

	<b>Division of Applied Science and Management</b>
	<b>Course Code: FNGA 342</b>
	<b>Course Title: Indigenous Governance Service-Learning Experience</b>
	<b>Term: Fall 2026</b>
	<b>Number of Credits: 3</b>
<b>Course Outline</b>	

**INSTRUCTOR:** Rebecca Major  
**OFFICE HOURS:** By appointment – virtual  
**OFFICE LOCATION:** Online via Zoom  
**CLASSROOM:** Online via Moodle – Zoom  
**E-MAIL:** [rmajor@yukonu.ca](mailto:rmajor@yukonu.ca)  
**DATES:** September 4 to December 4, 2026 (Fridays 9:00-11:50 am)

### **COURSE DESCRIPTION**

The Indigenous Governance Service-Learning Experience is meant to provide students with the opportunity to participate in meaningful community service. Through critical reflection and engagement, this course aims to provide enriched experiential learning while strengthening communities. Students will complete a service-learning placement of their choosing with an organization (e.g., non-governmental organizations, governments) to explore modern Indigenous governance and politics in action.

### **COURSE REQUIREMENTS**

Prerequisite(s): PHIL 230, FNGA 240 and POLI 230

### **EQUIVALENCY OR TRANSFERABILITY**

Receiving institutions determine course transferability. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

### **YUKON FIRST NATIONS CORE COMPETENCY**

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr)

### **LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

- Recognize and honour culturally respectful roles and responsibilities in identified service-learning placements.
- Engage in land-, language- and/or culture-based skills and practices.
- Compare and contrast the theoretical and practical components of Indigenous governance and politics to community-based activities.
- Identify Indigenous theory (e.g. recognition politics, resurgence politics, self-determination, colonialism, etc.) in action in Indigenous modern governance, Indigenous community/Nation politics and Indigenous/state relations.
- Identify ways Indigenous ancestral values and governance practices can inform, redefine, and/or be incorporated into modern Indigenous governance.
- Think, speak, write, and BE, critical and respectful in all communications and interactions (e.g. analyse, interpret, synthesize, perform, evaluate, embody, be silent).
- Build professional relationships within relevant governance contexts.
- Gain confidence in developing a practice of self-reflexivity that honours one's place in the world.

## **COURSE FORMAT**

### **Weekly breakdown of instructional hours**

This course is one of three courses that together make-up the IGD Capstone:

- FNGA 341: Indigenous Governance Land-based Experience.
- FNGA 342: Indigenous Governance Service-Learning Experience; and
- FNGA 343: Indigenous Governance Capstone Project.

It is mandatory that students take one of FNGA 341 **or** 342, followed by FNGA 343. Students can choose to take both the land based and service-learning placement courses for additional elective credit. They will work in collaboration with the course instructor(s) to create a capstone experience that aligns with their respective areas of interest and ensures that they gain practical experience(s) in Indigenous governance through the land-based and service-learning components. Students will also participate in a 2-hour orientation and monthly 2-hour sharing circles (for a total of 10 hours) using a multisite model where all students will meet using web-based conferencing tools.

### **Service-learning placement**

Students will complete a minimum of 65 hours of service learning with a host community, organization, government, or Nation under the direct supervision of a community supervisor. The 65 hours must be completed by the conclusion of the term. Students will determine and agree upon the structure of their placement hours with the community supervisor prior to the start of the placement.

**Student Support:** Regular check-ins between student and instructor(s) will ensure that students are both supported and on task.

**Orientation:** Each course begins with an orientation that will bring together all the capstone students and the instructor(s) to plan out the term and complete the student learning contracts.

**Participation:** Active participation in the capstone courses is mandatory. The grade will be informed by the midterm and final check-ins with the community supervisor. If circumstances arise that prevent the student from completing the service-learning placement, their case will be reviewed by the instructor(s) and IGD team to determine if and how the student will continue in the capstone course.

**Contact Hours:** While this course does not have regular classroom hours, it will have regular contact hours that will be scheduled between the student and instructor(s) at the beginning of term.

### **Delivery format**

This course will be delivered in a hyflex/blended format. Students will be required to attend some face-to-face sessions on-line/on-campus and complete an assortment of synchronous and asynchronous online activities.

### **EVALUATION**

Active Participation	30 %
Placement Contract	5 %
Midterm Check-in	P/F*
Final Check-in	P/F*
Reflection Paper	25%
Organizational Profile	10%
Personal Essay	30%
Total	100%

### **ASSESSMENTS:**

This is a pass/fail course. Students must obtain a 70% final grade overall on all assessments in order to obtain a 'pass' in the course.

**Active Participation:** Active participation in this course is mandatory. Students marks will be based on participation in the service-learning placement, the academic components, and the orientation and post-check-ins. The grade will also be informed by the midterm and final check-ins with the community supervisor. They are expected to interact with their community placement supervisor, instructor(s) and colleagues in a positive, respectful and reciprocal way, honouring the appropriate procedures, protocols and ways of expressing and embodying knowledge. If circumstances arise that prevent the student from completing the service-learning placement, their case will be reviewed by the instructor(s) and IGD team to determine if and how the student will continue in the capstone course.

**Placement Contract:** Students will complete and sign a service-learning placement contract with their

community supervisor and instructor. The contract will identify what they will be doing in their placement and identify deliverables.

**Midterm Check-in:** Students will complete a midterm evaluation with their placement supervisor once 30-35 hours have been completed.

**Final Check-in:** Students will complete a final evaluation with their placement supervisor once they have completed their service-learning placement hours. The final check-in meeting and evaluation must be completed by the end of term in order to receive a final grade in the course.

**Reflection Paper:** Prior to starting their service-learning placement, students will write a 2–3-page personal reflection outlining their community placement, why they chose it, and what they hope to learn. Reflections will include an overview of the students' personal and professional goals for the placement and how they plan on achieving them. The pre-placement reflection will be shared with the student's placement supervisor. The goals outlined by the students will be reviewed at the midterm and final evaluations.

**Organizational Profile:** Each student will prepare a 1-page description of their placement organization, including the organization's mandate, vision and needs.

**Personal Essay:** Students will write a final 4–5-page personal essay outlining their community placement and what they learned. Essays will summarize the students' personal and professional goals for their placement and how they achieved them. They will also reflect on the connection between their service-learning work and the theoretical and conceptual knowledge they have gained in their other courses.

## **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

## **TEXTBOOKS & LEARNING MATERIALS**

There are no required textbooks for this course.

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACCESSIBILITY AND ACADEMIC ACCOMMODATION**

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](mailto:access@yukonu.ca) for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

### **TOPIC OUTLINE**

The topics, concepts and themes covered in the service-learning experience will be student generated and dependent on their placement.