Here are the second-year SE outcomes, taken from the SAC document. I have cut-and-paste them from the columnar document so there may be a few glitches in the formatting.

**Second Year: Indigenous Social Entrepreneurship Diploma**

The Indigenous Social Entrepreneurship Program has been designed to provide learning opportunities in an applied and project-based model. By the end of the first term in the Indigenous Social entrepreneurship stream, students will have developed a product or service (e.g. Minimum Viable Product or MVP) that serves a specific market and addresses a social opportunity. Building on the service or product developed in term one, students in the second term will build the organizational infrastructure around the product/service. In the third term, students will complete a capstone project, in which they either will choose to launch their own social enterprise or will act as a consultant to improve the organizational infrastructure of an existing enterprise in the community. Students throughout this diploma stream have opportunities to work with subject matter experts with a wide range of industry partners.

**Program-Level Learning Outcomes (Graduate Profile)**

1. Creates business solutions to social problems by applying theory, models, and tools, along with innovative and critical thinking to enhance opportunities for Indigenous communities.
2. Analyzes the social and economic environment to identify gaps, barriers, and opportunities for Indigenous communities.
3. Markets a service or product by conducting a market analysis to meet market demands within a competitive social enterprise environment.
4. Demonstrates an understanding of unresolved historical tensions that must be understood to build healthy working relationships with Indigenous communities.
5. Recognizes and interprets different governance structures, regulations, and Indigenous traditional knowledge systems to develop business models and philosophies within the Social Enterprise sector.
6. Evaluates the desirability, feasibility, and viability of a product or service by applying quality assurance methodologies.
7. Applies a core set of entrepreneurial skills to develop, launch, and maintain a Social Enterprise.
8. Develops and implements communication, time management, and organizational strategies to complete tasks, meet deadlines, and demonstrate teamwork skills.
9. Incorporates Indigenous worldviews to articulate economic and organizational goals, including mission, vision, and values.
10. Demonstrates professionalism by respecting diversity, making ethical decisions, and working to create business solutions that address social problems.
Introduction to Social Enterprise / Social Innovation Foundation – DEVE-1055

This two-week foundational course is both case and land-based. Students will learn about the opportunities that social enterprises and social entrepreneurs have created in their communities to address social needs.

Social innovators explore social opportunities and use creativity to turn those opportunities into reality. In small groups, students will explore how new ideas are created, developed, and applied to promote systems change for social innovation that can affect the world for the better.

This course introduces you to social ideas in action, but also to those impacting the social innovation sector as students develop their professional selves.

- Define diversity, inclusivity, equity, and reconciliation in the context of social innovation.
- Examine different vehicles for social movements and systems change.
- Explore creative and sustainable approaches to opportunity creation.
- Compare different tools and techniques for pursuing social change.
- Practice building relationships of trust within the social sector.

1. Identify the features of a Social Enterprise.
2. Initiate engagement with community.
3. Define the ecosystem in which your social enterprise operates.

### Instructional Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Change &amp; Social Problems</td>
<td>Debate</td>
</tr>
<tr>
<td>2</td>
<td>Healthy Communities</td>
<td>Healthy Community</td>
</tr>
<tr>
<td>3</td>
<td>CMHR and conflict</td>
<td>Assignment Check in</td>
</tr>
<tr>
<td>4</td>
<td>Social Change and Movements</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tools and Techniques for Social Innovation</td>
<td>Volunteer Reflection</td>
</tr>
<tr>
<td>6</td>
<td>Tools and Techniques for Social Innovation</td>
<td>Assignment Check in</td>
</tr>
<tr>
<td>7</td>
<td>Tools and Approaches to Sustainability</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Presentations</td>
<td>Presentations</td>
</tr>
<tr>
<td>9</td>
<td>Tools and Approaches to Sustainability</td>
<td>Volunteer Reflection</td>
</tr>
<tr>
<td>10</td>
<td>Encountering Resistance</td>
<td></td>
</tr>
</tbody>
</table>
Social Entrepreneurship BUSA-2091

This two-week foundational course, Social Entrepreneurships, is both case and land-based. Students will learn how to structure a social enterprise and conduct analyses to identify opportunities.

- Identify the structures of Social Enterprises.
- Build the structure of a Social Enterprise.
- Conduct a social needs and gap analysis of the community to identify opportunities

<table>
<thead>
<tr>
<th>External Structures</th>
<th>Internal Structures</th>
<th>Opportunity Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Community Visit</td>
<td>Field Work: Gap Analysis</td>
<td>Presentations</td>
</tr>
<tr>
<td>Field Work: Gap Analysis</td>
<td>Case</td>
<td>Internal Structures</td>
</tr>
<tr>
<td>Field Work: Gap Analysis</td>
<td>Work Period</td>
<td>Indigenous Community Visit</td>
</tr>
</tbody>
</table>

1. Identify the structure of your Social Enterprise.
2. Build the structure of your Social Enterprise.
3. Conduct a social needs and gap analysis of the community to identify opportunities
Ideating Solutions to Social Needs

In this two-week course on Ideation, students first assess their abilities, traits and passions. They are then tasked with matching what they’ve discovered about themselves with their ideas for potential solutions to the social needs that they’ve uncovered during the foundational course.

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- Use asset mapping to identify skills to meet team needs.
- Identify potential opportunities to address social needs of the community.
- Conduct an environmental scan using market research evaluative measures in order to address social, economic, and environmental gaps.
- Analyze data to address a solution for a specific, identified, social need.

1. Use asset mapping to identify skills to meet team needs.
2. Compose potential opportunities to address social needs of the community.
3. Conduct an environmental scan using market research in order to identify gaps.
4. Analyze and synthesize data to address a solution for a specific social need.

Instructional schedule

INNO-1001_CourseOutline
Solution Design INNO-2002

In this course, students are tasked with developing a process for rapid prototyping parts of their potential solutions to discover ways to improve them. This iterative process creates variance in potential solutions.

1. Develop a process for rapid prototyping
2. Develop prototypes to answer critical questions and to iteratively evolve ideas.
3. Identify different models that are potential solutions.
4. Implement rapid development strategies to create prototypes.

Instructional Schedule

INNO-2002_CourseOutline
Assessing the Solution INNO-2003

In this course, students will define how they will assess and test the desirability, feasibility and viability of their prototypes.

1. Define desirability, feasibility, and viability for a specific solution.
2. Identify how to assess feasibility, viability and desirability to select a specific solution.

Instructional Schedule

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational knowledge of desirability, feasibility and viability:</td>
<td>Participants will meet once every two weeks with the instructor(s) to explore the concepts of desirability, feasibility, and viability. (Value: 8 x 5% = 40%)</td>
</tr>
<tr>
<td></td>
<td>Topic talks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speakers</td>
<td></td>
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<tr>
<td></td>
<td>Individual mentoring meetings</td>
<td></td>
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<tr>
<td></td>
<td>Supplemental literature</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students will draft a report defining the concepts of desirability, feasibility, and viability, methods for identifying these concepts, recognizing barriers and gaps, and describing the application to their specific project.</td>
<td>Draft written report: 20%</td>
</tr>
<tr>
<td>3</td>
<td>Students will revise their reports and submit.</td>
<td>Final 500-word written report: 20%</td>
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</tbody>
</table>
Testing and Selecting the Solution INNO-2001

In this course, students will rapidly test, assess and revise their prototypes with the end goal of determining the preferred solution.

In this course, students will rapidly test, assess and revise their prototypes to determine the preferred solution. Students will continue to refine ideas by conducting additional interviews to test their ideas and products. This will include trial runs; and further developing ideas through research, writing, testing, consulting, and refining ideas.

Develop strategies to test and revise prototypes.
2. Implement and test prototypes with community to see how people respond to the potential solutions.
3. Complete different approaches to see which prototype works best.
4. Identify the preferred solution.

1. Develop strategies to test and revise prototypes.
2. Implement and test prototypes with community to see how people respond to the potential solutions.
3. Complete different approaches to see which prototype works best.
4. Identify the preferred solution.

Instructional Schedule

INNO-2001_CourseOutline
In this two-week course, students have chosen the most desirable, feasible and viable version of their solution and are tasked with creating a Minimum Viable Product (MVP). Students will end this semester by:

1. Create a minimum viable product (MVP) to validate and develop the preferred solution.
2. Create Social Enterprise Model (SEM) Canvas to develop a pitch and pitching their potential solution to the community, contextualize how the minimum viable product (MVP) will create and deliver value and impact.
3. Develop a pitch to gather support and resources from the ecosystem.
4. Deliver pitch for the preferred solution to members of the ecosystem.

Create a minimum viable product (MVP) to validate and develop the preferred solution.
2. Create Social Enterprise Model (SEM) Canvas to contextualize how the minimum viable product (MVP) will create and deliver value and impact.
3. Develop a pitch to gather support and resources from the ecosystem.
4. Deliver pitch for the preferred solution to members of the ecosystem.

In this two-week course, students have chosen the most desirable, feasible and viable version of their solution and are tasked with creating a Minimum Viable Product (MVP). Students will end this semester by developing a pitch and pitching their potential solution to the community.

**Instructional Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SEM Canvas Gap Analysis</td>
<td>Gap Analysis</td>
</tr>
<tr>
<td>2</td>
<td>Pitch Preparation</td>
<td>Draft Pitch Deck</td>
</tr>
<tr>
<td>3</td>
<td>Pitch Preparation</td>
<td>Pitch 1</td>
</tr>
<tr>
<td>4</td>
<td>Pitch Practice</td>
<td>Pitch 2</td>
</tr>
<tr>
<td>5</td>
<td>Pitch Preparation &amp; Pitch</td>
<td>Pitch 3</td>
</tr>
<tr>
<td>6</td>
<td>Pitch Practice</td>
<td>Pitch &amp; Pitch Deck</td>
</tr>
<tr>
<td>7</td>
<td>Pitch Practice</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Pitch Event</td>
<td></td>
</tr>
</tbody>
</table>
Human Resources (HR) and Operations Management

In this course, students will develop the infrastructure to manage the human resources and operations of a Social Enterprise.

1. Differentiate between functions in the human resources infrastructure.
2. Create human resources contracts to establish employment terms.
3. Implement legal protections and inclusive approaches into human resources contracts.
4. Record compensation information, duties, and job descriptions in human resources contracts.
5. Create systems for evaluating employee performance.
6. Develop strategies to create habits and foster behaviour that aligns with values of the Social Enterprise.
7. Conduct a location analysis to determine an appropriate location to operate the Social Enterprise.
8. Develop an operations management plan that determines logistics, inventory, and distribution and procurement activities.
9. Develop a plan to mitigate risks to the Social Enterprise.
Governance and Legal
In this course, students will create the governance, legal and social impact infrastructures to launch a Social Enterprise.

1. Determine organizational structure in order to complete the Social Enterprise name registration process.
2. Identify selection criteria to establish a board specific to the Social Enterprise.
3. Determine licensing and insurance requirements to legally establish the Social Enterprise.
4. Determine appropriate intellectual property protections.
5. Structure board meeting procedures that assures separation between governance and operations.
6. Interpret the different sections and terminology in partnership agreements.
7. Create mission, vision, and values specific to the Social Enterprise. Develop impact metrics to measure social return on investment (SROI) and social impact on community.
Finance

In this course, students will create the financial infrastructures to launch a Social Enterprise.

1. Research and establish an advantageous financial model.
2. Create a pro-forma budget for the Social Enterprise.
3. Use Sage 50 accounting software to complete first month’s accounting.
4. Identify funding sources and determine what is required to secure funding.

FNCE-2002 Finance
Marketing MRKT-2008

In this course, students will develop a marketing plan, design a sales funnel and develop sales strategies for a Social Enterprise to acquire prospective customers.

1. Identify primary and secondary markets for the Social Enterprise.
2. Research demographics, psychographics, and voice of primary and secondary markets.
3. Create product messaging and voice for the Social Enterprise.
4. Map the customer journey to identify touch points.
5. Create brand identity for the Social Enterprise.
6. Describe three basic planks of guerilla marketing.
7. Establish and develop a guerilla marketing campaign or strategy.

MRKT-2008_CourseOutline_
Marketing Campaigns and Metrics MRKT-2009

In this course, students will plan a marketing campaign, launch the campaign, define the marketing metrics to track the campaign goals and measure the performance of the campaign.

1. Create marketing campaign materials specific to the target audience and tie them to the marketing campaign.
2. Utilize social media, online, print, and other forms of marketing media to build, perpetuate the brand and generate data.
3. Develop campaign metrics in analytics dashboards to acquire traffic and increase conversion rates.
4. Launch a marketing campaign.
5. Conduct A/B testing to measure and increase conversion rates.
6. Use analytics reports to inform strategic changes to the marketing campaign for increased performance.
7. Measure the performance and effectiveness of the marketing campaign using metrics.

MRKT-2009 Marketing Campaigns
Customer Relations SALE-2003

In this course, students will learn how to set-up and use a customer relationship management (CRM) system to store customer and prospect data, track customer interactions and manage customer relationships. Students will practice customizing settings, importing contact details and setting up a dashboard to manage business and sales opportunities. They will also learn how to qualify and track leads within a sales funnel.

1. Implement a cloud-based customer relationship management (CRM) system to track relationships and interactions with customers and prospects.
2. Customize the CRM dashboard to manage business and sales opportunities, processes and performance.
3. Populate CRM with prospects data to test CRM for viability and readiness.
4. Customize CRM templates to reflect specific needs based on the CRM strategy.
5. Track customer interactions throughout the sales cycle.
6. Manage current and potential customer relationships to track sales leads within the sales funnel.

SALE-2003_CourseOutline
In this course, students will be introduced to a variety of techniques for selling the product or service associated with their social enterprise. They will learn how to create sales artifacts that align with customer engagement strategies designed to generate revenue for their social enterprise. Additionally, students will be instructed on how to develop a

1. Develop sales strategies for your Social Enterprise.
2. Design and manage a sales funnel to implement sales strategies for your Social Enterprise.
3. Create sales artifacts that align with customer engagement strategies.
4. Prepare a response to a Request for Proposal (RFP) to procure social goods and services.