



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number: WYF3030HS

Course Name: Parish Leadership and Ministry

Campus: St. George

Class hours: Thursdays, 10 am – 1 pm [Lecture 10 – 12, Seminar 12 – 1]

Instructor Information

Instructor: Judy Paulsen

Teaching Assistant: Sarah Holmstrom

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Office Hours: Monday to Thursday - on request

Course Prerequisites or Requisites

This is a third-year course with connections to students' church placement. Prerequisites are WYP1601H "The Church, The Faith and Our World" and WYF3010H "Theological Integration Seminar."

Course Description

Parishes are specific contexts in which the Church, regardless of denomination, lives out its calling. As a course in parish leadership and ministry, our learning will be first grounded in an understanding of the Church; what it is and what it is for. Together we will explore the implications of what it means to say that the Church is the body of Christ in the world. In the context of a deeply rooted ecclesiology we will then begin to understand what it means to be a Christian leader in the Church, exploring practical areas of parish leadership and ministry including: traits and disciplines of Christian leadership, developing others as leaders, leading and managing change, dealing with conflict, cultivating missional organizational practices, assessing sound financial management, and developing effective parish communications and ministry with children.

2 hours of lecture & discussion + 1 hour of seminar & discussion

Course Methodology

Discussion Board posts related to weekly readings, lectures, class exercises and seminar discussions, ministry impact summaries, case study response papers, and an integrative assignment.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
<ul style="list-style-type: none"> will describe and defend a model of local church leadership and ministry working from a biblical and theological understanding of 'every member ministry' and 'disciples making disciples'. 	lectures, readings with Quercus discussion, seminar discussion and case study response paper, ministry impact summaries, integrative assignment.	MDiv: 2.3, 2.4
<ul style="list-style-type: none"> will articulate the impact of a local current cultural context on effective ministry; 	lecture, Seminar discussion and case study response papers, integrative assignment	MDiv: 2.3, 2.4
<ul style="list-style-type: none"> will analyze and appraise the significance and role of change in ministry and develop a plan for leading change; 	lectures, ministry impact summary, readings with Quercus discussion, seminar discussion and case study response papers, integrative assignment	MDiv: 2.3, 2.4
<ul style="list-style-type: none"> will identify and interpret different types and levels of church conflict and the relevant resolutions with reference to pertinent theological issues; 	lecture, case study response papers, readings with Quercus discussion, seminar discussion	MDiv: 2.3, 2.4
<ul style="list-style-type: none"> will organize and collaborate with ministry mentors and peers in assessing and responding to ministry opportunities and challenges; 	lecture, case study response papers, seminar discussion and the integrative assignment.	MDiv: 2.3, 2.4
<ul style="list-style-type: none"> will describe and defend guidelines for initiating and shaping small-group ministry; 	lecture, readings with Quercus discussion, integrative paper, class & seminar discussion	MDiv: 2.3, 2.4
<ul style="list-style-type: none"> will engage and appraise, with fellow students, relevant pastoral learning from internship, placements and other ministry experiences throughout the course. 	case study response papers, seminar discussion	MDiv: 2.3, 2.4

Course Resources

Required Course Texts

- Ruth Haley Barton, *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*, Downers Grove, IL: InterVarsity Press, 2nd edition, 2018.
- Karl Vaters, *Small Church Essentials: Field-tested Principals for Leading a Healthy Congregation of Under 250*, Chicago, IL: Moody Publishers, 2018.
- Henri Nouwen, *In the Name of Jesus: Reflections on Christian Leadership*, New York: The Crossroad Publishing, 1989.
- Heifetz, Ronald A., Alexander Grashow, and Marty Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston, MA: Harvard Business School Press, 2009.

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar for further help

Class Schedule

****Prior to the first class please:**

- *Introduce yourself on the Discussion Board on Quercus. Tell us where you're from, and one question you hope this course addresses*
- *Complete the readings for Week 1 (including the Letter to the Ephesians) and post a short summary of the 2nd and 3rd readings to the Discussion Board in Quercus. Then post a response to at least one other student's post. (For a description of these short summaries see the 'evaluation' section of this syllabus.)*

Week 1 (January 7) Introduction to the course: What is the Church and what is it for?**

Required readings:

- The Letter to the Ephesians;
- Mallon, James. "Introduction & House of Prayer" p. 9-25, in *Divine Renovation: From a Maintenance to a Missional Parish*, Toronto, ON: Novalis Publishing (2015) [posted to Quercus]
- Replogle, Chase. "Bonhoeffer Convinced Me to Abandon My Dream" , in *Christianity Today Pastors*, August 2019. Accessed at <http://www.christianitytoday.com/pastors/2019/august-web-exclusives/bonhoeffer-convinced-me-to-abandon-my-dream.html> [posted to Quercus]

Seminar focus: Forming worshippers of the Living God

Week 2 (January 14) The pastor/priest in the church.*Required reading:*

- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*
- Kafwanka, John & Mark Oxbrow (Eds). *Intentional Discipleship and Disciple Making*, focus particularly on chapters 4 -6, p. 35-49 , London: Anglican Consultative Council (2016)
<https://www.anglicancommunion.org/media/220191/intentional-discipleship-and-disciple-making.pdf> [posted to Quercus]

Seminar focus: Three zones of pastoral ministry**Week 3 (January 21) The pastor/priest and Christian formation of leaders.***Required readings:*

- Lemke, Dale L., “A Philosophy of Disciple-Centred Leadership”, *Christian Education Journal*, ISSN (1739-8913, 09/2017, Volume 14, Issue 2, pp. 270-284. (Available online through U of T library.)
[posted to Quercus]
- Mann, Alice. *Raising the Roof: Overview of Changing Church Size (chapter one)* [posted to Quercus]

Seminar focus: Being formed as a Christian leader**** Ministry Impact Summary due on *Strengthening the Soul of Your Leadership*, discussed in seminar.****Week 4 (January 28) Pastoring in a time of change.***Required reading/ media:*

- “The Heart of Danger” Chapter 1 in *Leadership on the Line: Staying alive through the Dangers of Leading*. Ron Heifetz and Marty Linsky 2002; [posted to Quercus]
- watch before lecture: <http://www.youtube.com/watch?v=QfLLDvn0pI8>
- “*Diagnose the System*”, chapter 4, p. 49-67, in Heifetz, Ronald A., Alexander Grashow, and Marty Linsky. *The Practice of Adaptive Leadership*. Boston, MA: Harvard Business School Press, 2009.

Seminar focus: The many faces of gospel avoidance in a church**Week 5 (February 4) Pastoral leadership of change.***Required reading:*

- “*Diagnose the Adaptive Challenge*”, chapter 5, p. 68-87, in Heifetz, Ronald A., Alexander Grashow, and Marty Linsky. *The Practice of Adaptive Leadership*. Boston, MA: Harvard Business School Press, 2009.

Seminar focus: Change models & healthy congregational life**Week 6 (February 11) Pastoral management of change.***Required readings:*

- Lesslie Newbigin, *The Good Shepherd*, section 10 (pp 54–57). [posted to Quercus]
- “Qualities of Adaptive Organizations”, chapter 7, p. 101-11, in Heifetz, Ronald., Alexander Grashow, & Marty Linsky. *The Practice of Adaptive Leadership*. Boston, MA: Harvard Business School Press, 2009.
- “Building an Adaptive Culture”. Chapter 12, p. 165-175, in Heifetz, Ronald., Alexander Grashow, & Marty Linsky. *The Practice of Adaptive Leadership*. Boston, MA: Harvard Business School Press, 2009.
- Case study #1 [posted to Quercus]

Seminar focus: Leading meetings effectively [case study #1 discussed]

- watch before seminar: <https://www.youtube.com/watch?v=WtrwRaLd5sM>

Week 7 (February 18) Reading Week.

Week 8 (February 25) Pastoral leadership & mining/managing conflict in a church.

Required readings:

- Rowan Williams, *One Holy, Catholic and Apostolic Church*, Oct 2005:
<http://www.archbishopofcanterbury.org/articles.php/1675/one-holy-catholic-and-apostolic-church>
[posted to Quercus]
- “Orchestrate Conflict”, chapter 11, p. 147-164, in Heifetz, Ronald A., Alexander Grashow, and Marty Linsky. *The Practice of Adaptive Leadership*. Boston, MA: Harvard Business School Press, 2009.
- Case study #2 [posted to Quercus]

**** Ministry Impact Summary due on *Small Church Essentials***

Seminar focus: Mining and managing conflict in a church [case study #2 discussed]

**** Case Study #1 Response paper due by the start of class**

Week 9 (March 4) Pastoral leadership & the cultivation of missional organizational structures

Required readings:

- “Mission and Social Action: Beyond Common Sense”, pp. 91–106, Copenhaver, Martin B., Anthony B. Robinson, William H. Willimon. *Good News in Exile: Three Pastors Offer a Hopeful Vision for the Church*. Grand Rapids, MI: W.B. Eerdmans Pub., 1999. [posted to Quercus]
- Case study #3 [posted to Quercus]

Seminar focus: Healthy organizational structures in a church [case study #3 discussed]

**** Case Study #2 Response paper due by the start of class**

Week 10 (March 11) Pastoral leadership & church stewardship and finances. (guest lecturer)

Required reading:

- *Workshop proposes new approach to church budgets* [Narrative spending at the Giving Project event] Burkhardt, Ferne. *Canadian Mennonite*; Waterloo 3.21 (Oct 25, 1999): 24. (Available online – U of T Library.) [posted to Quercus]
- Case study #4 [posted to Quercus]

Seminar focus: Transparent and accountable church finances: budgets, balance sheets, common church accounts/funds, and the money trail in a church [case study #4 discussed]

**** Case Study #3 Response Paper due by the start of class**

Week 11 (March 18) Pastoral leadership & communications: sharing Good News in a foreign land.

Required readings:

- Newbigin, *The Good Shepherd*, sections 1–4 (pp.13–31), 11–12 (pp 58–67). [posted to Quercus]
- Case study #5 [posted to Quercus]

Seminar focus: Effective church communications: websites, signage, print materials, verbal announcements, newcomer integration process [case study #5 discussed]

****Case Study #4 Response Paper due by the start of class**

Week 12 (March 25) Pastoral leadership & Christian formation of children/youth. (guest lecturer)*Required reading:*

- Foster, Charles R. Chapter 3 in *From Generation to Generation; The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. 2012. [posted to Quercus]
- Robinson, Tiffany & Val Michaelson. *Reimagining Children in the Church: a Fresh Approach to Raising our Children in Christ*; The Wycliffe Booklets, (Richmond, B.C.: Digory Publishing, 2013.) [posted to Quercus]
- Case study #6 [posted to Quercus]

Seminar focus: Formation of children in the Christian faith****Case Study #5 Response Paper due by the start of class****Week 13 (April 1) Pastoral leadership & cultivating healthy community connections** (guest lecturer)*Required reading:*

- Soltes, Fiona. “Here for you, not because of you – Nashville Non-Profit” in Faith & Leadership, on-line learning resource by Duke Divinity, September 15th, 2020. [posted to Quercus]

https://faithandleadership.com/here-you-not-because-you-nashville-nonprofit-serves-coffee-soap-and-empowerment?utm_source=fl_newsletter&utm_medium=content&utm_campaign=fl_topstory&fbclid=IwAR26AHqHga0N2xbXbYrxCpGF2BQjYtQuX1spKz82yK7XFMrJK025PsFe2E

Seminar focus: Best practices for building missional relationships in the neighbourhood****Case Study #6 Response Paper due by the start of class**

****Final Paper due Tuesday April 6th, no extensions without an approved sdf. (This is because marks for this term need to be submitted to the Registrar by April 9th)**

Evaluation

Requirements

1. Engagement = preparation + participation (Weight: 10%)

*Preparation: Reading the weekly assigned readings**Participation: Attending and participating in classes, posting to the Discussion Board weekly, and submitting assignments on time.*

2. Discussion Board Interactions: (Weight 20%)

- *Posting to the course Discussion Board (prior to the first class)* a short bio of who you are, where you are from, and a question you hope this course addresses.
- *Discussion Board interactions (weekly): post a short summary of each assigned reading and at least one substantive response to one other student's summary post,*

The summary of each assigned reading should include: (1) the primary thesis of the writer (one sentence), (2) 3 to 5 key ideas in bullet form, and (3) your response and a possible application (2 or 3 bullets or short sentences). Once you have posted your summary you will have access to those of others in the class. Please make at least one substantive comment of response to another student's summary post or thread.

Guidelines for Discussion Board posts (these guidelines will form the basis for grading)

1. When responding to another student's post avoid simply stating 'I agree' or 'good idea'.
2. Postings should reflect significant engagement with the reading and with other student posts.
3. Build on other responses in the thread when possible.
4. Use proper etiquette (proper language, typing, etc.). Using bulleted points is permitted.
5. Bring prior related knowledge into the discussion (other readings, work experience, etc.)
6. Students are expected to reflect on, remember, understand, apply, analyze, and offer some careful evaluation when engaging on the Discussion Board.
7. The instructors reserve the right to remove a post that is deemed inappropriate.

3. Ministry Impact Summary: Strengthening the Soul of Your Leadership, by Ruth Hayley Barton, 1000 words, due January 21st. (weight: 10%)

Write **an impact summary** on what you consider to be the five most important ideas in the book, and how these might shape your own approach to pastoral leadership and ministry. How did this book challenge, correct, or affirm your views on church leadership? (You do not need to footnote every reference to the book. Simply give the page number in brackets.) Avoid long quotations. Submit this summary electronically to the course TA via Quercus.

4. Ministry Impact Summary: Small Church Essentials, by Karl Vaters, 1000 words, due February 25th. (weight: 10%).

Write **an impact summary** on what you consider to be the five most important ideas in the book, and how these might shape your own approach to pastoral leadership and ministry. How did this book challenge, correct or affirm your views on church leadership? What will be your primary take-away from reading this book? (You do not need to footnote every reference to the book. Simply give the page number in brackets.) Avoid long quotations. Submit this summary electronically to the course TA via Quercus.

5. Three case study responses – each response will be one page, single-spaced, in twelve-font. Due the week following the seminar discussing the case study. (weight: 10% each, 30% total)

Six case studies will be posted on Quercus, under course materials. While students will read and discuss all six, they will choose three case studies on which to submit a written response. These case studies focus on issues directly related to church leadership. Try to choose three case studies that involve new learning for you, rather than areas of present strength. These issues will be first explored through the lecture, followed by seminar discussion of the case study, followed by the submitted response paper. Case studies will be discussed in the seminar hours of weeks 6, and 8 through 12. Written responses will be submitted for marking at the beginning of class on weeks 8 through 13.

6. Integrative assignment [choose one of the two options posed to Quercus, under course materials], 2000 words, due Tuesday April 6th. (weight 20%).

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007).

Bibliography

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<http://www.newbigin.net/assets/pdf/77gs.pdf>.
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<http://institute.wycliffecollege.ca/2013/09/reimagining-children-in-the-church-2/>
- Soltes, Fiona. “Here for you, not because of you – Nashville Non-Profit” in *Faith & Leadership*, on-line resource by Duke Divinity, September 15th, 2020:
https://faithandleadership.com/here-you-not-because-you-nashville-nonprofit-serves-coffee-soap-and-empowerment?utm_source=fl_newsletter&utm_medium=content&utm_campaign=fl_topstory&fbclid=IwAR26AHqHga0N2xbXbYvxClpGF2BQjYtQuX1spKz82yK7XFMrfJK025PsFe2E

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