	School of Applied Science and Management
Yukon University	**FNGA 343** **Indigenous Governance Capstone Project**
	Term: Winter 2026 **Number of Credits: 3**
	Course Outline

INSTRUCTOR: **David EN Silas**
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OFFICE HOURS: By Appointment Only
CLASS TIME: 10:00 AM – 11:50 AM
DATES: Tuesdays, January 6th, 2026 – April 14th, 2026
CLASSROOM: A2317 (Hyflex - students may take part online via Zoom or in-person)

COURSE DESCRIPTION

The Indigenous Governance Capstone Project is the culmination of the Indigenous Governance Degree and is the final requirement of the program. Students will demonstrate the breadth of their understanding of Indigenous governance practices and theory through the synthesis and application of their knowledge of the field within a practical context. Students will identify, design, develop and present on a project of their choosing while working under the guidance of a community mentor. The project might be informed by an Indigenous community, organization, Nation, or previous experience gained in the land-based or service- learning capstone courses.

COURSE REQUIREMENTS

Prerequisite(s): FNGA 341 and/or FNGA 342 must be completed prior to taking FNGA 343.
The Indigenous Governance Capstone courses: FNGA 341, 342 and 343 are reserved for students enrolled in the Bachelor of Arts in Indigenous Governance degree.

Students must be in good academic standing (2.0 GPA in the most recent semester) to register for this course. Note: Students must obtain a 70% final grade to pass this course.

EQUIVALENCY OR TRANSFERABILITY

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

LEARNING OUTCOMES

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

- Recognize and honor culturally respectful roles and responsibilities in identified capstone

project.
- Identify and create a project that addresses a community need or issue, which is grounded in Indigenous governance theory and practice.
- Continue to develop and demonstrate leadership by putting into practice the skills and knowledge (e.g. interpersonal communications, professionalism, analytical capability, and leadership) gained in the program to successfully address a community need or issue through a capstone project.
- Apply Indigenous theory (e.g. recognition politics, resurgence politics, self- determination, colonialism, etc.) to modern Indigenous 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 Indigenous modern governance.
- Think, speak, write, and BE, critical and respectful in all communications and interactions (e.g. analyze, 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

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 you take one of FNGA 341 **or** 342, followed by FNGA 343. You can choose to take both the land based and service-learning placement courses for additional elective credit.

Students 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 be designing and implementing their capstone project throughout the term, guided by a community mentor(s). Students will also participate in bi- weekly workshops using a multisite model where all students will meet using web-based conferencing tools.

EVALUATION

Active participation	15%
Student-identified milestones & final project	40%
Student learning contract	*
Project plan	5%
Pre- and post- mentor check-ins	*
TCPS2-CORE	*
Annotated bibliography	15%
Community Presentation	15%
Final Reflection	10%
Total	100%

* Activities must be completed to pass the course.

ASSESSMENTS:

Students must obtain a 70% final grade overall on all assessments in order to pass this course.

Active Participation (15%): Students are expected to interact with Elders, knowledge holders, fellow classmates, instructor(s) and guest speakers in a respectful and reciprocal way, honoring the appropriate procedures, protocols and ways of expression and embodying knowledge. Throughout the term, the bi-weekly scheduled class time will involve a combination of guest presentations and workshopping your capstone projects. Students who attend class regularly, come prepared to engage with guest speakers, their
peers, and participate in the workshop sessions will see their efforts positively reflected in the active participation grade. Students will play in a role in self-evaluating their participation in the course.

Student-identified milestones & final project (40%): the student contract will include a capstone project designed by the student in collaboration with the project instructor(s). Students will be encouraged to scaffold their capstone project and break it down into manageable milestones. These milestones will align with the course learning outcomes and student's identified learning goals. Students will have an opportunity
to complete self-evaluations on this work, which will contribute to their final grade.

Student learning contract (Must complete): Students will develop a student learning contract in collaboration with the instructor(s). The contract outlines the milestones that are identified and co-designed by the
student (including their final capstone project), along with their due dates, and the mandatory assessments identified by the instructor(s). The contract is an agreement between instructor

and student; it will be co- developed and agreed upon at the beginning of the term and revisited throughout the term. Modifications may become necessary as the learning experience progresses; both instructor and student must agree to modify the contract. It is the student's responsibility to bring forward proposed changes in a timely manner as changes to the contract may affect agreed upon due dates.

Project plan (5%): This 1-page plan will be a summary of the project, including the need or issues being addressed; an outline of 2-3 student identified milestones; and linkages to theory and knowledge gained in the program.

Pre- and post- mentor check-ins (Must complete): Students will meet with their capstone mentor(s) prior to starting their project to identify shared expectations and goals. They will then meet upon completion of the project to assess outcomes. The final meeting must be completed by end of term to receive a final grade.

TCPS2-CORE (Course on Research Ethics) (Must complete): online three-hour tutorial on research ethics. Completion of this tutorial is a mandatory requirement to pass the course.

Annotated bibliography (15%): For this annotated bibliography, students will read 15-20 reference items (e.g., journal articles, books, grey literature, etc.) and provide a critical summary of each item, properly formatted and cited, using a consistent citation form of their choosing. Students should use good judgement in choosing their reference items. More details on this assignment will be provided in class and on the
course Moodle page.

Community presentation (15%): Students will reflect on the process of completing their capstone project and/or share results from their project in a public forum determined by the project team (i.e. student, mentor(s) and instructor(s)).

Final reflection (10%): This final 4–5-page reflection paper is divided into two parts: the first part asks the student to reflect on the process of designing, developing and completing their capstone project. Thes second part asks the student to reflect on the culmination of the capstone experiences and asks the student to tie together the capstone components in the context of the skills and knowledge gained throughout the program. Students will be provided with prompts to respond to for both parts

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

There are no required textbooks for this course. All readings will be available on Moodle or online via links provided.

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.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.