



G249 Understanding Cultural Diversity in Ministry

3 credits. Prerequisites: none.

 Mississauga Campus  Livestream  Video on Demand

November 11-December 20, 2024
Term B
Mon & Wed, 10am-1pm ET
(9am- 12 pm SK)

Yajaira Gomez, D.Min.
Yajaira.gomez@mcs.edu
www.lifegivingministries.ca

Course Goals

Course Description

This course will introduce students to the fundamentals of cultural intelligence while enhancing cross-cultural leadership abilities for ministry with intercultural church initiatives, including international missions and ministries with immigrants or diverse groups. Students will learn to engage in effective biblical cross-cultural communication and witness in the context of the Canadian and global cultural mosaic.

Relationship to MCS-Horizon's Missions

Students will be equipped for ministry leadership as they improve their intercultural intelligence and learn how to serve well in a culturally diverse setting.

Core Competencies and Learning Outcomes



To demonstrate competency in contextual awareness students will

1. Identify how to overcome potential obstacles and strategies to lead a healthy multi-ethnic church.
 - *Assessment: Readings and Questions – Deymaz/Li*
2. Evaluate their intercultural strengths and weaknesses to effectively lead and facilitate organizations, churches, and communities composed of people from diverse backgrounds.
 - *Assessment: Cultural Intelligence Quotient (CQ) Report*
 - *Assessment: Readings and Questions – Deymaz/Li*
3. Explain how to guide individuals, churches, and parachurch ministries in communicating God's truth in a way that resonates with people of all races and cultures.
 - *Assessment: Reading - Rah*

4. Develop a plan to integrate new Canadians into a church ministry.
 - *Assessment: Ministry Project*

Course Work

Required Readings/Resources

DeYmaz, Mark, and Harry Li. *Leading a Healthy Multi-Ethnic Church: Seven Common Challenges and How to Overcome Them*. Grand Rapids: Zondervan, 2010.
<https://thedtl.on.worldcat.org/oclc/898031618>

Livermore, David A. *Leading with Cultural Intelligence: The Real Secret to Success*. Third Edition, AMACOM, 2024.

Rah, Soong-Chan. *Many Colors: Cultural Intelligence for a Changing Church*. Chicago: Moody Publishers, 2010. <https://thedtl.on.worldcat.org/oclc/1018145906>

CQ Pro Assessment: Measure Your Cultural Intelligence & Cultural Values

- This assessment requires an external payment of \$25 US (<https://www.learnqc.com/product/cq-pro-assessment/>).

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Suggested Readings

Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker Academic, 2017.

Branson, Mark Lau, and Juan F. Martinez. *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*. Second Edition. Downers Grove, IL: InterVarsity Press, 2011.

Course Assignments and Activities

1. *Cultural Intelligence Quotient (CQ) Report* – 20%

In this assignment, students will build self-awareness, develop an understanding of what Cultural Intelligence (CQ) is, and learn how CQ can help improve the way he/she leads. You will reflect on your own areas of strength and inadequacy in encountering cultural difference globally and what you might need to do to become more culturally aware and proficient at crossing cultures.

To do this, begin by completing the CQ Test online. Then, go to page 227 of the Livermore Text, *Leading with Cultural Intelligence: The Real Secret to Success* and read the Reflection and Discussion Questions. Allow the questions to guide you as you read the book and answer the Reflection and Discussion Questions. Finally, submit a report recording the following:

- a. Subtitle your assignment as Reflection and Discussion Questions, numbering each chapter and question (found on pp 227-229), and write your answers (from those questions) citing the page numbers in parenthesis throughout your assignment (footnotes are not necessary);
 - b. Your complete CQ test results, with the full analysis breakdown as recorded in the feedback provided to you;
- Related learning outcome: 2.
 - **Assignment length:** 1200 words (4 pages)
 - **Due date:** Sun, Nov. 24th at 11:59pm ET

2. Reading - Rah – 25%

In this assignment, the student will gain insights through case studies as to how to bridge cultural divides in ministry contexts. The student will increase his/her ability to minister more effectively the Gospel to all racial and ethnic backgrounds by acquiring a framework that could build a multicultural and inclusive community within the church.

Begin by reading Rah's book *Many Colors*, and then write a summary/take note of what you find valuable for your local church/ministry context, what your local church/ministry is doing well and/or needs improvement, for EACH chapter (if applicable – and if not, please state N/A). This can be in point form. Please cite the page numbers in parenthesis throughout your assignment (footnotes are not necessary).

- Related learning outcome: 3.
- **Assignment length:** 900 – 1200 words (3-4 pages typed)
- **Due date:** Sun, Dec. 1st at 11:59pm ET

3. Reading & Questions – Deymaz/Li – 25%

Students will examine real-life stories of successfully ministering in a multi-ethnic setting. Gleaning from the author's experiences, students will read and reflect about the theology of the 7 Core Commitments to build a multi-ethnic church.

Read DeYmaz and Li's book *Leading a Healthy Multi-Ethnic Church* and answer the questions at the end of each chapter that are applicable to your ministry context. Use your own judgment as to what requires reflection (not written) and what requires a written statement. This can be done in point form. Cite the page numbers in parenthesis throughout your assignment (footnotes are not necessary) throughout your assignment.

- Related learning outcome: 1 & 2.
- **Assignment length:** 1200 – 1500 words (4-5 pages).
- **Due date:** Sun, Dec 8th 11:59pm ET

4. *Ministry Project* – 30%

This project will test the student's knowledge and require application of the class's learning outcomes. Please submit a final written project that will consider the following as you prepare: You have been hired as an associate pastor to integrate new Canadians into your church that arrive within the region. What considerations do you need to take as part of your planning stages? How will you integrate new Canadians (immigrants/refugees less than 5 years in Canada) into your church/ministry. Outline your mission and how you intend to fulfill it. Describe challenges and how you can overcome them. Create a timeline and within your action steps include at least one major concept from each of the three textbooks you read in class. You will need to cite your class notes and all of your textbooks in the footnotes. Since you are only expected to use your course textbooks (no additional research is required), you do not need to include a bibliography. Finally, the use of creative graphics, charts, and visual aids is encouraged.

- Related learning outcome: 4.
- **Assignment length:** 1800-2400 words (6-8) pages typed
- **Due date:** Wed, Dec 11 at 10am.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- **For this course, VOD students have *the same* assignment due dates as in-class students.**

Padlet Video Due Dates:

- VOD students are required to watch and engage with all lecture content and in-class activities from each week of the class, according to the following schedule:
 - Week 1 Lectures & Padlet Report: completed by Nov 16, 2024 at 11:59pm
 - Week 2 Lectures & Padlet Report: completed by Nov 23, 2024 at 11:59pm
 - Week 3 Lectures & Padlet Report: completed by Nov 30, 2024 at 11:59pm
 - Week 4 Lectures & Padlet Report: completed by Dec 7, 2024 at 11:59pm
 - Week 5 Lectures & Padlet Report: completed by **Friday** Dec13, 2024 at 11:59pm
- VOD students will submit a 2-3 minute video report that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.
- To pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
Classroom time	30hr	N/A	
1. CQ Report - Livermore	16hr	Sun., Nov. 24	20%
2. Reading - Rah	18hr	Sun., Dec 1	25%
3. Reading & Questions – Deymaz/Li	18hr	Sun., Dec. 8	25%
4. Exam/Ministry Project	15hr	Wed., Dec. 11	30%
Total	97 hr		100%

All assignments are due at 11:59pm *ET time*, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

WEEK	TOPIC	DATE
1	Syllabus Cultural Intelligence	Nov 11
	Practical Theology and Multicultural Initiatives	Nov 13
2	Missional Ecclesiology and Church Context	Nov 18
	Sociocultural Structures, Ethnicity, and Churches	Nov 20
	DUE: CQ Report - Livermore	Nov 24
3	Sociocultural Structures, Ethnicity, and Churches	Nov 25
	Language, Gestures, and Power / Defining Social Relations	Nov 27
	DUE: Reading - Rah	Dec 1
4	Self-Perception and Individuality/ Perception & Thinking	Dec 2
	Intercultural Communication	Dec 4
	DUE: Reading and Questions – Deymaz/Li	Dec 8
5	Leading Change Practices for the Calling	Dec 9
	Review Course evaluation DUE: Ministry Project	Dec 11

- First submissions of assignments will not be accepted after Friday, December 13.
- Revision week is December 16-20. Your instructor may also request revisions on some assignments before revision week.
- No resubmission of assignments will be accepted after Friday, December 20.

Academic Policies**General Assignment Guidelines**

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M			B+	3.3	77-79

	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's, and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are

absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.