional books, which provide excellent guidance on spider identification, as well as biology and natural history. I will bring copies of these books to class so that you can take a look at them before deciding if you want to purchase them or not.

- *Recommended*: Levi H & Levi L. **A Guide to Spiders and Their Kin**. St Martins Press. (This is a tiny and cheap field guide that's great to have on hand whenever you are out in the field)
- *Optional:* Platnick N. 2020. **Spiders of the World: A Natural History**. Princeton University Press. (A beautiful book with great information on spider families worldwide)
- *Optional:* Edwards GB & Marshall S. 2002. **Florida's Fabulous Spiders**. World Pubns. (Great guide to Florida spiders, including many of our common Gainesville species)
- *Optional:* Howard T. 2021. **Science Comics: Spiders: Worldwide Webs.** First Second. (Yes, this is a comic book about spiders and it is educational and amazing.)
- *Optional*: Foelix R. 2011. **Biology of Spiders**. 3rd Edition. Oxford Press. (Great overall textbook on spider biology)
- *Optional:* Bradley RA & Buchanan S. 2012. **Common Spiders of North America**. U. California Press. (Beautifully illustrated guide to common spiders)
- *Optional:* Ubick D, Paquin P, Cushing P, & Roth V (eds). 2017. **Spiders of North America: an identification manual**, 2nd ed. American Arachbological Society. (An excellent guide for advanced students who want to key out spiders to the genus level).

**COURSE WEBSITE:** This course uses the Canvas course management system on E-Learning. Students should follow the provided URL and log on with their GatorLink ID and password: *http://lss.at.ufl.edu*

**COURSE LEARNING OBJECTIVES:** By the end of this course, students will be able to:

1. **Identify** and **compare** the morphology and biology of members of the 12 largest arachnid orders and **sketch** their evolutionary relationships
2. **Identify** and **compare** the biology of members of the ~20 most common spider families, **sketch** their evolutionary relationships, and be able to **find them** in their natural habitat in the field
3. **Identify** (to species level), **describe**, and **compare** the morphology and biology of approximately 25 of the most common local Gainesville species and be able to **find them** in their natural habitat in the field
4. **Compare** different groups of spiders in terms of how they sense their environment, find mates and reproduce, find and hunt their prey, protect themselves from predators, interact in social groups, and learn about their environment
5. **Describe** and **compare** the roles of different groups of spiders in both natural and agricultural ecosystems
6. **Keep** a spider in captivity, **observe** and **describe** their behavior, and **develop hypotheses** for the function of the behaviors observed
7. **Describe** the medical relevance of spider bites and **distinguish** between those that cause harm to humans (and those that do not)
8. **Examine** current and ongoing research in the field of spider biology and **critically evaluate** the methods that scientists use to study spiders
9. **Critically evaluate** common spider myths and misconceptions

## TENTATIVE COURSE SCHEDULE (FALL 2025):

*Note that we do not meet during week 1 of the semester because classes start on a Thursday.

| Week | Topic | Assignments and exams |
|---|---|---|
| 2* | Introduction to course, iNaturalist, live arachnids | |
| - | Spider myths, overview of spider & arachnid diversity | Orientation module quiz |
| 3 | **No class meeting** – Labor Day holiday | |
| - | Evolution of arachnids, basic anatomy, and spider ID | Canvas discussion 1 due |
| 4 | **NATL field trip**: how to find and collect spiders | First iNat observation due |
| - | Spider husbandry (including raising tarantulas and other spiders) | Canvas discussion 2 due |

| | | |
|---|---|---|
| 5 | Evolution, diversity, and ID of spider families (part 1) | Spider ID quiz #1 |
| - | Evolution, diversity, and ID of spider families (part 2) | |
| 6 | Evolution, diversity, and ID of spider families (part 3) | |
| - | Diversity and ID of FL spiders, spider ID practice (part 1) | Canvas discussion 3 due |
| 7 | Diversity and ID of FL spiders, spider ID practice (part 2) | Spider ID quiz #2 |
| - | Spider mating | iNat observations #2-4 due |
| 8 | Sensory Ecology 1 | Spider ID quiz #3 |
| - | Sensory Ecology 2, review for exam/practice questions | |
| 9 | **Exam 1 (in Canvas)** | Exam 1 |
| - | ***No in-person class***: view recorded lecture: case study on jumping spiders | |
| 10 | **NATL field trip:** practice spider ID in the field | |
| - | social spiders | Canvas discussion 4 due |
| 11 | *Arachnophobia* movie screening | |
| - | *Arachnophobia* follow-up discussion | |
| 12 | Spider enemies (part 1) | iNat obs #5-8 due |
| - | Spider enemies (part 2) | Spider ID quiz #4 |
| 13 | ***No in-person class***: Venom and medically relevant spiders | |
| - | ***No in-person class***: Webs and silk | Canvas discussion 5 due |
| 14 | Spider defenses and mimicry | |
| - | Non-spider arachnid diversity 1 | |
| 15 | **No class meeting (Thanksgiving holiday)** | |
| - | **No class meeting (Thanksgiving holiday)** | |
| 16 | Non-spider arachnid diversity 2, course wrap-up, Exam 2 review | Spider behavior papers due |
| - | **Exam 2 (in Canvas) – last day of class** | |

Note that this course outline is a tentative schedule; it is subject to change. Announcements and updates will be posted regularly in Canvas. Please adjust your Canvas settings so that you will be notified of announcements.

## COURSE POLICIES:

**ASSESSMENTS AND GRADES:** All assignments that you submit will be returned to you within one week, meaning that at any point in the semester, you should be able to calculate your current grade for the course. To be fair to all students, I strictly follow the rules and point system laid out in this syllabus. If you ever have a question about a score you earn, I would be happy to discuss it. I do ask that you address all questions about grading of particular assignments within two weeks of receiving a grade on that assignment.

Your final grade for this course will be based on the following assessments and will be calculated from the percentage of points that you earn out of a possible total of 450 points. The assessments with specific point values are as follows.

| Assessment | Details | Total points | % of grade |
|---|---|---|---|
| Orientation module/syllabus quiz | 1 quiz at 6 pts (requires working through introductory course content) | 6 | 1.3% |

| | | | |
|---|---|---|---|
| Spider ID quizzes | 4 quizzes at 15 points each (require correct identification of spiders to the family level from photos and/or written descriptions), quizzes are 'closed-book' and will be available through Honorlock. | 60 | 13.3% |
| Exams | 2 exams at 100 points each (consist of a combination of multiple choice and short answer questions), exams are 'closed-book' and will be available through Honorlock. | 200 | 44.4% |
| Spider behavior project | A written paper (including photographs and/or video) that document and describe your behavioral observations of living spiders (either captive or wild) during the course of the semester. A rubric will be provided with the assignment. | 75 | 16.7% |
| Canvas discussions | A total of 5 Canvas discussions at 5 points each (extending discussions that we begin in class), discussions are 'open-book' (notes and any additional resources are allowed, as long as outside sources are cited). | 25 | 5.5% |
| iNaturalist participation | A total of at least 8 spider observations (5 pts each) contributed to our class project page on iNaturalist | 40 | 8.9% |
| Class participation | Based on attendance and participation in class. In each in-person class lecture (22), there will be an opportunity to participate via discussion questions, practice quiz questions, or other prompts. Each opportunity is worth 3 points, so you must attend at least 15 class sessions to receive full credit for class participation (44 pts) | 44 (max) | 9.8% |
| **GRAND TOTAL** | | 450 | 100% |

**Grades will be calculated as follows*:**

| | |
|---|---|
| A | 93-100% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| C- | 70-72% |
| D | 60-69% |
| E | less than 60% |

***Final percentages are rounded to the nearest whole number to determine your final grade.** This means that at any point in the semester, you can simply calculate the percentage of points that you have earned at that stage to estimate your current grade.*

**For information on current UF policies for assigning grade points, see**
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

**ATTENDANCE AND MAKE-UP POLICY:** Attendance in class is important for success; if you cannot attend, please make arrangements to get notes from a classmate or the TA/instructor and follow up with any questions you have.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

**QUIZ/EXAM POLICY:**

Unless otherwise indicated**, quizzes** and **exams** will be closed-book, meaning that you may not use any outside sources of information when taking them. They will be taken in Canvas and proctored using the Honorlock proctoring service. Quizzes and exams must be taken using Honorlock on the dates that they are scheduled (see schedule above). *You are not permitted to discuss the content of any quizzes or exams with your classmates until all have been graded and grades have been returned.*

Please remember that you are bound by the UF honor code (see below under 'UF policies').

**POLICY ON LATE ASSIGNMENTS AND MISSED QUIZZES AND EXAMS:**

Late assignments (including late participation in graded Canvas discussions and the spider behavioral project paper) will be accepted with no penalty up to 24 hours past their due date (no questions asked). After this 24-hour grace period, late work will still be accepted with a late penalty of 20% off the total point value per day late. This means that assignments that are 5 (or more) days after the grace period has ended will earn no credit. Assignments turned in via Canvas are due at 11:59pm on their due date.

Quizzes and exams must be taken using Honorlock on the dates that they are scheduled. In case of personal emergency on quiz/exam day that results in a missed quiz/exam, students have a 24-hour grace period to complete the quiz or exam. After this grace period, students who miss a quiz or exam must submit documentation to the Dean of Students office (dsocares@dso.ufl.edu, https://care.dso.ufl.edu/instructor-notifications/ ) and request that an instructor notification to be sent. This must be done within five business days after the scheduled time of the quiz/exam. In addition to contacting the Dean of Students office, please also send me an email to let me know that you plan to request a make-up quiz/exam (and also to let me know that all is okay, as I worry when students miss these important dates!)

**COURSE TECHNOLOGY:** This course will use Canvas (*http://lss.at.ufl.edu)* for posting course materials and discussions. Quizzes and exams will be available through Canvas using the Honorlock proctoring service. All students must have access to a computer with a reliable Internet connection (a high speed connection is recommended). Please be sure to have a backup option in case your computer or Internet connection fails. See the 'Getting Help' section below for technical assistance with Canvas. Students must also have access to a basic camera for photographing spiders in the field (a smartphone camera is fine).

**iNaturalist.** We will use the online iNaturalist platform throughout the semester and students will be required to sign up for a free account and contribute at least 8 observations to our project page over the course the semester (see list of assessments and grades above). Students will need access to a basic camera (such as a smartphone camera, or any other type of basic digital camera) – if you don't have access to a camera, please reach out to your instructor as soon as possible to discuss options. iNaturalist can be accessed for free using either a web browser (iNaturalist.org) or using the free smartphone app. At the start of the semester, students

will be given guidelines that describe best practices for using this platform and for contributing to the iNaturalist community.

**Course policies on the use of Artificial Intelligence (AI)**. AI tools, including ChatGPT and other large language models as well as iNaturalist and other computer vision models, have become increasingly useful for a variety of tasks, including learning new things. These tools can either improve or impede your learning, depending on how you use them (and how much trust you place in them). I'm a big fan of AI for some things and I will encourage students to use it ways that enhance their learning. But I also want to make sure that students consider where AI tools can lead them astray and impede their learning.

In any course, it is up to the instructor to communicate how such tools can and should be used in their courses – these policies can differ widely among courses because each course has different learning goals, and each instructor has carefully designed course assessments to specifically assess your progress towards meeting these goals.

In **this** course, you are allowed to use AI tools on "open-book" assignments only (**AI tools or other resources are never allowed on closed-book assignments like quizzes and exams**) and only in the ways specifically outlined below. All other uses other than the following are **NOT** permitted.

*Permitted uses of AI in this course:*

- To help you study, clarify concepts, or review class material. Just be aware that AI tools like ChatGPT do not always get things right (and often produce biased answers or those that are **completely wrong**) and should be used with caution and only when any output can be diligently fact-checked for accuracy. There is a lot of misinformation out there on spiders (more than there is for most animals), and this will bias what ChatGPT tells you.
- To brainstorm ideas before starting an assignment. In this case**, you must acknowledge in your submission how you used AI**, including the names of the specific AI tools and the exact prompts that you used. You must also confirm that your assignment is written entirely in your own words, i.e., without an AI-generated content (including paraphrased content). Please note that *you* are responsible for the accuracy of what you include in any assignment and so if you plan to use AI to brainstorm, you are fully responsible for fact-checking your work. You may **NOT** cite AI tools as a reliable source to back up any statements in your work.
- To proofread or provide feedback on your original work before submitting it. In this case**, you must acknowledge in your submission how you used AI**, including the names of the specific AI tools and the exact prompts that you used. You must also confirm that your assignment is written entirely in your own words, i.e., without an AI-generated content (including paraphrased content). Again, please note that *you* are responsible for the accuracy of what you include in any assignment and so if you plan to use AI to proofread or provide feedback, you are fully responsible for fact-checking any final work that you turn in. You may **NOT** cite AI tools as a reliable source to back up any statements in your work.
- Note that iNaturalist uses AI (computer vision models that are trained on images rather than text) to suggest possible identifications for animals, and you will be using this as a starting point for identifying spiders (and their behaviors) in this class. As we will discuss, one should never rely too heavily on iNaturalist's AI features to identify an animal, but it is often a great place to start (followed by diligent fact-checking and collaboration with the iNaturalist community). In this course, I want to

encourage you to use AI as a starting point as you are learning spider identification. But my goal is to also provide you with the necessary skills to fact-check iNaturalist's suggestions.

Navigating the best ways to use AI productively can be a challenge, particularly when these tools are constantly changing. If you have any questions about this policy or how to ethically and productively use AI tools, please reach out to me and ask. I'm always happy to chat about this. I find AI's role in our world endlessly fascinating, and I love to learn about how students are using it and the questions they have.

## UF POLICIES:

**SERVICES FOR STUDENTS WITH DISABILITIES**: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

**ACADEMIC HONESTY**: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Take a moment to read this netiquette guide for online courses: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

**ONLINE COURSE EVALUATION PROCESS**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a

standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/.

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/.

Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

**SOFTWARE USE**: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**RECORDING OF LECTURES.** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## GETTING HELP:

**For issues with technical difficulties for E-learning in Canvas**, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help.

**Canvas technology requirements.** This course requires the use of a computer and a reliable internet connection. This course will be delivered through the Canvas learning management system – the current computer and browser requirements for Canvas can be found here: https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/ta-p/66. On this web page there is an area titled "Is My Browser up to Date?" Use it to check each computer and browser you may use in this course. There is another important area on "Browser Privacy Settings." Read the section(s) for any browser intended for use. Return to the page to check for updates on technology issues in Canvas.

If you encounter technical difficulties in this course, contact the UF Computing Help Desk right away to troubleshoot. https://helpdesk.ufl.edu/ or (352) 392-HELP. If the problem cannot be fixed immediately, notify your instructor, and provide them with the Help Desk ticket number.

**CAMPUS HELPING RESOURCES:** Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

• University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching

• U Matter We Care, www.umatter.ufl.edu/

• Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.

Student Complaints:

- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/
- Online Course: http://www.distance.ufl.edu/student-complaint-process

**UF Student Success:** For improving study skills and connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to ***http://studentsuccess.ufl.edu*.**

**PRIVACY AND ACCESSIBILITY POLICIES FOR TECHNOLOGY THAT WE WILL USE IN THIS COURSE.** For information about the privacy policies of the tools that may be used in this course, see the links below.

- Adobe
  - Adobe Privacy Policy
  - Adobe Accessibility
- Honorlock
  - Honorlock Privacy Policy

    - Honorlock Accessibility
- iNaturalist
    - iNaturalist privacy policy
    - iNaturalist accessibility policy and terms of use
- Instructure (Canvas)
    - Instructure Privacy Policy
    - Instructure Accessibility
- Microsoft
    - Microsoft Privacy Policy
    - Microsoft Accessibility
- Vimeo
    - Vimeo Privacy Policy
    - Vimeo Accessibility
- YouTube (Google)
    - YouTube (Google) Privacy Policy
    - YouTube (Google) Accessibility
- Zoom
    - Zoom Privacy Policy
    - Zoom Accessibility