

COMMUNITY FOREST MANAGEMENT

Fall 2025

Friday, Periods 3-5 (9:35 – 12:35)

Course numbers: FNR 6620/LAS 6290

Format: face-to-face

Course credits: 3

Location: 219 Newins-Ziegler Hall

Instructor: Dr. Karen A. Kainer

kkainer@ufl.edu

846-0833

210 Newins-Ziegler

Office Hours: Best by appointment, but also...Wednesday: 10:00-12:00

Course readings:

Select articles and book chapters: See readings list.

Course description:

Natural resource management by communities has gained currency as a potentially viable strategy for conserving forest ecosystems, while supporting local livelihoods and cultural values. This 3-credit graduate course considers how governments, researchers, and practitioners (especially graduate students) collaborate with communities in these efforts. It analyzes the conceptual underpinnings, efficacy, and practice of this growing global trend of community-based natural resource management. The course is designed **for students from diverse disciplines** (forestry, anthropology, regional studies, fisheries, wildlife, biology, interdisciplinary studies, sociology, geography, plus....) **and different levels of expertise** to think critically, jointly, about the multi-scale, contextual factors that influence conservation and well-being outcomes. It is especially designed for graduate students who seek **concepts, tools, and strategies to integrate co-knowledge production** into their work. A variety of teaching methods will be employed with an **emphasis on experiential and cross-student learning**. This course fulfills the conceptual core requirement of UF's TCD certificate.

Learning objectives:

Upon completion of this course, students will have:

- Integrated new multidisciplinary knowledge with their personal and professional experiences to think critically about community-based forest management.
- Synthesized key ecological concepts for sound management of community resources.
- Articulated the relevance and complexity of the socio-political context on community-based resource management.
- Reviewed and discussed practical ways in which community-based management has been implemented.
- Reflected on their philosophies about biodiversity conservation, development, and cultural change.
- Written a research proposal or manuscript that integrates student interests with course learning.
- Conducted critical peer reviews of colleagues' works.
- Thought through some options for working with partners (especially communities) in their graduate programs.

Grading:

Reflection paper	10%	94 – 100% = A
Readings comments	20%	90 – 93% = A-
Research paper		87 – 89% = B+
Preliminary statement and bibliography	10%	80 – 86% = B
Final submission	25%	77 – 79% = C+
Peer review I (prelim statements & biblio)	10%	70 – 76% = C
Peer review II (research paper draft)	10%	60 – 69% = D
Knowledge exchange document	5%	< 60% = E
Class participation*	<u>10%</u>	
Total	100%	

*Attendance is a prerequisite to in-class participation. **Every student is expected to attend every class.** Students bring a wealth of experience into the classroom, and each class period is a unique chance to learn from those experiences (cross-student learning). A second reason I insist on class attendance is because of the 3-hour class meetings. Missing one day = 7.7% of the course; two = 15.3%; and 3 = is almost a 1/4 of the course! In other words, quickly, one can miss a large portion of what could be learned.

In the past, I have always asked that students let me know immediately if they *have* to miss a class, and this courtesy has been extended almost without fail. Typically, one or two students from the entire course miss a session during the semester (conference, sibling wedding, etc...). Indeed, more than one absence is not acceptable (except under extreme circumstances) and will be reflected in your participation grade. Unplanned absences (emergencies) just come up and are dealt with differently.

Community Forest Management		
Date	Topic	Assignments due*
SETTING THE THEORETICAL STAGE		
Aug 22	Getting to know each other and the course	
<i>Aug 27 - This is Wednesday!</i>		<i>reflection paper</i>
Aug 29	Conservation, development, and the role of CFM	
Sep 5	Ecology behind CFM and resource harvesting	
Sep 12	Political ecology	
Sep 19	Forest rights and governance	<i>draft title & bullets</i>
Sep 26	TEK and other assets	
SUPPORTING COLLABORATIVE MANAGEMENT		
Oct 3	Participatory research with communities: Getting started <i>Case study: Mangrove restoration in Costa Rica</i>	<i>prelim statement & bibliography</i>
Oct 10	Knowledge exchange <i>Case study: Living with fire in the Peruvian Andes</i>	<i>peer review I</i>
Oct 17	NO CLASS (Homecoming)	
Oct 24	Unpacking community <i>Case study: Afro stewardship in the Colombian Pacific</i>	
Oct 31	Research partnerships <i>Case study: Communities and wildlife in Guyana</i>	
Nov 7	Collaborative (or co-) management <i>Case study: Timber is on the community menu</i>	<i>draft research paper (no grade)</i>
Nov 14	Your graduate research and collaborative spaces Take home messages	<i>peer review II</i>
Nov 21	Wrapping it up!	<i>knowledge exchange document</i>
Nov 28	NO CLASS (Thanksgiving holiday)	
Dec 3	<i>This is Wednesday!</i>	<i>final research paper</i>

***Electronically posted comments are due on Wednesday night before each class.**

Course e-Learning (Canvas)

We will be using UF's Canvas system (or e-Learning) to facilitate course communication, to access readings, and to submit assignments. To login, open your Internet browser and navigate to <https://lss.at.ufl.edu>.

To get general help with e-Learning, you may access FAQs (https://lss.at.ufl.edu/help/Student_Faq) or call the Help Desk at 352-392-4357 anytime during [Help Desk](#) hours. Or email helpdesk@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or gatorlink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring. Someone will get back with you as soon as possible.

We are fortunate to have additional technical support through SFFGS (School of Forest, Fisheries, and Geomatic Sciences). If you have technical needs specifically related to this course (i.e., link not functioning), please go the Discussion tab on the left hand panel in Canvas and under "Pinned Discussions", click on Technical Support.

Canvas is set up to access the readings required (and recommended) by date and topic. All articles listed below are required reading for the course, unless "***Recommended***" precedes the citation. To access the readings required (and recommended), go to the Discussion tab on the left panel of the main course site, readings for each class will be found by date and topic. For example, all required readings for August 30 will be tagged "Aug 30: Conservation, development...CFM".

SETTING THE CONCEPTUAL STAGE

Aug 22 Getting to know each other and the course

No readings

Aug 29 Conservation, development, and the role of CFM

Mulder, M.B. and P. Coppolillo. 2005. Chapter 4: Indigenous peoples as conservationists. Pages 81-103, In: Conservation: Linking ecology, economics, and culture. Princeton University Press, Princeton, New Jersey.

Baynes, J. J. Herbohn, C. Smith, R. Fisher and D. Bray. 2015. Key factors which influence the success of community forestry in developing countries. *Global Environmental Change* 35:226-238.

Sep 12 Political ecology

Mulder, M.B. and P. Coppolillo. 2005. Chapter 7: The bigger picture. Pages 156-180, In: Conservation: Linking ecology, economics, and culture. Princeton University Press, Princeton, New Jersey.

Oxfam. 2021. Quick guide to power analysis. Oxfam, UK.

Vandergeest, P. and N.L. Peluso. 2015. Political Forest. In: R. L. Bryant (Ed.), *The International Handbook of Political Ecology* (Chpt 12, pp. 162–175). Edward Elgar Publishing, Cheltenham, UK. 720p.

Sep 19 **Forest rights and forest governance**

Larson, A.M. et al. 2021. Hot topics in governance for forests and trees: Towards a (just) transformative research agenda. *Forest Economics and Policy* 131:012567.
<https://doi.org/10.1016/j.forpol.2021.102567>

Salomon AK et al. 2023 Disrupting and diversifying the values, voices and governance principles that shape biodiversity science and management. *Phil. Trans. R. Soc. B* 378: 20220196.
<https://doi.org/10.1098/rstb.2022.0196>

Sep 26 **TEK & other assets**

Campbell, J., C. Jarrett, A. Wali, A. Rosenthal, D. Alvira, A. Lemos, M. Longoni, A. Winter and L. Lopez. 2023. Centering communities in conservation through asset-based Quality of Life planning. *Conservation and Society* 21(1):48-60.

**Gómez-Baggethun, E., E. Corbera, and V. Reyes-García. 2013. Traditional ecological knowledge and global environmental change: research findings and policy implications. *Ecology and Society* 18(4): 72.
<http://dx.doi.org/10.5751/ES-06288-180472>

**An interactive version (in which you can access most cited papers of this article that introduces TEK and its various aspects) is at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4471132/>

Please also peruse the following on the Legacy website:

- a) [The Power of Legacy](#)
- b) [Short video](#)

SUPPORTING COLLABORATIVE MANAGEMENT

Oct 3 Participatory research with communities: Getting started **Case study: Mangrove restoration in Costa Rica**

1. Arnold, J. and W. Bartels. 2014. Chapter 12: Participatory methods for measuring and monitoring governance. Pages 238-262, In: Barnes, G. and B. Child (eds.), *Adaptive cross-scalar governance of natural resources*. Routledge, UK.

2. *Please read the following sections (in red below) of this review article:*

[Friess, D.A., K. Rogers, C.E. Lovelock, K.W. Krauss, S.E. Hamilton, S.Y. Lee, R. Lucas, J. Primavera, A. Rajaran and S. Shi. 2019. The state of the world's mangrove forests: Past, present, and future. *Annual Review of Environment and Resources*. 44:89-115.](#)

Abstract (p. 89-90), 1. **INTRODUCTION** (p. 90-91), 3.1 **Mangrove deforestation in the twentieth century** (p. 95-97), 4. **THE FUTURE STATE OF THE WORLD'S MANGROVES** (p. 99-104), and 6. **CONCLUSIONS, including Summary Points and Future Issues** (p. 107-109).

3. 5:03-minute video of “Isla Chira: new alternatives and mangroves” by Conservation International Costa Rica

<https://www.youtube.com/watch?v=JfK3MfMo5rk>

Oct 10 Knowledge exchange

Case study: Living with fire in the Peruvian Andes

Duchelle, A.E, K. Biedenweg, C. Lucas, A. Virapongse, J. Radachowsky, D. J. Wojcik, M. Londres, W.L. Bartels, D. Alvira and K.A. Kainer. 2009. Graduate students and knowledge exchange with local stakeholders: Possibilities and preparation. *Biotropica* 41:578-585. <https://doi.org/10.1111/j.1744-7429.2009.00563.x>

Luna-Celino, V. and K.A. Kainer. 2024. Living with fire: Agricultural burning by Quechua farmers in the Peruvian Andes. *Human Ecology* <https://doi.org/10.1007/s10745-024-00547-9>

Please view this 11:08 min video.....Farmers and Fire: Local efforts in dealing with wildfires in Peru <https://www.youtube.com/watch?v=a8JfpR0qxg0>Links to an external site.

Oct 24 Unpacking community

Case study: Afro stewardship in the Colombian Pacific

Agrawal, A. and C.C. Gibson. 1999. Enchantment and disenchantment: The role of community in natural resource conservation. *World Development* 27(4):629-649.

Sangat, S.S., Rosero, M., Olsson, E. *et al.* Afro-descendant lands in South America contribute to biodiversity conservation and climate change mitigation. *Communications Earth & Environment* 6, 458 (2025). <https://doi.org/10.1038/s43247-025-02339-5>

Oct 31 Research partnerships

Case study: Communities and wildlife in Guyana

Hallett, M.T., A.A. Kinahan, R. McGregor, T. Baggallay, T. Babb, H. Barnabus, A. Wilson, F.M. Li, W.W. Boone, and B. Bankovich. 2019. Impact of low-intensity hunting on game species in and around the Kanaku Mountains Protected Area, Guyana. *Frontiers in Ecology and Evolution* 7:412. <https://doi.org/10.3389/fevo.2019.00412>

Nov 7 Collaborative (or co-management)

Case study: Timber is on the community menu

Berkes, F. 2009. Evolution of co-management: Role of knowledge generation, bridging organizations and social learning. *Journal of Environmental Management* 90:1692-1702.

Humphries, S., K.A. Kainer, D. Rodriguez-Ward, A.L. Violato Espada, T.P. Holmes, P. Blanco Reyes, J. da Silva Santos, and M.M. Ribeiro da Silva. 2022. Pathways to community timber production: A comparative analysis of two well-established community-based forest enterprises in Mexico and Brazil. Pages 65-87, *In*: Bulkan, J, J. Palmer, A.M. Larson and M. Hobley (eds.), Routledge Handbook of

Nov 14 Graduate research and collaborative spaces
Take home messages

Toomey, A.H. 2016. What happens at the gap between knowledge and practice? Spaces of encounter and misencounter between environmental scientists and local people. *Ecology and Society* 21(2):28. [online] URL: <http://dx.doi.org/10.5751/ES-08409-210228>

Nov 21 Wrapping it up!

Re-read your reflection paper on Conservation and human well-being.

ASSIGNMENT: Readings comments

Each week, you will prepare for class by accessing some of the best thinking on the topic at hand. I have carefully selected key readings that are required, and additional readings (noted as "Recommended") that might be helpful to you as you prepare proposals and manuscripts or...are just curious to hear more perspectives. The rationale behind this assignment is to provide us with insights and stimulate dialogue prior to each class.

You should read all required readings every week. You also are **required to post comments on the required readings for 10 (of 12 possible) class periods**. I do not want a summary or abstract or a formalized, well-thought out rebuttal of the authors' arguments. Rather, I expect you to share with the class some of your thoughts that were stimulated by the readings. What did the readings mean to you? Do you buy the author's arguments? Why or why not? Did the readings stimulate you to reflect on a past experience? How? I have purposefully chosen a more informal group discussion format so that students feel freer to express their insights. Each student should post his or her comments by Wednesday night so that I can integrate them into the Friday session. **Feel free to use spell-check, but please do not use additional ChatGPT or AI tools to generate your comments. This is not the intention of this assignment and it does not help me understand your learning.**

Comments will be posted in the Discussion section of Canvas. Click on the course Community Forest Management. Go to "Discussion" listed in the left hand column, and then click on the topic for the week. For example, by Wednesday, Aug 28, you are required to post your comments in the following forum "Aug 29: Conservation, development, and the role of CFM". Others in the class will then be able to read your comments and add theirs. The length of comments is not fixed, but should range from two to four paragraphs. The sum of these comments is worth 20% of your grade.

ASSIGNMENT: Reflection Paper on conservation and human well-being

The reflection paper will be read by me only. Please prepare a 1000-1500 words (single-spaced) paper that reflects your thoughts on the questions below. This assignment is not an academic paper. It is not a synopsis of the conservation-development debate, but rather, a personal reflection. It is **due Wednesday, August 27** to give me time to read the essays prior to Friday's class. Please upload a copy on Canvas and worth 10% of your grade. **Feel free to use spell-check, but please do not use additional ChatGPT or AI tools to generate your reflection paper. The intention of this assignment is to encourage your own reflection.**

- (1) Do you think biodiversity conservation and human well-being can both be attained? Do you personally prioritize one over the other in your work (e.g., chosen profession or jobs held) or personal life (e.g., how you choose to use your purchasing power, donate your time or money)? Please provide examples.
- (2) What has led you to feel the way you do? To come to the conclusions you have reached? Have you had experiences or an upbringing, for example, that have steered you more toward one direction or the other?

ASSIGNMENTS: Research paper & Peer reviews

Each student will write a research proposal or analytical paper related to at least some of the themes of the course, to be developed over the semester. The intent is to offer an opportunity to develop a paper that can be helpful to their careers or is a necessary part of their graduate program. If you are in the proposal-writing phase, then this paper may be your research proposal or some portion of it. I strongly urge you not to present a proposal you have no intention of carrying out. In my experience, this leads to a poorly researched, shallow product.

If you have already carried out your graduate fieldwork, then you may consider preparing an article or chapter for your thesis/dissertation. Alternatively, you could select a hypothesis(es), premise(s) or question(s) related to CFM and analyze pertinent supporting *and* refuting evidence/data. Or you could analyze the state of CFM in your home country or expected country of research. In all cases, you are expected to use course concepts and literature. You should focus on peer-reviewed literature, but certainly some gray literature may also be important. Students are encouraged to discuss their ideas with me to get approval for their plan.

The research paper will be developed in steps. A **draft title** and 5 to 10 brief bullets that describe the paper content will be turned in via Canvas on **September 12**. This preliminary title is NOT graded. The purpose is twofold: (1) to encourage students to begin more focused thinking on the content of their paper, and (2) to provide information to me for forming research paper peer groups. **Use Word** for this and all submissions. **Feel free to use spell-check, but please do NOT use additional ChatGPT or AI tools to generate this draft title and brief bullets.**

While this research paper assignment will produce a final written document, it is designed to do more than that. With its incremental (or scaffolding) approach and peer reviews, this assignment is designed to help students think and rethink, learn and learn more, along the way. **In September, we will take some time in class to discuss AI as related to the rest of this assignment.**

Preliminary statement & bibliography

By **October 3**, all students will submit a *preliminary statement (of 500-1000 words) and an accompanying bibliography*. This statement should convey main ideas you intend to pursue in your proposal/paper, including data you intend to collect and/or analyses you foresee carrying out. The bibliography should demonstrate that you have identified sufficient material to write on this topic (even though you may not have read all sources yet). **Please highlight in green** the bibliographic sources that come from the CFM syllabus. ***At the beginning of your statement, please record the following:*** Title of document, advisor and department, if pursuing an M.S. or Ph.D., if paper is a proposal or analytical paper, and 8-10 keywords. This statement/bibliography is worth 10% of your final grade, and will be submitted via Canvas in Word. I will provide feedback to each student.

For this preliminary statement and bibliography, you are expected to adhere to the AI agreements we collectively make in September.

Peer review I

In addition, each student will be grouped with 2 to 3 other students for peer reviews. Your review peers will receive an electronic copy of your preliminary statement (please upload to [Preliminary statement & bibliography](#)) and you will receive theirs. Due **October 10**, you will provide a written peer review (*Peer review I*) of each (of 2 to 3) preliminary statements. In other words, you will be reviewing the preliminary statements of 2 to 3 students, and they in turn, will be reviewing yours.

The 'Best Practices' section (pages 14-19) of the following guide provides some nice guiding questions: British Ecological Society. 2013. A guide to peer review in ecology and evolution. British Ecological Society, London. Available at: http://www.britishecologicalsociety.org/wp-content/uploads/Public_Peer-Review-Booklet.pdf ([Links to an external site.](#))

Getting started.

- Please approach this peer review as a reader, not an evaluator.
- Be constructive, through, and thoughtful.. Be encouraging.
- Your objective is to help your peers:
 - a) more clearly articulate what they hope to accomplish and
 - b) to write for a wide audience.
- Please read the paper from start to finish to give you an overview of what the paper is trying to achieve.
- **Provide both 1) Overview comments and 2) Detailed comments using track changes** to each of your peers.

1) Overview comments. Your responses to the following questions will provide the content for a paragraph or two of overview comments.

- Please reiterate what you understand is the main aim of the paper.
- Does this preliminary statement convey a clear and valid motivation for pursuing the research (if a proposal) or writing up the research findings (if for an analytical paper)?
- Does the preliminary statement follow logically from prior knowledge? Is it timely?

- Are the preliminary research questions clear?
- Does the author seem to have the data necessary (for an analytical paper) or seem to know how to access the literatures and/or methods needed (for a proposal) to pursue the questions?
- Does the bibliography seem to target the right literatures (relevant recent and past research) to pursue the research? Do you have additional bibliographic suggestions?
- Does the title reflect the contents? Is it engaging?

2) **Detailed comments.** Using Track Changes and the Comments tools within Word, please also provide more detailed comments about sentences, phrasing or ideas within the text of the preliminary statement. You may also possibly provide editorial (grammar, spelling) suggestions directly on the preliminary statement.

You will need to do the 2 following tasks on Canvas to successfully complete this assignment:

- 1) Go to Peer Reviews in the original assignment and upload a copy of the corresponding peer review to each student in your peer review cohort as a file attachment in comments. Only upload to each student in your cohort your review of their particular paper. **Note:** The link to your peer reviews will not be available until your own assignment has been submitted.
- 2) Upload copies (please join them into one file) of your reviews into this assignment **Peer Review I** in Canvas where I can also view them and give feedback.

These reviews are worth 10% of your total grade. If you have any difficulty, post to [Technical Support](#).

Feel free to use spell-check, but please do NOT use additional ChatGPT or AI tools to generate your Peer review I.

Draft

Students will prepare a complete draft of the proposal or paper; these *drafts are required, but not graded*. Please review the grading criteria for the final paper (see Table below) so that you are clearly aware of what is expected. Please highlight in green the bibliographic sources that come from the CFM syllabus. Please upload one copy via Canvas by **November 7** at the latest, and I will provide written feedback. Similarly, please submit one copy for feedback to one of your original peer group members, as assigned by me. *This is your final opportunity to get critical feedback to improve your paper!*

For this Draft, you are expected to adhere to the AI agreements we collectively make in September.

Peer review II

Please conduct *Peer review II* for one peer in your group (Please see the end of these instructions to learn whose paper you review and vice versa). Upload a copy of your review here via Canvas for my review. This second peer review is worth 10% of your total grade and is due **November 14**.

I expect that reviews will include changes directly on the draft (using Track Changes, for example), coupled with helpful suggestions/comments, both through a separate series of paragraphs and using the

Comments feature of Track Changes. These might include reiterating what you understand as the main aim of the paper, gaps in logic and flow, additional bibliographic suggestions, etc...

Please follow the same general guidelines for Peer Review I instructions. **Feel free to use spell-check, but please do NOT use additional ChatGPT or AI tools to generate your Peer review II.**

Reviews are assigned as follows:

Go to the Peer Reviews link in the original [Draft research paper](#) assignment to view your assigned student's paper. Upload a copy of the peer review as a file attachment in comments. **Note:** The link to your peer review will not be available until your own assignment has been submitted.

Also upload a copy of your review into this assignment **Peer Review II** in Canvas where I can view them and give feedback.

If you encounter any problems, post to [Technical Support](#) for assistance.

Final paper

Finally, students will turn an electronic copy of their *final paper* by **December 3** (the last day of UF classes). The length of the paper should be between 8-10 single-spaced pages (or 4000-5000 words), excluding tables, figures and bibliography. **Please include:** Title of document, if paper is a proposal or analytical paper, and word count (without tables, figures and bibliography). **Please highlight in green** the bibliographic sources that come from the CFM syllabus. Please also know that this final version will be checked against Turnitin. I strongly recommend that you also look at the [Turnitin](#) results to check for plagiarism and determine if you need tips on how to avoid it.

For this Final paper, you are expected to adhere to the AI agreements we collectively make in September.

The final version is worth 25% of your grade, and will be evaluated using the following criteria:

Criteria	A successful final paper will:	Score
Research question/problem	Clearly identify and discuss a significant research question or questions	5
Conceptual & theoretical clarity	Present and apply a clear conceptual framework – integrate relevant literature	5
Methods & analysis	Articulate a coherent proposal for research design and methods to address the problem OR methods & analysis already conducted and articulated	5
Writing and organization	Use correct punctuation and grammar, and structure paper in a logical flow of ideas and sections	5
Relevance	Connect the analysis and conclusions to some issues relevant to community-based resource management as discussed in the course. Integrated some course literature into document (highlighted in yellow).	5

I will not provide feedback on this final version, except for a numeric grade.

ASSIGNMENTS: Knowledge exchange document

This in-class assignment is to get you started in thinking about a knowledge exchange strategy for your graduate program/research. Beyond your academic papers, how might you communicate with those interested in your research plan and/or findings? This assignment is due on **Friday, November 21** and is worth 5% of your grade.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals,
3. The central portal at <https://my-ufl.bluera.com>
 - a. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

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.

Privacy and Accessibility Policies

[required for online courses, list all technology used]

- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)