



G144 Personal & Christian Life Management

3 credits. Prerequisites: *None*

👤 Saskatoon Campus 'A' Livestream 🎥 Video on Demand

September 16, 2025 – December 19, 2025

Fall Semester

Tuesdays, 9:00 am-12:00 pm SK

11:00 am-2:00 pm ET (10:00 am – 1:00 pm ET after Nov 2)

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The Christian leader of the future is the one who truly knows the heart of God as it has become flesh, "a heart of flesh," in Jesus. ~ Henri J.M. Nouwen

Course Goals

Course Description

The transition to college life is a challenging one. To best equip a student to excel in this environment, G144 will offer practical, maturing strategies in the realms of academics, community, and selfhood, with the expected outcome of a greater physical, academic, emotional, and spiritual vitality.

Relationship to Horizon and MCS's Missions

Competent Christian and Pentecostal leaders need a firm foundation on which to build a life of personal integrity and effective ministry. This course seeks to provide such a foundation, encouraging physical, emotional, spiritual, and scholastic health.

Core Competencies and Learning Outcomes



To demonstrate competency in Skilled Communication, students will

1. Implement the processes required to produce college-level documentation.
 - *Assessment:* Literature Search Report, Cover Letter and Resume
2. Execute appropriate procedures to allow the safe and effective use of technology.
 - *Assessment:* Technology Oral & Written Exam



To demonstrate competency in Contextual Awareness, students will

3. Deduce strengths and potential growth areas within their personal life and ministry.
 - *Assessment:* Ministry Analysis Assessment, Emotional Intelligence Inventory, Emotional Intelligence Practicum Assignment



To demonstrate competency in Spiritual Maturity, students will

4. Correlate the relationship between lifestyle choices and physical/emotional/spiritual wellbeing.
 - *Assessment:* Life Management: Thematic Group Project, Resources Self-Assessment Assignment

Course Work

Required Readings

Bradberry, Travis & Jean Greaves. *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart, 2009. ISBN: 9780974320625.

Mahoney, N., B. Klassen, and M. D'Eon. *University Success*. eBook. Saskatoon: University of Saskatchewan, 2016. <https://openpress.usask.ca/universitysuccess/front-matter/publisher-information/>. ISBN: 978-1936126569.

PLEASE NOTE:

You are REQUIRED to purchase the Emotional Intelligence 2.0 book in hard copy. This resource is not accessible through DTL. With the purchase of each book, you will be granted a key code that will allow you to take the EI 2.0 self-assessment and this document is required for this course. PLEASE do not purchase the electronic version of this book as students have had great difficulty later receiving the code required.

The *University Success and College Success* eBook is released under the Creative Commons License and as such, may be distributed to students free of charge. Do not attempt to purchase this book; use the link above.

Course Assignments and Activities

1. *Formative Work (marked as complete or incomplete but required to pass the course)*

By definition, activities essential to the completion of a course, but that are not directly assessed for competency are called formative. There is one formative activity students will participate in. They will demonstrate essential Microsoft Word skills by preparing a two-page autobiography.

- **Assignment length:** 2 pages, 1 hour.
- **Due date:** September 19, 2025.

2. *Literature Search Report – 10%*

Students will be assigned a theological subject and will be required to perform a literature search using available library resources, submitting a properly formed bibliography of relevant materials containing no less than six distinct sources, including at least one book, one journal article, one dictionary article, one encyclopedia article, one web page or blog post, and one online video. You must use basic Word formatting and overall mechanics in accordance with the Horizon & MCS Format Guide as well. Correctly name the file title.

- Related learning outcome: #1
- **Assignment length:** 2 pages.
- **Due date:** September 26, 2025.

3. *Emotional Intelligence Inventory (marked as complete or incomplete but required to pass the course)*

The Emotional Intelligence inventory assesses a student's ability to identify and self-manage their emotional responses.

- Related learning outcome: #3
- **Assignment length:** 1hr.
- **Due date:** September 26, 2025.

4. *Technology Oral & Written Exam – 5%*

For this exam, please schedule a 30-minute appointment with your instructor. You will be asked to perform a set of tasks on a Windows computer. You will also be asked to remember and recite key concepts from class. In an oral/written examination, students will demonstrate their technological proficiencies by:

- Identifying the traits of a fraudulent e-mail
 - Mounting and dismounting a USB drive (Windows environment)
 - Demonstrating an understanding of the Windows folder environment (for data backup purposes)
 - Producing a high-security password
 - Identifying the signs of a virus-infected computer.
 - Understanding WHY it is important that viruses are eliminated from a computer (to exceed competency)
 - Identify security tools helpful in preventing security breaches (to exceed competency).
 - Standard file extensions
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- Related learning outcome: #2
 - **Assignment length:** 1hr.
 - **Due date:** October 17, 2025.

5. *Cover Letter and Resume – 10%*

Students will write a cover letter and resume according to the expectations outlined during class.

- Related learning outcome: #1
- **Assignment length:** 2-3 pages.
- **Due date:** October 24, 2025.

6. *Resources Self-Assessment Assignment -20%*

Students will analyze their personal understanding and use of two key resources under their control: time and money. This will be accomplished through:

- Production of a one-month budget sheet, calculated in Excel (template provided).
- Analysis of an amortization chart (one page of short-answer questions).
- A breakdown of one week of activity detailing time spent in various endeavors.
- An Excel spreadsheet will be provided for this purpose.
- Reflection on their personal attitudes towards savings, debt and giving (answered right on the spreadsheet).

Students must follow the Horizon & MCS Format Guide and use the templates provided.

- Related learning outcome: #4
- **Assignment length:** 4 pages.
- **Due date:** November 21, 2025.

7. *Life Management: Thematic Group Project – 20%*

Students will work in groups to produce a 15-minute video, live skit or seminar, the content of which will be derived using the following parameters:

- The group will select one core concept studied in the course.
- Together, they will research the selected topic using the textbook, 2 other class resources, and 2-3 additional resources.
- Using their skills in working together as a group, they will collate their research in an appropriate framework, suitable for teaching and present to the class.
- Respond to any follow-up questions from the instructor or class (15 minutes).
- Heavy emphasis will be placed on the depth of content disseminated.

The presentation should be well thought out and communicated clearly, identifying a problem and solution within a Christian worldview. The concept chosen is important and should be treated seriously, with the research the group has done evident. Technology used enhances the presentation. It should also be clear that the group worked well together, practicing time management.

Students must follow the Horizon & MCS Format Guide, include citations in footnotes when paraphrasing, summarizing, or quoting from other sources, and include a bibliography.

- Related learning outcome: #4
- **Assignment length:** 30 minutes.
- **Due date:** December 9, 2025.

8. *Ministry Analysis Assessment -20%*

Students will produce a report comparing the various overarching themes of this course with those actions observed through their Ministry Formation experience. The analysis should focus on how mentors and ministries are impacted by the circumstances described in the lectures and course readings, and how they successfully (or perhaps unsuccessfully) overcome those challenges. Critique and commendation should be well-balanced, free of bias, and honest, showing an attempt to understand both sides of an issue. The paper should have a logical flow. The paper should also attempt to understand why “less than ideal” conditions might exist in the

ministry under review, offering solutions. The student should also explain their action plan for avoiding the pitfalls of ministry he/she was exposed to.

The paper should be a minimum of five pages but can be longer if necessary without becoming verbose. Students must follow the Horizon & MCS Format Guide and include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.

- Related learning outcome: #3
- **Assignment length:** 5 pages.
- **Due date:** December 11, 2025.

9. *Emotional Intelligence Practicum Assignment – 15%*

Throughout the course, students will be invited to read through the *Emotional Intelligence 2.0* textbook, keeping up to date with the supplied reading schedule. After reading each of the four sections of the text, they will select one exercise and practice it for approximately one week. Upon completion of each of the four sections, the student will record a 2-minute video reflection of any insights gleaned related to their personal strengths and growth with his/her personal life and ministry.

- Related learning outcome: #3
- **Assignment length:** 4 two-minute videos.
- **Due date:** Readings: Self-awareness Strategies, September 23, 2025
Self-management Strategies, October 14, 2025
Social-awareness Strategies, November 11, 2025
Relationship Management Strategies, November 25, 2025
Video Uploads: September 30, 2025, October 21, 2025,
November 18, 2025, December 2, 2025

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.
- Each week, VOD students are required to watch and engage with all of the recording from that week's classes.
 - By Saturday at 11:59pm each week, 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. Alternatively, the student will meet with the instructor via Zoom on Mondays between 3 and 4pm SK time (5 and 6pm ET before the time change; 4 and 5pm ET after the time change). Students wishing to meet with the instructor via Zoom must declare this intention ahead of time.
- In order 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 class material.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Readings	12hrs	Sept 23, Oct 14, Nov 11, Nov 25, 2025	n/a
Classroom time	30hrs	Tuesday of each week	n/a
Formative work	4hrs	September 19, 2025	n/a
Literature Search Report	2hrs	September 26, 2025	10%
EI Inventory	1hr	September 26, 2025	n/a
Technology Oral Exam	2hrs	October 17, 2025	5%
Cover Letter and Resume	4hrs	October 24, 2025	10%
Resources Self-Assessment	10hrs	November 21, 2025	20%
Thematic Group Project	15hrs	December 9, 2025	20%
Ministry Analysis	10hrs	December 11, 2025	20%
Emotional Intelligence Practicum	3hrs	Sept 30, Oct 21, Nov 18, Dec 2, 2025	15%
Total =	93hrs		

All assignments are due at 11:59pm **SK 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

- On the first day of class, time for students to enter their assignments into a study calendar will be provided.
- On the final day of class, 15 minutes at the beginning of class for students to fill out course evaluations will be provided.

Unit 1: Communication Skills

- a. Word, Power Point
- b. Writing Skills – Papers, Notes
- c. Reading Skills
- d. Horizon & MCS Format Guide
- e. Interacting with Professors
- f. Public speaking
- g. Cover Letters and Resumes

Unit 2: Academic Success

- a. Library Search
- b. Competency-based education
- c. Time management
- d. Exam skills

Unit 3: Technology

- a. Online safety
- b. Addictive behaviors

Unit 4: Finance

- a. Personal finances; expectations, work, taxes
- b. Credit and saving
- c. Giving; theology and practice

- Unit 5: Physical & Emotional Health
- a. Nutrition
 - b. Healthy lifestyle choices
 - c. Emotional Intelligence 2.0 Inventory
 - d. Healthy Relationships

Please note that this outline may be subject to minor adjustments.

Reading Schedule

Reading Schedule (Emotional Intelligence 2.0):	
Chapter	Completed
1 - 4	Strongly suggested but not required
5	September 23, 2025
6	October 14, 2025
7	November 11, 2025
8	November 25, 2025

- Revisions will be requested throughout the course, typically within one week of the student receiving their assignment back from the professor. Watch Populi for further information.
- No assignments will be accepted after December 19, 2025.

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			C+	2.3	67-69
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	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	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.

Bibliography

Web Sites:

- Libre Office <https://www.libreoffice.org/>
(Free replacement for Microsoft Office)
- Ace Money Lite <http://www.mechcad.net/>
(Free replacement for Quicken)
- Core Rules of Netiquette <http://www.albion.com/netiquette/corerules.html>
- RCMP: Online Safety <http://www.rcmp-grc.gc.ca/is-si/index-eng.htm>

Books:

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- Brown, Brene. *Rising Strong*. New York: Random House, 2015.
(ISBN: 978-0-8129-9582-4)
- Burkett, Larry. *Business by the Book*. Nashville, TN: Thomas Nelson, 1998.
(ISBN: 0-7852-7141-4)
- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon & Schuster, 1989. (ISBN: 0-671-66398-4)
- Covey, Stephen R. *First Things First*. New York: Simon & Schuster, 1994.
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(ISBN: 0-553-25751-X)
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(ISBN: 0-385-14803-8)

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(ISBN: 0-8499-1073-0)

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Scazzero, Peter L. *The Emotionally Healthy Church*. Grand Rapids, MI: Zondervan, 2003.
(ISBN: 0-310-24654-7)

*** Please note that ISBN numbers are not required for bibliographical entries but are included here for the benefit of the student.**