



PUBLIC CAMPUS MINISTRIES STUDENT HANDBOOK



General Conference of Seventh-day Adventists
Adventist Ministry to College and University Students (AMiCUS)

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CHAPTER 1

**THE THREE C'S
OF CAMPUS
MINISTRY**

The following method is an ideal way of providing the three C's of a successful campus ministry.

1

First, a student needs to be introduced to the local **CHURCH**. The student should become an integral part of that church's worship and fellowship experience from the very start of their college or university years, being discipled and empowered for gospel mission and service.

2

Second, local churches, or the local conference or mission, need to provide a **COMMUNITY** of mentors. Someone from the local church should "adopt" the student as part of a homelike experience, becoming the student's mentor and spiritual adviser. This new sense of community fills the void created when the student left home in order to attend school.

3

Third, there must be a Public Campus Ministry/ AMiCUS presence on **CAMPUS**. For example, an Adventist chaplain, local church pastor, Adventist campus ministry mentor, or trained PCM ambassador can initiate contact and serve in the role of spiritual care provider for the university students. This person will need to engage in setting up opportunities on campus where the students can go and find an environment of intentional mentorship and nurturing away from their home and home church.

A STORY OF THE THREE C'S

A local church pastor in Canada received a phone call from a young woman who was a student in the Bahamas. Jane (a pseudonym) stated that she had been accepted at a nearby Canadian university and was looking for a local church she could attend after she arrived. She had found the church contact information from the church website, and after arrival in Canada, attended the church on the first Sabbath. She was introduced to the church family, and all church members were encouraged to especially care for her.

Ann (a pseudonym), a senior member of the church who had recently been widowed and was well known for her philanthropic work in the community, not only made an extra effort to warmly welcome Jane, but also offered to give her a ride to church every Sabbath morning. Soon Ann and Jane became close friends, and Jane was very thankful for the kindness of this gentle and caring woman.

Whenever Jane got sick, the church knew about it because of Ann's involvement in Jane's life—caring for her and letting the church know how they could help.

From that point on, Ann became to Jane a family away from home. Every Sabbath they came to church together in time for Sabbath School. Whenever Jane got sick, the church knew about it because of Ann's involvement in Jane's life—caring for her and letting the church know how they could help. In fact, one time when Jane was under some financial difficulties, it was Ann who informed the congregation, which led to church assistance. Jane also became involved in the local church

by participating in Bible study groups with church members and even served as a teacher for the Junior division. *Even though this church wasn't her home church, she became an integral part of it.*

Jane had found a church that was willing to welcome her, allowed her to feel at home, and made a conscious effort to extend love and care to her even though she was a newcomer. This church provided her with a homelike environment. After her introduction to the church, the congregation began working toward providing a ministry presence at the university for the Adventist students. Soon Jane played a major role in setting up and arranging an Adventist students' club on campus, in partnership with the local church pastor. Every Friday afternoon the local church pastor went to the university campus student center to conduct Bible studies and group fellowship meetings. Students from the neighboring university also joined the club. They named it the Waterloo Adventist Students Association (WASA) and invited other students to join.

After four years of successful university life both spiritually and academically, Jane graduated from the university, still actively participating in the church. This success story

demonstrates how to apply the *three C's* of a tripod campus ministry to ensure that no university students are lost while away from home and their home church.

CONDITIONS TO ENSURE A SUCCESSFUL CAMPUS MINISTRY

To ensure a successful campus ministry and to ensure the spiritual growth of students during their university years, these conditions should be met:

Proactive Student on Campus: The student must be self-motivated in diligently seeking or creating an environment that will be conducive for their faith journey. Students often lack spiritual resources such as parental guidance, spiritual mentorship from adults (including youth ministry professionals), faith experience opportunities, etc. In addition, the overwhelming influences available from the internet, media, and their peers challenge university students to maintain a spiritual focus. To counter this, university students need to be self-willed and self-motivated in creating for themselves an environment in which they can grow spiritually.

Spiritual Mentor in the Church, in the Community, and/or on Campus: A spiritual mentor should be someone who has a committed love for God and His work, and who is willing to care for students by providing attention, interest, and affection. This person will help students process their beliefs and explore how to continue to live their Christian lifestyle. A spiritual mentor can be a pastor, an elder, a church leader, a church officer, or another spirit-filled church member.

Spiritual Community on Campus: This describes an environment in which students can worship and fellowship with others who share common goals and objectives in life. This environment could be found in the local campus chapter or in the local church.

Missional Church/Congregation: Students need encouragement and care, but they are also in desperate need of challenge for mission and service.



CHAPTER 2

PUBLIC CAMPUS MINISTRIES OBJECTIVES, OPERATIONAL STRUCTURE AND SYSTEM, VISION, AND MISSION

PUBLIC CAMPUS MINISTRIES (PCM) OBJECTIVES

1. Public Campus Ministries (PCM) aims to inspire, educate, equip, and empower Seventh-day Adventists to be disciples of Jesus and to share the everlasting gospel on campus, in the church, and in the community.
2. PCM collaborates with Adventist Chaplaincy Ministries (ACM), the GC Education Department, Adventist Youth Ministries, and Adventist Health Ministries in providing support to Seventh-day Adventists who, for a variety of reasons, attend non-Adventist private and public colleges and universities around the world.
3. In collaboration with other ministry departments, PCM plans, promotes, and supports initiatives designed to meet the discipleship needs of Adventist students, academics, and professionals in educational institutions outside Adventist schools. In particular, it focuses on the areas of spirituality, evangelism, intellectual challenge, community outreach, and social integration of Adventists on non-Adventist private and public campuses worldwide.
4. In cooperation with leaders at various church levels, PCM endeavors to:
 - a. Strengthen the faith commitment of students to Seventh-day Adventist beliefs and mission.
 - b. Prepare students to deal with the intellectual challenges that arise in a secular environment.
 - c. Develop the leadership abilities of students.
 - d. Provide students with opportunities for Christian fellowship.
 - e. Train students for outreach, mission, service, and witness on campus, in the church, in the community, and in the world at large.
5. PCM cooperates with the Adventist Volunteer Service (AVS), the Adventist Development and Relief Agency (ADRA), and Adventist Mission by encouraging the involvement of Adventist students, academics, and professionals as mission volunteers. It also engages the support of the Public Affairs and Religious Liberty (PARL) Department and the

Ministerial Association in order to obtain, at the regional level, Sabbath exemptions for class assignments and examinations for Seventh-day Adventist students.

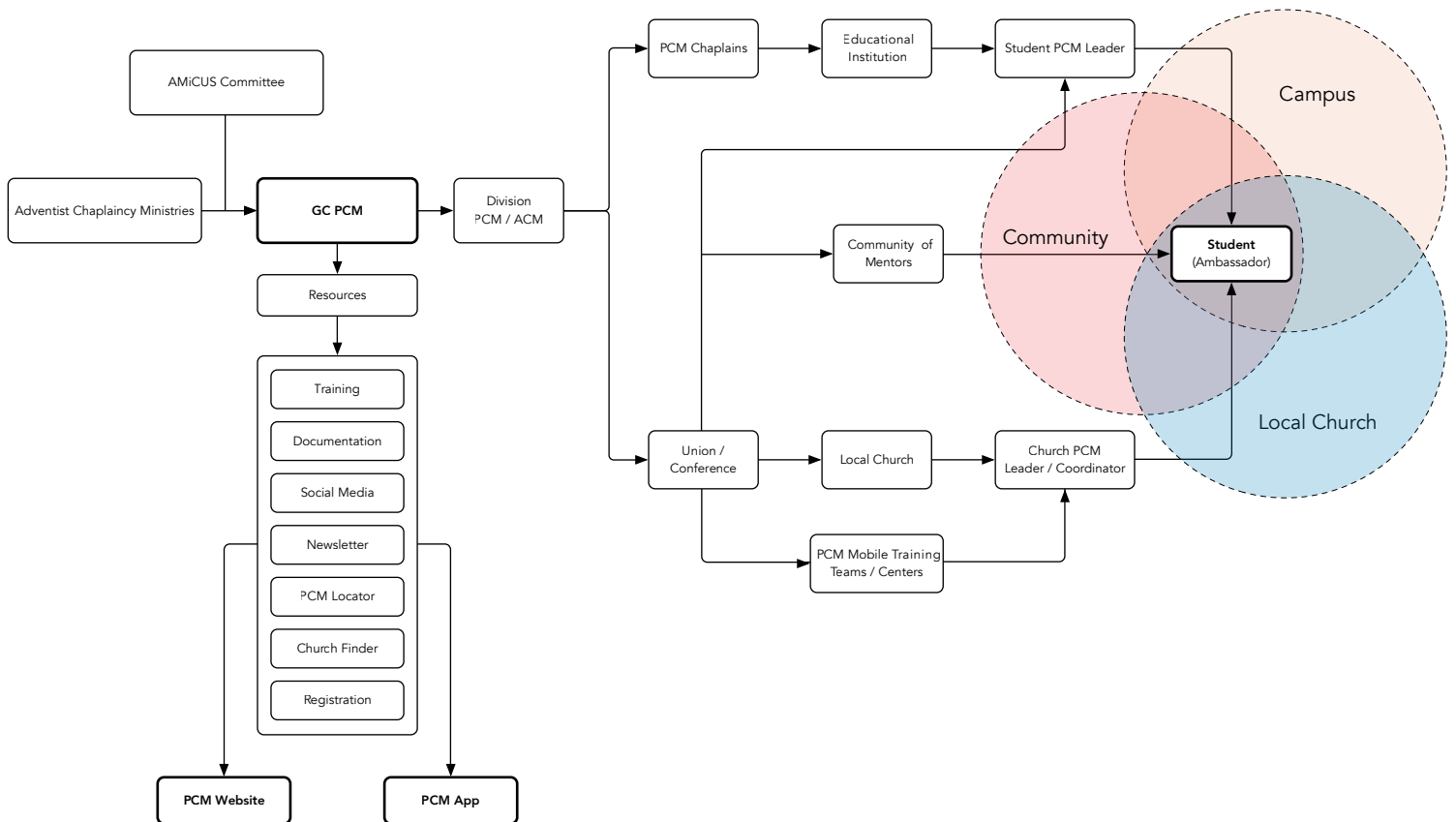
PCM CHURCH GOVERNANCE

1. General Conference PCM
2. Division PCM
3. Union PCM
4. Conference/Mission PCM
5. Local Church Pastor or Lead Elder
6. Local Church PCM Director/Coordinator



PCM OPERATIONAL STRUCTURE AND SYSTEM

Public Campus Ministries of Seventh-day Adventists



PCM VALUES, VISION, MISSION, MOTTO, SLOGAN, KEY TEXT, LOGO

Core Values: Character. Collaboration.
Challenge.

Character over competency.

Collaboration over competition.

Challenge over criticism.

Aim/Vision: To transform students on non-Adventist campuses into Seventh-day Adventist ambassadors of Christ in colleges/universities, churches, communities, and the world at large.

Mission: To inspire Seventh-day Adventist students to be disciples of Christ and empower them to share the everlasting gospel on campus.

Motto: Follow Jesus. Embrace His Mission.
Change the World.

Slogan: Inspire to Be. Empower to Share.

Key Text: “Be ye followers of me, even as I also am of Christ” (1 Corinthians 11:1, KJV).

Logo: Description of Symbols



- **Bible:** Represents the fact that PCM is a Bible-based revival movement for mission and service.

- **Graduation Cap:** Represents academia. The eight lines represent the eight building blocks of PCM.

- **Shield:** Represents proactive Christian living of the Adventist identity.

- **Three Tassels:** Represent the three C's (campus, church, community) of PCM.

- **Three Flames:** Represent the three angels' messages. They symbolize the revival movement. They also represent the three C's that are the core values of PCM (character, collaboration, challenge).

Description of Colors

- **Red:** Represents self-renouncing and self-sacrificing love, exhibited in selfless service.

- **Purple:** Represents God's royalty and priesthood, as well as revival and transformation for mission and service.

- **Blue:** Represents unity, peace and harmony, creation, and holiness.

- **White:** Represents the truth, purity, and righteousness of Jesus, as well as excellence.

PCM NAME, VISION, MISSION, MOTTO, SLOGAN, LOGO IN FRENCH

- **MÉPA:** Ministère auprès des Étudiants et Professionnels Adventistes.
- **Devise du MÉPA:** Suivre Jésus. Embrasser sa Mission. Changer le Monde.
- **Déclaration de mission du MÉPA:**
Amener les étudiants adventistes à être disciples de Jésus et leur donner les outils nécessaires au partage de l'Évangile éternel dans les campus universitaires.
- **Slogan du MÉPA:** Inspirer à être. Équiper pour partager.
- **Vision du MÉPA:** Faire des étudiants adventistes des ambassadeurs et des missionnaires pour Christ dans les campus universitaires, à l'église et au sein de leur communauté par le biais d'un mentorat et d'un discipulat volontaires.
- **Le bouclier:** Représente la vie chrétienne proactive comme faisant partie de l'identité adventiste.
- **Les 3 pompons:** Représentent l'église, l'université et la communauté.
- **Les 3 flammes:** Le message des 3 anges, l'Adventisme. Ils symbolisent le mouvement de réveil « Transformer les étudiants adventistes en ambassadeurs/missionnaires dans les campus universitaires » et représentent également les 3 Cs de MÉPA (Caractère, Collaboration, Challenge).

Les couleurs représentent

- **Rouge:** Renoncement personnel et amour sacrificiel, service désintéressé.
- **Violet:** Royauté de Dieu, réveil et réforme pour une mission.
- **Bleu:** Unité, paix et harmonie, créationnisme, sainteté.
- **Blanc:** Vérité, pureté, justice de Christ, excellence.

Logo de MÉPA: Éléments représentés



- **La Bible:** MÉPA est un mouvement missionnaire de réveil basé sur la Bible.
- **La toque:** 8 lignes représentent les 8 piliers de MÉPA.

PCM NAME, VISION, MISSION, MOTTO, SLOGAN, LOGO IN PORTUGUESE

- **MUPA:** Ministério para Universitários e Profissionais Adventistas.
- **Lema do MUPA:** Seguir a Jesus. Cumprir Sua Missão. Mudar o Mundo.
- **Missão do MUPA:** Inspirar os estudantes e profissionais jovens adventistas a serem discípulos de Jesus e capacitá-los para partilhar o evangelho eterno em suas esferas de ação.
- **Slogan do MUPA:** Inspirar Para Ser. Capacitar Para Compartilhar.
- **Visão do MUPA:** Que os universitários e profissionais jovens adventistas sejam embaixadores e missionários para Cristo no ambiente onde vivem, na igreja e na comunidade, de maneira intencional, por meio do aconselhamento e do discipulado.

LOGO DO MUPA: As figuras representam



- **Bíblia:** O MUPA é um movimento de reavivamento baseado na Bíblia para o cumprimento da missão.
- **Capelo (Chapéu de Formatura):** As oito linhas do capelo representam os oito blocos que formam o MUPA.

- **Escudo:** Representa a vida cristã proativa como parte da identidade adventista.
- **Pingente:** As três franjas do pingente simbolizam a Igreja, o Campus e a Comunidade onde o MUPA atua.
- **3 chamam:** Representam a Tríplice Mensagem Angélicas, o adventismo. O movimento de reavivamento: "Que os universitários e profissionais jovens adventistas sejam embaixadores e missionários para Cristo no ambiente onde vivem, na igreja e na comunidade." E o Caráter, a Colaboração e os Desafios do MUPA.

As cores representam

- **Vermelho:** Renúncia pessoal, amor abnegado, serviço altruísta.
- **Púrpura:** A soberania de Deus, Sacerdócio, reavivamento e reforma para cumprir a missão.
- **Azul:** Unidade, paz e harmonia, criacionismo, santidade.
- **Branco:** Verdade, pureza, a justiça de Cristo, a excelência.

PCM NAME, VISION, MISSION, MOTTO, SLOGAN, LOGO IN SPANISH

MUPA: Ministerio a Universitarios y Profesionales Adventistas.

Lema del MUPA: Sigue a Jesús. Abraza su Misión. Cambia al Mundo.

Misión del MUPA: Inspirar a estudiantes y profesionales adventistas jóvenes a ser discípulos de Cristo y a capacitarlos para compartir el evangelio eterno en sus lugares de acción.

Eslogan del MUPA: Inspirar para ser. Capacitar para compartir.

Visión del MUPA: Que universitarios y profesionales adventistas jóvenes sean embajadores y misioneros de Cristo en su entorno, iglesia y comunidad, de manera intencional, mediante consejería y discipulado.

Logo del MUPA: Las figuras representan



■ **Birrete:** Las 8 líneas del birrete representan los bloques que construyen el MUPA.

■ **Biblia:** El MUPA es un movimiento de reavivamiento basado en la Biblia para cumplir la misión.

■ **Escudo:** Representa la vida cristiana proactiva como parte de la identidad adventista.

■ **Borla:** Las 3 líneas de la borla simbolizan la Iglesia, la universidad y la comunidad en las cuales el MUPA actúa.

■ **3 llamas:** El Mensaje de los Tres Ángeles, el adventismo. Simbolizan el movimiento de reavivamiento: "Que universitarios y profesionales adventistas jóvenes sean embajadores y misioneros de Cristo en su entorno, iglesia y comunidad." Como también el carácter, la colaboración y el desafío que incentiva el MUPA.

Los colores representan

■ **Rojo:** Renuncia personal, amor abnegado, servicio altruista.

■ **Púrpura:** Soberanía de Dios. Sacerdocio. Reavivamiento y reforma para cumplir la misión.

■ **Azul:** Unidad, paz, armonía, creacionismo, santidad.

■ **Blanco:** Verdad, pureza, justicia de Cristo, excelencia.



CHAPTER 3

**FOLLOW ME
PRINCIPLES
OF CAMPUS
MINISTRY**

Within the three C's of campus ministry lies the FOLLOW ME model of mentoring and discipleship.¹ This is an essential principle in Public Campus Ministries (PCM) and was reflected in Jesus' earthly ministry. Throughout the New Testament we see that Jesus repeatedly told His disciples "Follow Me."

STEP 1: F— FRIENDSHIP, FORGIVENESS, FELLOWSHIP

Jesus' earthly ministry was filled with stories of forgiveness, friendship, and fellowship. Ellen White stated that Christ's method alone will give true success in reaching the people. In *The Ministry of Healing*, she writes, "The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, 'Follow Me'" (p. 143).

Forgiveness is essential in developing mentoring and discipleship relationships with adolescents, as they are faced with many lifestyle choices. Often, as a result of peer pressure, they make wrong choices that lead to negative consequences. Christian professor and author Eugene Peterson stated, "Forgiveness is the act that makes bad news convertible to good news by providing the opening for the Holy Spirit to take episodes of adolescent sin and make them into stories of mature love."²

Application: Jesus' friendship and fellowship with sinners gave evidence of His unconditional love for them. It is through the unconditional friendship and fellowship among students, professionals, and godly mentors that students may experience the love of Jesus.

STEP 2: O—OPENNESS, HONESTY, SHARING

Throughout Jesus' earthly ministry, there was openness, honesty, and sharing. He never hesitated to engage in an open and honest dialogue with those who were outcasts, neglected, abandoned, and alienated from others.

John Mallison pointed out: “The openness and honesty we will need to make effective mentoring relationships grows out of our openness with and obedience to God.”³ As godly mentors experience an open and honest relationship with Jesus, they too must share this with those they are mentoring.

Application: Students and professionals who are in a mentor/mentee relationship must create an environment in which there is open, honest sharing of positive or negative experiences, doubts, difficulties, accomplishments, and achievements. In this kind of environment, true mentoring and discipleship may flourish.

STEP 3: L—LOVE (AGAPAO), UNCONDITIONAL, SELF-SACRIFICING LOVE, LOWLINESS, AND HUMILITY

In Jesus’ earthly ministry, He continually demonstrated self-renouncing love to those whose lives He touched. Ellen White states that “the glory shining in the face of Jesus is the glory of self-sacrificing love” and “the law of self-renouncing love is the law of life for earth and heaven” (*The Desire of Ages*, p. 20). In ministry to students and professionals in non-Adventist institutions, unconditional love is essential. They are looking for those who emulate Jesus’ humility and lowliness, who are “down-to-earth” and willing to associate with the “lowly ones.”

Application: In the spirit of an open and honest relationship, students and professionals must have the assurance of the unconditional love, acceptance, and grace of a mentor who demonstrates the lowliness and humility of Jesus.

STEP 4: L—LOYALTY, LONG-SUFFERING, AND PATIENCE

When Jesus preached His Sermon on the Mount (Matthew 5-7), He spoke about the

importance of loyalty, urging people that no one can serve two masters (Matthew 6:24, Luke 16:13). Jesus expected His followers to trust Him completely and to be loyal and faithful to Him. In Jesus' relationship with His disciples, He not only showed His love and compassion, but also demonstrated His patience and long-suffering.

Application: These qualities of loyalty, long-suffering, and patience need to be unwaveringly demonstrated to students by their mentors. They are essential in the mentoring process as students experience both positive and negative consequences of the good or poor decisions they make in their spiritual journey.

STEP 5: O—OBEDIENCE

Jesus expected obedience from His followers. He said, "Whoever obeys my word will never see death" (John 8:51, NIV). He also said, "Anyone who loves me will obey my teaching" (John 14:23, NIV).

Application: Christian mentors must be obedient to God and should expect obedience to God from their mentees. Jesus commissioned His disciples to go and make disciples of all nations and teach them to obey everything He commanded and taught (Matthew 28:19, 20).

STEP 6: W—WORSHIP AND WITNESSING

Jesus said, "Worship the Lord your God, and serve him only" (Matthew 4:10, NIV). Worship is more than just attending church, singing hymns, praying, and listening to a sermon. Worship is recognizing God as our Creator, Master, and Lord and giving homage to Him.

Jon Middelndorf stated, "Because we only have one word for worship while the Greek language used several, we miss out on the true meanings and nuances the original authors

intended.”⁴ Middendorf also pointed out that worship is about the story: “The stories of God’s faithfulness and love are the inspiration and fuel powering true, worshipful responses.”⁵ Worship is not a religious exercise, but a relationship of responding to God’s love with a renewed lifestyle.

Furthermore, the Hebrew word *Avodah* that is commonly used and often translated as “worship” in our Bibles has a bigger and broader meaning. *Avodah* has a strong sense of service, reminding us of the importance of serving whom or what we worship.

Another important aspect of following Jesus is to be a witness. Jesus said, “You are witnesses of these things” (Luke 24:48) and also “you shall be My witnesses both in Jerusalem, and in all Judea and Samaria, and even to the remotest part of the earth” (Acts 1:8, NASB). In these two verses, the word “witnesses” is from the Greek word *martures*. It is interesting to note that Jesus also refers to Himself as “the faithful witness” (Revelation 1:5), and they share the same word. Dick Innes noted that Christians, by virtue of the fact that they are Christians, are automatically witnesses for Jesus Christ and representatives of His kingdom.⁶

Application: Worship has to be an integral part of PCM. Both weekly and daily worship should be emphasized and practiced in order to pledge devotion and allegiance to the Creator God. By turning this into a lifestyle, students will become connected to God and His body in mission and service.

STEP 7: M—MODELING, MENTORING, AND DISCIPLINING OTHERS

Jesus not only mentored His disciples, but also expected them to become mentors to others as well. Teaching and modeling are essential in this discipleship process. Jesus commanded His disciples to teach the world to obey everything He had commanded (Matthew 28:20).

Also, Paul commanded the Corinthians, “Be ye followers of me, even as I also am of Christ” (1 Corinthians 11:1, KJV). The word “followers” comes from the Greek word *mimetai*,

which means “imitators,” and the word “mimics” comes from this Greek word. Several other versions read, “Be imitators of me, just as I also am of Christ” (NASB) and “Follow my example, as I follow the example of Christ” (NIV).

Application: Godly mentors should be followers of Christ. They will be able to ask others to follow them, as they follow Christ.

Explaining *legitimate peripheral participation*, David Csinos showed that Jesus’ method of teaching on earth was a model of apprenticeship: “Information, therefore, is not so much the desired outcome of learning as it is the ability to experience full participation in a community by engaging in its practices” through participation with “old-timers,” as newcomers gradually “come to experience full participation in a community of practice.”⁷

STEP 8: E—EMPOWERED TO SERVE, SELF-SACRIFICE, AND EVANGELIZE

Jesus taught the importance of service and self-sacrifice when He said, “He who loves his life will lose it, and he who hates his life in this world will keep it for eternal life” (John 12:25). He reminded His disciples that the cost of discipleship would be great when He said to them, “If anyone desires to come after Me, let him deny himself, and take up his cross, and follow Me. For whoever desires to save his life will lose it, but whoever loses his life for My sake will find it” (Matthew 16:24, 25).

Jesus expected His disciples to follow His path and suffer as He did. All ten of Jesus’ disciples, except John the beloved and Judas Iscariot, died as martyrs. First Peter 2:21 reads, “For to this you were called, because Christ also suffered for us, leaving us an example, that you should follow His steps.” Ellen White made this observation: “Following Christ, as spoken of in these words, is not a pretense. ... Jesus expects His disciples to follow closely in His footsteps, enduring what He endured, suffering what He suffered, overcoming as He

overcame. He is anxiously waiting to see His professed followers revealing the spirit of self-sacrifice" (*Reflecting Christ*, p. 230).

Application: Jesus bade us to go and “bear fruit—fruit that will last” (John 15:16, NIV). Jesus appointed the twelve to send them out to preach (Mark 3:14). He demonstrated that following Him is to be a process of action and service, not a life of stagnant faith.

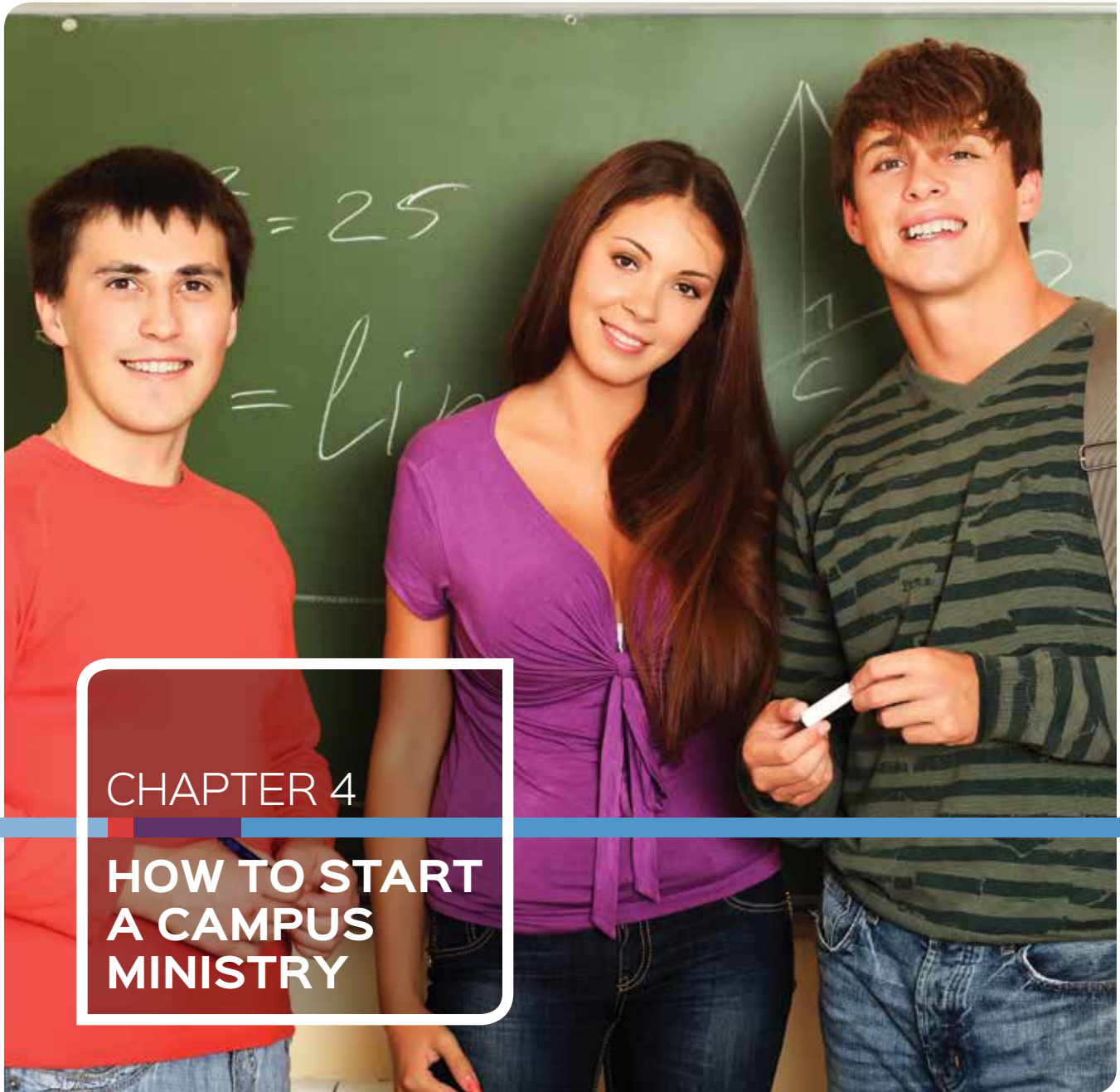
SUMMARY

To illustrate how Jesus mentored and disciplined those who were following Him, Ellen White wrote: “For three years and a half the disciples were under the instruction of the greatest Teacher the world has ever known. By personal contact and association, Christ trained them for His service. Day by day they walked and talked with Him, hearing His words of cheer to the weary and heavy-laden, and seeing the manifestation of His power in behalf of the sick and the afflicted. Sometimes He taught them, sitting among them on the mountainside; sometimes beside the sea or walking by the way, He revealed the mysteries of the kingdom of God. Wherever hearts were open to receive the divine message, He unfolded the truths of the way of salvation. He did not command the disciples to do this or that, but said, ‘Follow Me.’ On His journeys through country and cities, He took them with Him, that they might see how He taught the people. They traveled with Him from place to place. They shared His frugal fare, and like Him were sometimes hungry and often weary. On the crowded streets, by the lakeside, in the lonely desert, they were with Him. They saw Him in every phase of life” (*The Acts of the Apostles*, pp. 17, 18).

Youth specialists Jim Burns and Mike DeVries made this very important observation: “In order to have an important influence in the lives of young people, you do not need to be a dynamic speaker, know all the latest music, or even dress in the latest fashions. You must, however, love kids and be willing to spend time with them, which is what effective, relational youth ministry is all about. Effective youth workers may never be polished, dynamic communicators or highly creative programmers; but they do need to have a heart of

compassion, a listening ear and a willingness to get to know the students in their youth ministry. Genuinely caring for your students is the primary prerequisite for working with them.”⁸





CHAPTER 4

**HOW TO START
A CAMPUS
MINISTRY**

Here is a step-by-step plan for how to organize, launch, and promote a Public Campus Ministry Chapter (PCMC) or a Registered Student Organization (RSO) on your campus.

- Be a follower of Jesus.
- Be known as a person of prayer.
- Be a person of daily devotion, and worship God our Creator.
- Be a person of character, living a life in reverence and humility.
- Be a friend to others.
- Be a campus ambassador/missionary for Christ, a messenger of the cross for His love, grace, and mercy.
- Be a REAL person.

R: Relational

E: Exemplary

A: Authentic

L: Loving

ORGANIZE YOUR GROUP.

1. Contact students in your school and share the vision of starting a chapter/group/club/association.
2. Contact your local church pastor and/or local church PCM director/coordinator and seek their support.
3. Contact your local union and/or conference PCM director/coordinator for guidance and

support. Share your plans/vision and show your willingness to work in collaboration and partnership with the church.

4. Find out your school's requirements to start a student chapter/group/club.
5. Contact the university, usually the office of the Vice President of Student Affairs, to begin the process of establishing an Adventist PCM chapter or a registered student organization.
6. As soon as possible, obtain official chapter or group status. This will enable you to book meeting rooms and larger venues for special events, access resources, and possibly qualify for funding. Most universities will require one or more officers to attend an orientation session in order to become acquainted with all governing policies.

IDENTIFY AND SEEK STUDENTS.

1. Find Adventist students on campus. Here are the steps you could take:
 - a. Talk to the Adventist students you know, and together compile a list of Adventist students on campus.
 - b. Contact the area Adventist church/churches to find names of local students who may be attending their church.
 - c. Place posters on school bulletin boards.
 - d. Post a notice of your chapter/group/club/association in your school newspaper or in other school publications. Be aware of places where you can post free of charge.
 - e. Obtain permission to circulate a flyer on campus.
 - f. Contact your campus radio station and ask if you can broadcast a notice or announcement.
 - g. Communicate with the conference or union and ask for the names of students who are attending your campus.

- h. Contact the conference/union PCM leader for additional information or assistance.
- i. Contact your school's student center and ask for emails of Adventist students. If you are an officially organized campus student group, you could ask them for their assistance in finding Adventist students on campus or in school.
- j. Contact your campus or school chaplain and seek their help. They may know other Adventist students.



- k. Use union/conference magazines and newsletters to find students. They may also have an email newsletter in which you could make announcements free of charge.
 - l. Use social media (SM) or social network services (SNS) in getting the word out.
 - m. Create a Facebook group to advertise the group's presence on SM/SNS.
 - n. Don't be afraid to ask. Help may be just around the corner.
2. Encourage students to create a profile in the PCM database. Collecting contact information will be helpful as you build your campus chapter/group. Be mindful of your nation's privacy laws and respectful of others' privacy.
 3. Contact the local union, conference, and churches for help to identify all youth in their last stage of high school who will soon begin college or university. Encourage them to create a profile in the PCM database. Some students may enroll in your school.

4. Be inclusive of other students who would like to join the PCM fellowship and worship services. Membership of your chapter or group should not be limited to Adventists only. Be open, but be mindful. The PCM constitution provides guidelines on how to conduct a campus ministry. (See Appendix 1.)

ESTABLISH YOUR CHAPTER.

1. Register your chapter at the GC PCM website: pcm.adventist.org.
2. Organize a “Meet and Greet” for students to get to know one another and to discuss and plan for the first official PCM meeting (contact the conference for support).
3. Organize the first official PCM meeting to elect officers.
 - a. President—Responsible for leading the chapter/organization in establishing a vision and developing plans to accomplish that vision.
 - b. General Vice President—Supports the president and acts as leader in the president’s absence.
 - c. Vice President of Religious Affairs—Responsible for leading the spiritual affairs of the chapter/organization, such as campus evangelism, campus small groups, Bible studies, religious outreach, mission and service, etc.
 - d. Vice President of Social Affairs—Responsible for leading the social affairs of the chapter/organization, such as friendship gatherings, social activities, game nights, birthday celebrations, graduation celebrations, student orientation, student welcome events, friendship-building events, etc.
 - e. Secretary—Responsible for keeping records and minutes of meetings.
 - f. Treasurer—Responsible for disbursing funds and keeping a precise record of all transactions, including all receipts. Will act as a liaison with the university in receiving school funds to help with PCMC/RSO operations.
 - g. Ministry Leaders—Will work in cooperation with the vice presidents in coordinating special ministry affairs.

- h. Mentor/Sponsor—A local church pastor, chaplain, elder, alumni/young professional who has agreed to provide support and advice on ministry matters, as well as act as a liaison to the local church.

Note 1: Local chapter/organization leaders must be members of the Seventh-day Adventist church in regular standing.

Note 2: Roles can be added as deemed necessary by the chapter/organization.

PLAN FOR CAMPUS/STUDENT MINISTRY.

A key ingredient for the success of any group or chapter is good planning. Here are some guidelines as you plan student events with your chapter or group:

1. Review and understand the PCM vision and mission.
2. Establish goals. Goals should be clear, compelling, and measurable. They should speak to the mission and vision of PCM.
3. Stay focused. You may find many activities that are appealing, either because they have “worked” somewhere else or because they sound interesting. However, make sure everything you plan is done with purpose. Ask yourself the question: “How will this activity help us achieve our goals?”
4. Think ahead. From time to time, you may have to plan an event within a short period, but make this an exception, not the norm. As much as possible, plan well in advance. This will make it easier in



many ways: delegation of responsibilities, availability of venue, availability of speakers, availability of funds, etc.

5. Think beyond. Remember that what happens before and after an event is as important as the event itself. Ask yourself: "What will happen after this event? What is the follow-up?"
6. Training. Make sure you seek training for both chapter and group leaders and members. Contact the conference PCM director or the union (where there is no conference) and request training events and resources.

CULTIVATE A RELATIONSHIP WITH THE CHURCH.



1. Ideally, every PCM chapter or group should be connected to and under the mentorship and partnership of a local church. You may operate a chapter or group completely independent of a local church, but this is advised only when there is no other choice (no church nearby, church noninvolvement, etc.). However, the conference and/or union should be informed and involved. Union or conference PCM directors/coordinators should facilitate and provide guidance to students, academics, and professionals who are part of PCM.
2. Conferences and unions should do their best to facilitate a healthy relationship between the local church and the PCM chapter or group.
3. The local church can offer various kinds of support that can truly enhance your campus ministry. Here are some things to consider as you seek a relationship with the local church.

- a. Make an appointment with the pastor of each area church and explain what you are doing. (You want the local churches to catch the vision of PCM.)
- b. Ask the pastor/church board for an opportunity to address the whole church and share the vision, mission, opportunities, and needs of public campus ministry in general and of your local chapter in particular.
- c. Seek the advice of the pastor/board.
- d. Ask for funding and support from the local church.
- e. Develop an active relationship with the church. (Participate in the life of the church; everyone will benefit!)
- f. Plan a collegiate or students' Sabbath to:
 - Make the church/congregation in your area aware of what your chapter is doing.
 - Share the specific needs of your chapter and how the church can help.

IMPLEMENT.

1. Meet with elected leaders and dedicate them with a special prayer service.
2. Help students become familiar with the PCM mission, vision, and goals of this ministry.
3. The first meeting should be dynamic and inclusive of students. The following is a suggested program:
 - a. Welcome
 - b. Prayer
 - c. Songs of their choice
 - d. Icebreaker
 - e. Brief reflection

- f. Talk/discussion (addressing common needs and interests of the students)
- g. Personal testimony of students
- h. Announcement of next meeting and discussion topic
- i. Closing prayer

VISIT.

1. Arrange for visits with students who may have missed the meetings or who may have been absent from church services.
2. Address any issues that may be preventing them from attending, and encourage them to continue to participate.
3. Arrange for visits during specific life moments. Examples include during sickness, special celebrations (birthdays), loneliness, or times of difficulty.

NURTURE (REACH UP).

1. Provide opportunities in the local church whereby students may be elected to hold responsibilities.
2. Develop a meaningful service of high spiritual content that caters to the needs of the students.
3. Encourage students to invite their friends to church services.
4. Network among church members in order to provide students with a family in the church with whom they can develop closer relationships and a support system.
5. Encourage students to attend church functions and activities.
6. Encourage the local pastor to develop sermons that address the spiritual needs of the students.

INSPIRE (REACH IN).

1. Invite professionals, former students, elders, or any other person who may become an effective godly mentor to the meetings to share their personal testimonies.
2. Develop a mentor/mentee network in which these godly mentors may be personally introduced to a student or mentee.
3. Nurture these mentorships through sharing of spiritual journeys, personal testimonies, and various experiences.

MENTOR/TRAIN (REACH OUT).

1. As the students are being mentored, have them reach out to other students, friends, or church members so that they can also influence, inspire, and mentor.
2. Train these students for experiences of service and mission.
3. Pair each elected leader with another student whom they may train. This acquaints the second student with the roles and responsibilities of the appointed position.
4. Train these students to be student ambassadors or student missionaries.

RELATE WITH YOUR EDUCATIONAL INSTITUTION.

1. Live within the rules and regulations of the college or university. You will want to develop a positive reputation that builds bridges and leads campus or school authorities to speak well of Adventist Christians.



2. Colleges/universities promote an ethos of tolerance and cooperation. This means that you have the freedom to present and promote Adventist doctrines and beliefs. However, this should be done with sensitivity and respect, in a manner that is positive and Christ-centered.
 - a. Be careful of adopting a confrontational attitude toward other groups. Find opportunities to build rapport with other Christian organizations. Take time to get to know other faith groups that are active on your campus.
 - b. Invite them to join your meetings at appropriate times. There are often misconceptions about Adventists that you can correct by developing friendships and working together on programs and campus-wide initiatives. You have more in common with these Christian clubs than most other organizations on any public campus.

ENCOURAGE MINISTRY ON CAMPUS.

1. *In-Reach = Discipleship*. The threefold purpose under discipleship is:
 - a. To invite students to accept Jesus as their Lord and Saviour.
 - b. To help them grow spiritually through various spiritual disciplines (Bible study, prayer, etc.).
 - c. To seek Christ-likeness in character and conduct. Some activities that can help toward this goal are:
 - Weekly/biweekly Bible study
 - Prayer partners
 - Small groups
 - Spiritual retreats
2. *Out-Reach = Mission*. Commenting on the experience of the woman at the well (John 4), Ellen White says, "Every true disciple is born into the kingdom of God as a missionary"

(*The Desire of Ages*, p. 195). A second major area of focus for ministry on campus is mission/outreach. Here are some tips:

- a. Follow Jesus' method: "Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, 'Follow Me'" (Ellen White, *The Ministry of Healing*, p. 143). Effective, long-lasting evangelistic efforts will follow the steps listed in the quote above.
- b. Mingle with people – Go where they are:
 - As one who desires their good – Care for them.
 - Show sympathy – Demonstrate it.
 - Minister to their needs – Be relevant.
 - Win their confidence – Build trust.
 - Bid them "follow" – *Then* invite them to follow Jesus.
- c. Study these steps in depth and then plan accordingly.
- d. The target is to involve every student in mission.
- e. The goal is to share God's love, not only doctrines.



CHAPTER 5

**MANAGING FUNDS
AND AN ANNUAL
CAMPUS MINISTRY
CALENDAR**

OPERATIONAL GUIDELINES ON MANAGING FUNDS

1. The local church PCM director/coordinator/leader should prepare a budget and submit it to the church board for consideration. This person should also work closely with the pastor and treasurer of the church.
2. Adhere to your local university regulations. In some cases, this can be done through the local church.
3. Keep careful record of all expenses and receipts.
4. Submit regular reports to the sponsoring bodies (chapter/church board/university).
5. All PCM-related expenses should be supported with receipts, and no reimbursement should be given without receipts except under special circumstances, such as loss of receipt, no receipt issued, or cash purchased without receipts. For those exceptions, before reimbursement is given, approval is needed from the pastor (or church lead elder, where there is no pastor) or the church board.

SUGGESTED SOURCES OF FUNDING

1. University: Universities often provide oversight and conditional funding for recognized clubs on campus. Contact your school to find out what is available on your campus.
2. Fundraising:
 - a. Church: In case funding is available, a request can be made to the church. Make sure you present a proposal that states your goals and plans that justify the funds you are requesting. The church could include the local church/conference/union/division.
 - b. Membership/Sponsor/Alumni: You can consider donations, offerings, or fees as a way of generating start-up funds.

CAMPUS MINISTRY ANNUAL CALENDAR: YEARLY CYCLE

1. Dr. Guy Chmielecki, founder of Faith on Campus and author of *Shaping Their Future: Mentoring Students Through Their Formative College Years* and *Noise. Hurry. Crowds. On Creating Space for God Amidst the Chaos of Campus and Culture*, suggests the following natural progression for campus ministry through the year.
 - a. Rapport is established.
 - b. Community is built.
 - c. Community is established.
 - d. Community is transformed.
2. For some practical ideas on making yearly plans for your chapter, see Appendix 2.



SAMPLE PCM CONSTITUTION

FOR A PUBLIC CAMPUS MINISTRY FELLOWSHIP OR A STUDENT ASSOCIATION FELLOWSHIP

CONSTITUTION ARTICLE I **NAME**

The name of this organization shall be the [Name of School or Region] Public Campus Ministries (PCM), or [Name of School or Region] PCM Fellowship (PCMF), or [Name of School or Region] Adventist Student Association (ASA).

ARTICLE II **PURPOSE**

Section I. The objectives of the [Name] Public Campus Ministries (PCM) or [Name] PCM Fellowship (PCMF) or [Name] Adventist Student Association (ASA) are:

- a. To provide the opportunity to become acquainted with and enjoy the fellowship of students, faculty, and staff who hold membership and have interest in the Seventh-day Adventist Church.

- b. To promote spiritual and intellectual growth, both personal and corporate.
- c. To encourage and involve members in personal service and evangelistic outreach for others.
- d. To keep members informed of recent trends and concerns of the Seventh-day Adventist Church.

ARTICLE III **MEMBERSHIP**

Section I. Membership will be open to all Adventist college or university students, academics, and professionals who are considered as mentors by students.

Section II. All full- or part-time faculty of a college or university who are members of the Seventh-day Adventist Church are eligible for election into this organization.

Section III. There shall be no discrimination in membership privileges based on creed, race, or sex in this organization.

ARTICLE IV **GOVERNMENT**

The laws of this organization shall consist of the local constitution and bylaws, and the interim actions and regulations of said college/university fellowship (or association).

ARTICLE V **OFFICERS**

Section I. The officers of this organization shall be president, general vice president, vice president of religious affairs, vice president of social affairs, secretary, and treasurer.

Section II. The executive board will consist of president, general vice president, vice president of religious affairs, vice president of social affairs, secretary, treasurer, and the sponsor(s)/mentor(s).

ARTICLE VI **ELECTION AND APPOINTMENT OF OFFICERS AND LENGTH OF TERM**

Section I. Ideally, election of officers shall occur during the end of each academic year. Terms of office will last until the following election.

Section II. A nominating committee should be created to suggest names of potential officers and present these to the general assembly for voting.

Section III. The election of officers shall be conducted by secret ballot.

ARTICLE VII **MEETINGS**

Section I. The [Name] Public Campus Ministries (PCM) or [Name] PCM Fellowship (PCMF) or [Name] Adventist Student Association (ASA) shall meet a minimum of once each month, except during vacation months. Meeting date and time will be determined by the membership.

Section II. The executive board will meet when determined by the president and sponsor(s)/mentor(s).

BYLAWS

ARTICLE I MEMBERSHIP

Section I. Membership in the [Name] Public Campus Ministries (PCM) or [Name] PCM Fellowship or [Name] Adventist Student Association (ASA) will be active after fulfillment of the below stated requirements.

Section II. Qualifications of the membership should be registered Adventist college or university students, academics and alumni, professionals or mentors, or full- or part-time staff who are members of the Seventh-day Adventist Church. Also, those who are not members of the Seventh-day Adventist Church but who express similar interests and goals (as determined by the executive board) will be admitted to regular membership.

Section III. The active member is one who has met the financial requirements of the organization and has not missed three consecutive meetings.

Section IV. Members will revert to inactive status after four months of nonpayment of dues, if interest and goals change (as determined by the executive board), or upon missing three consecutive meetings.

Section V. Any member absent from campus for official university business (or any situation as determined by the executive board) may be considered as having inactive membership status.

ARTICLE II OFFICERS

Section I. In order for a member to be nominated for an office in the [Name] Public Campus Ministries (PCM) or [Name] PCM Fellowship (PCMF) or [Name] Adventist Student Association (ASA), he/she must be an active member of the Seventh-day Adventist Church and the [Name] Public Campus Ministries (PCM) or [Name] PCM Fellowship (PCMF) or [Name] Adventist Student Association (ASA).

Section II. Nominations will take place with active members present, and election will be by a simple majority of the quorum.

Section III. Any officer other than the president may resign when such resignation is submitted in writing to the president. The president may resign when such resignation is submitted in writing to the sponsor(s) or mentor(s).

Section IV. When a vacancy occurs, an office shall be replaced by a simple majority vote of a quorum.

ARTICLE III **AMENDMENTS**

Section I. These bylaws may be amended by a simple majority of a quorum.

ARTICLE IV **SPONSOR**

Section I. The sponsor(s) or mentor(s) shall be a full- or part-time college or university faculty member, pastor, chaplain, teacher, or lay leader. They shall be appointed or elected by the local union or conference of Seventh-day Adventists.

ARTICLE V **IMPEACHMENT**

Section I. Any officer who does not perform their duties as outlined by the constitution may be impeached by a majority of the quorum at two consecutive meetings.

ARTICLE VI **MEETINGS**

Section I. The [Name] Public Campus Ministries (PCM) or [Name] PCM Fellowship (PCMF) or [Name] Adventist Student Association (ASA) will meet a minimum of once each month, except during vacation months. Meeting date and time will be determined by the membership.

Section II. All revenue shall be dispensed as prescribed by either the executive board or the membership at a monthly meeting.

ARTICLE VII **QUORUM**

Section I. A quorum shall be mandatory for constitution amendment and the election of officers.

Section II. A quorum shall consist of two thirds of the active membership.

Section III. The executive board quorum shall be a simple majority of the board membership.

ARTICLE VIII **AMENDMENTS**

Section I. This constitution may be amended by a simple majority of the quorum.

SAMPLE PUBLIC CAMPUS MINISTRIES (PCM) ANNUAL CALENDAR

SEASON	MAIN GOALS	IDEAS
FIRST QUARTER	<ul style="list-style-type: none"> ▪ Start/resume chapter. ▪ Review mission, vision, goals, plans (sign covenant). ▪ Establish community. ▪ Solidify leaders. ▪ Create a rhythm. ▪ Develop a yearly plan and send it to the conference PCM director. 	<ul style="list-style-type: none"> ▪ Participate in “welcome week” or “club fest” type of events (many schools have a welcome week that showcases all the clubs on campus). ▪ Plan your first meeting well. ▪ Consider a leadership retreat. ▪ Focus on community (getting to know one another) and discipleship (growing spiritually).
SECOND QUARTER	<ul style="list-style-type: none"> ▪ Continue focus on community and discipleship. ▪ Focus on campus outreach. 	<ul style="list-style-type: none"> ▪ Schedule a “welcome back” event after the Christmas break or other holidays. ▪ Promote a retreat. ▪ Teach on relationships (perhaps for Valentine’s Day). ▪ Plan an outreach event.

<p>THIRD QUARTER</p>	<ul style="list-style-type: none"> ▪ Continue community, discipleship, and mission focus. ▪ Elect future leaders. ▪ Conduct leadership training. 	<ul style="list-style-type: none"> ▪ Attend a PCM church-sponsored leadership training event. ▪ End the year well (plan an event or celebration).
<p>FOURTH QUARTER (School Break)</p>	<ul style="list-style-type: none"> ▪ Assess and evaluate. ▪ Plan for the following school year. ▪ “Refuel” (weekend retreat for leaders, etc.). 	<ul style="list-style-type: none"> ▪ Plan a summer mission trip.

Endnotes

- ¹ An excerpt from the following doctoral dissertation, available online: Jiwan S. Moon, “Mentoring and Discipling the Early Adolescents of the Kitchener-Waterloo Seventh-day Adventist Church” (2014). Project Documents. Paper 87, digitalcommons.andrews.edu/dmin/87
- ² Eugene H. Peterson, *Like Dew Your Youth: Growing Up With Your Teenager* (Grand Rapids, MI: Eerdmans, 1994), 108.
- ³ John Mallison, *Mentoring to Develop Disciples and Leaders* (Melbourne: Scripture Union, 1998), 28.
- ⁴ Jon Middendorf, *Worship-Centered Youth Ministry: A Compass for Guiding Youth Into God’s Story* (Kansas City, MO: Beacon Hill Press of Kansas City, 2000), 53.
- ⁵ Ibid.
- ⁶ Dick Innes, *I Hate Witnessing: A Handbook for Effective Christian Communication* (Ventura, CA: Regal Books, 1985).
- ⁷ David M. Csinos, “‘Come, Follow Me’: Apprenticeship in Jesus’ Approach to Education,” *Religious Education* 105 (2010): 46.
- ⁸ Jim Burns and Mike DeVries, *The Youth Builder* (Ventura, CA: Gospel Light, 2001), 24.



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