WINTER 2027
LDPM 222: PASTORAL MANAGEMENT AND STEWARDSHIP FOR MISSION
GRADUATE PROGRAM IN PASTORAL MINISTRIES

SYLLABUS (DRAFT)

Thursday's beginning January 7 through March 11, 2027, 6-9pm (Online via Zoom) – Zoom link provided via Camino

John Rinaldo, D. Min.
jrinaldo@scu.edu
(408) 838-0995
Office hours: by appointment only

COURSE DESCRIPTION: PASTORAL MANAGEMENT AND STEWARDSHIP FOR MISSION

This course equips students to lead and organize ministries in ways that advance the Church's mission with integrity and purpose. Grounded in a theology of stewardship, participants examine management, administration, and development as ecclesial responsibilities rooted in accountability, generosity, and service. This course prioritizes aligning structures, resources, and strategic planning with mission priorities while fostering cultures of trust and transparency. Students develop the capacity to steward people, programs, and financial resources responsibly, integrating sound organizational practices with the spiritual vision that sustains the Church's work.

LEARNING OUTCOMES

This course addresses the following Learning Outcomes of the GPPM Program:

2] Pastoral Proficiency

Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.

4] Diversity Fluency

Awareness of and critical engagement with how one's own culture influences ministry, and then to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

COURSE REQUIREMENTS

Required Texts:

The Advantage: Why Organizational Health Trumps Everything Else in Business, Patrick Lencioni, Josey-Bass Publishing, 2012. (ISBN 978-0-47094-152-2)

The Better Pastor: A Fable About Embracing the Role of Leading a Parish, Patrick Lencioni, Amazing Parish, 2020, (ISBN 978-0-692-58160-5)

Leveraging and Structuring Pastoral and Finance Councils for Parish Growth, John Rinaldo, self-published e-book, 2020.

The Parish Management Handbook: A Practical Guide for Pastors, Administrators, and Other Parish Leaders, Charles E. Zech (editor), Twenty-Third Publications, 2003. (ISBN 978-1585952700)

Recruiting, Training, and Sustaining Volunteers, John Rinaldo, self-published e-book.

The Spirituality of Fundraising, Henri Nouwen, Upper Room Books, 2011. (ISBN 978-0-83581-044-9)

Other readings as assigned.

Course Work:

1. **Informed and Engaged Class Participation (20 points):** Attendance is expected at all classes. Thoughtful and reflective participation is expected, including sharing comments and questions throughout the course and via Camino, our online class platform. For each class session, you will be awarded up to 2 points: 1 point for attendance in class and 1 point for participating in the online discussion. To earn full credit for each class, participation in class and in the online discussion forum is required.

2. **Reflection Paper (30 points):** Written work will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations.
    a. Reflection papers: Due Friday, February 5, 2027 (4-5 pages; double-spaced, 12 pt. font; submit via Camino). The purpose of this paper is to articulate and integrate insights from your reading and our class discussion specifically around pastoral leadership, stewardship, and management. Prominent questions for reflection: What does a healthy parish cultural look like? How can we better organize our

parish structure for growth? What organizational systems does our parish need to consider adjusting to create a more healthy and effective community? Further questions for your consideration will be posed in class sessions. Be sure to reference and quote assigned readings in the reflection paper to show knowledge and understanding of the subject matter.

3. **Final Project and Class Presentation (50 points):** Each student will select a topic of particular interest or concern regarding leadership, stewardship, and management in their existing ministry. In consultation with the instructor, the student will develop a specific project: for example, it might be an organizational restructure of the parish, an intentional plan for managing staff, an effective process of pastoral planning, a stewardship campaign etc. There is a lot of room for creativity on this project. The key is that this project be something that you can implement in your ministry. I am not interested in a purely theoretical project, but one that is practical and realistic. On the day of our last class, students will give a brief (15 minute) presentation on the project. A written report is required that documents the scope and development of the project (8-10 pages). PowerPoint presentations and other media tools are required and should be submitted along with the paper. Guidelines will be presented in class.

GRADING

- 20% attendance/informed & engaged class participation (20 points total);
- 30% reflection paper (30 points total);
- 50% final paper/project/presentation (50 points total)

WEEKLY SCHEDULE

Thu, Jan 7:
6pm-9pm
Topic(s): Class Orientation and Introduction
Readings:
-*None*

Thu, Jan 14:
6pm-9pm
Topic(s): Embracing Leadership
Readings:
-*The Better Pastor*, all

Thu, Jan 21:
6pm-9pm
Topic(s): A Theology of Church Management; Managing Staff
Readings:
-*The Parish Management Handbook*, introduction, chs. 1, 3, and 6

Thu, Jan 28: **Topic(s):** Building a Healthy Culture; Pastoral Planning
6pm-9pm **Readings:**
-*The Advantage*, introduction, pgs. 1-72

Thu, Feb 4: **Topic(s):** Running Effective Meetings
6pm-9pm **Readings:**
-*The Advantage*, pgs. 73-194

Thu, Feb 11: **Topic(s):** Parish and Finance Councils
6pm-9pm **Readings:**
-*The Parish Management Handbook*, ch. 2
-*Leveraging and Structuring Pastoral and Finance Councils for Parish Growth*, all

Thu, Feb 18: **Topic(s):** Stewardship and Fundraising
6pm-9pm **Readings:**
-*The Parish Management Handbook*, ch. 7
-*The Spirituality of Fundraising*, all

Thu, Feb 25: **Topic(s):** Recruiting, Training, and Sustaining Volunteers
6pm-9pm **Readings:**
-*Recruiting, Training, and Sustaining Volunteers*, all

Thu, Mar 4: **Topic(s):** Volunteers, conflict management
6pm-9pm **Readings:**
-*The Parish Management Handbook*, ch. 8

Thu, Mar 11: **Topic(s):** Final Presentations
6pm-9pm **Readings:**
-*None*

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of— and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this LibGuide on Academic Integrity.

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU Equal Opportunity and Title IX Office (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the Student Resources page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- SCU Wellness Center
- CAPS
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. This resource page from Title IX provides information for students and faculty regarding pregnancy rights.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education oae@scu.edu, https://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to the exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the Student Conduct Code, which I will need to report.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572.

You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the SCU website or the Zoom Help Center website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

In addition to the required syllabus statements above, statements addressing diversity, equity and inclusion, and student wellness such as those below are strongly recommended.

Syllabus Statements on Diversity, Inclusion, Wellness

Santa Clara University syllabi are encouraged to include information for students to promote a more inclusive classroom. Below are recommended examples of syllabi statements that faculty

may use. For more on developing an inclusive syllabus and course see this campus resource on Inclusive Teaching and this Toolkit from the Association of College and University Educators (ACUE).

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks,

including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center: https://www.scu.edu/wellness/

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS: https://www.scu.edu/cowell/counseling-and-psychological-services-caps/
Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

SCU Culture of Care: https://www.scu.edu/osl/culture-of-care/
If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

Academic Concerns
If you are concerned with your progress in this class, please contact me so that we can find solutions together. Drahmann Center can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- Drahmann Tutoring (for many courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- The HUB Writing Center (Writing and Public Speaking)
- Mathematics Learning Center (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)