



G249 Understanding Cultural Diversity in Ministry

3 credits. Prerequisites: none.

 Mississauga Campus  Livestream  Video on Demand

January 12 – February 20, 2026
Term C
Monday & Wednesday,
10am-1pm ET / 9am-12pm SK

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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 Horizon and MCS'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 (CQ) Report; 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; Ministry Project
4. Develop a plan to integrate new Canadians into a church ministry.
 - *Assessment:* Ministry Project

Course Work

Required Readings

DeYmaz, Mark, and Harry Li. *Leading a Healthy Multi-Ethnic Church: Seven Common Challenges and How to Overcome Them*. Grand Rapids: Zondervan, 2010. ISBN: 978-0310515395. **DTL:** <https://thedtl.on.worldcat.org/oclc/898031618>

Livermore, David A. *Leading with Cultural Intelligence: The Real Secret to Success*. Third Edition. Nashville, TN: HarperCollins Leadership, 2024. ISBN: 9781400247448. **DTL:** <https://thedtl.on.worldcat.org/oclc/1459706838>

Rah, Soong-Chan. *Many Colors: Cultural Intelligence for a Changing Church*. Chicago: Moody Publishers, 2010. ISBN: 9780802450487. **DTL:** <https://thedtl.on.worldcat.org/oclc/1018145906>

**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 (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, read Livermore's book *Leading with Cultural Intelligence: The Real Secret to Success*. Answer the Reflection and Discussion Questions (Part I, II, III, and Overall Takeaways) found at the end of the book. Cite the page numbers in parenthesis throughout your assignment (footnotes are not necessary). Please include a Title Page.

- Related learning outcome(s): #2.
- **Assignment length:** 900 words (3 pages)
- **Due date:** Friday, January 23 at 11:59pm

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 more effectively minister the Gospel to all racial and ethnic backgrounds by acquiring a framework that could build a multicultural and inclusive community within the church.

Read Rah's book *Many Colors*. For each of the ten chapters, 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 where your local church/ministry needs improvement (this can be in point form). Cite the page numbers in parenthesis throughout your assignment (footnotes are not necessary). Please include a Title Page.

- Related learning outcome(s): #3.
- **Assignment length:** 900 – 1200 words (3-4 pages typed)
- **Due date:** Friday, January 30 at 11:59pm

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. Please include a title page.

- Related learning outcome(s): #1.
- **Assignment length:** 1200 – 1500 words (4-5 pages).
- **Due date:** Friday, February 6 at 11:59pm

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(s): # 4.
- **Assignment length:** 1800-2400 words (6-8) pages typed
- **Due date:** Wednesday, February 11 at 11:59pm

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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 *different* assignment due dates as in-class students.
 - *CQ Report*: due January 24
 - *Reading – Rah*: due January 31
 - *Reading & Questions- Deymaz/Li*: due February 7
 - *Ministry Project*: due February 11 (same)
- By Saturday at 11:59pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week’s classes according to the schedule below.
- VOD students will submit a 2-3 minute video report on Padlet 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.
 - Week1 (Mon &Wed) Lectures & Report: completed by Jan 17, 2026
 - Week 2 (Mon) Lectures & Report: completed by Jan 24, 2026.
 - Week 3 (Mon &Wed) Lectures & Report: completed by Jan 31, 2026
 - Week 4 (Mon &Wed) Lectures & Report: completed by Feb 7, 2026.
 - Week 5 (Mon &Wed) Lectures & Report: completed by Feb 14, 2026
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

| | | | Assignment Weighting |
|------------------------------------|-------|---------|----------------------|
| Classroom time | 27 hr | N/A | |
| 1. CQ Report - Livermore | 19 hr | Jan. 23 | 20% |
| 2. Reading - Rah | 18 hr | Jan. 30 | 25% |
| 3. Reading & Questions – Deymaz/Li | 18 hr | Feb. 6 | 25% |
| 4. Ministry Project | 15 hr | Feb. 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 | DATE | TOPIC |
|------|---------------|---|
| 1 | Jan 12 | Syllabus Cultural Intelligence |
| | Jan 14 | Practical Theology and Multicultural Initiatives |
| 2 | Jan 19 | Missional Ecclesiology and Church Context |
| | JAN 21 | NO CLASS (Global Leadership Summit) |
| | Jan 23 | DUE: CQ Report - Livermore |
| 3 | Jan 26 | Sociocultural Structures, Ethnicity, and Churches |
| | Jan 28 | Language, Gestures, and Power / Defining Social Relations |
| | Jan 30 | DUE: Reading - Rah |
| 4 | Feb 2 | Self-Perception and Individuality/ Perception & Thinking |
| | Feb 4 | Intercultural Communication |
| | Feb 6 | DUE: Reading and Questions – Deymaz/Li |
| 5 | Feb 9 | Leading Change Practices for the Calling |
| | Feb 11 | Review Course evaluation DUE: Ministry Project |

- **Revision week is February 16-20.** Your instructor may also request revisions on some assignments before revision week.
- No submission of assignments will be accepted after **Friday, February 20, 2026.**

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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.

Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

| Horizon and MCS 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 | Meeting expectations | Student demonstrated good achievement of all learning outcomes. | B+ | 3.3 | 77-79 |
| | | | 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 Horizon and MCS. 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the

Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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, in order 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

Horizon and MCS encourage 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.