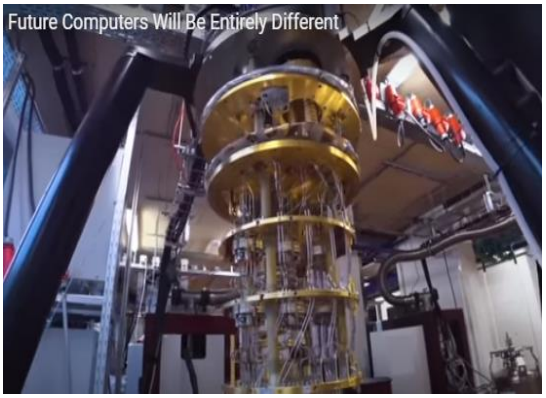
SYLLBUS

CHAMINADE UNIVERSITY MISSION STATEMENT

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The university offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

2025 Spring Day Semester
January 07 – May 02, 2025
CS400-01-1 Computer Architecture
CANVAS → https://chaminade.instructure.com/courses/37551



"QUANTUM COMPUTERS … COULD SOLVE THE PROBLEMS IN MUNITIES THAT WOULD TAKE TODAY'S SUPERCOMPUTERS MILLIONS OF YEARS."

SOURCE:
https://www.cbsnews.com/news/quantum-computing-advances-60-minutes/?intcid=CNR-02-0623
13:14 min

DARE TO LEARN. DARE TO CHANGE.

"The future is no longer stable; it has become a moving target. No single "right" projection can be deducted from past behavior. The better approach, I believe, is to accept uncertainty, try to understand it, and make it part of our reasoning. Uncertainty today is not just occasional, temporary deviation from a reasonable predictability; it is a basic structural feature of the business environment." [1]

[1] Farsighted. How We Make the Decisions that Matter the Most" by Steven Johnson, New York Times best-selling author

SYLLBUS

1. Faculty Contact Information

Class Schedule:

Dates:	January 07, 2025 – May 02, 2025
Department Name:	School of Natural Science & Mathematics (SNSM)
Course Credits:	Three (3)
Class Meeting Hours:	Tu Th @01:00 PM – 02: 20 PM at SULV 201
Instructor:	Maria Brownlow, Ph.D. Management Science, Business Strategy, Business Analytics/Informatics, Computer Information Systems (CIS)
Contact Info:	808-739-8337 (office)
CUH email:	maria.brownlow@chaminade.edu
SNSM Division Phone #:	(808) 440-4204
SNSM Assistant to Dean:	Faith Chang
Class Schedule:	01:00 – 02:20 PM Tu & Th at SULV201
Office Hours:	Noon – 01:00 PM MWF at Kieffer Room 28 or by appointment

2. Course Introduction and Overview

Catalog course description:

CS 400 Computer Architecture (3)

This course will introduce the concepts, techniques, methods, and design of computer systems. Students in this course will learn various computer components, parallel computing, architecture versus organization, logic modules, central processing unit (CPU) and data path implementation, memory structures and timing, input, and outputs (I/O), interrupts, protocols, instruction cycles and the control unit, security, assembly language programming, and parallel computing. Prerequisites: EN 102, COM 101, and CS 202 or CS 205.

The Computer Science field is continuously evolving with innovations and improvements in computer performance. Changes are hard to capture without making too much engineering like which requires a higher mathematics, physics, and even neuroscience when it comes human brain studies.

The Institute for the Future, (IFTF)[2] work identified that emerging trends would transform global society and the global marketplace. They identified six drivers of change and future skills needed to obtain interesting jobs.

[2] Research conducted by *The Institute For The Future*

What are disruptive drivers? Disruptive drivers are big disruptive shifts that are likely to reshape the future landscape.

The first driver is **EXTREME LONGEVITY**, increasing global lifespans change the nature of career and learning. It is estimated that by 2025, the number of Americans over sixty will increase by 70%. The first quantum computer from IBM was installed in the Cleveland Clinic. "Quantum computers can potentially model the behavior of proteins, the molecules that regulate all life, Erzurum said. Proteins change their shape to change their function in ways that are too complex to follow, but quantum computing could change that understanding."

The second driver is the **RAISE OF SMART MACHINES AND SYSTEMS**. Workplace automation pushes workers out of routine, repetitive tasks. We are on the edge of a major transformation in our relationship with tools. As these machines replace humans in some tasks, and augment them in others, their very presence among us will force people to confront important questions: What is our competitive advantage? What is our place alongside these machines?

The third driver is **COMPUTATIONAL WORLD**, massive increases in sensors and processing power make the world a programmable system. Artificial Intelligence (AI) requires enormous computer power so quantum computers are used now with the fastest chip of the Nvidia. The diffusion of sensors, communications, and processing power into everyday objects and environments will unleash an unprecedented surge of data and the opportunity to see patterns and design systems on a scale never before possible. We are observing the renaissance of data centers.

Every object, every interaction, everything we come to contact will be converted into data. Once we decode the world around us and start seeing it through the lens of data, we will increasingly focus on manipulating data to achieve desired outcomes. The collection of enormous quantities of data will enable modeling of social systems at extreme scales, both micro and macro, helping uncover new patterns and relationships that were previously invisible.

The fourth driver is **NEW MEDIA ECOLOGY**. New communication tools require new media literacies beyond the text. New multimedia technologies are bringing about a transformation in the way we communicate. As technologies for video production, digital animation, augmented reality, gaming, and media editing, become more sophisticated and widespread, a new ecosystem will take shape around these areas.

The fifth driver is identified as **SUPER-STRUCTED ORGANIZATIONS**. Social technologies drive new forms of production and value creation. Recent technologies and social media platforms are driving on unprecedented reorganization of how we produce and create value. Amplified by the new level of

collaborative intelligence and tapping resources embedded in social connections we can now achieve the kind of scale and reach previously attainable in organization.

The six drivers are a globally **CONNECTED WORLD**. Increase global connectivity puts diversity at the center of organizational operations. At its most basic level, globalization is the long-term trend towards greater exchanges and integration across geographics borders.

The course topics are organized around three parts:[3]

1. **PART I: Introduction**
   - Ch1 Basic Concepts and Computer Evolution
   - Ch2 Performance Concepts

2. **PART II: The Computer System**
   - Ch3 A Top-Level View of Computer Function and Interconnection
   - Ch4 The Memory Hierarchy: Locality and Performance
   - Ch5 Cache Memory
   - Ch6 Internal Memory
   - Ch7 External Memory
   - Ch8 Input/Output
   - Ch9 Operating System Support

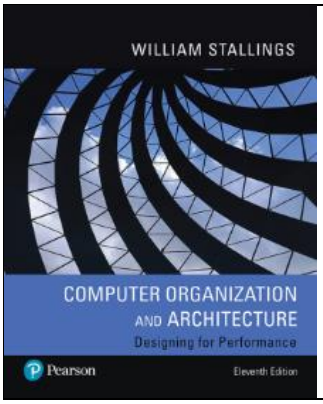
3. **PART III: Arithmetic and Logic**
   - Ch10 Number Systems
   - Ch11 Computer Arithmetic
   - Ch12 Digital Logic

4. **PART IV: The Central Processing Unit***
   - Ch16 Processor Structure and Function
   - Ch18 Instruction-Level Parallelism and Superscalar Processors

5. **PART V: Parallel Organization***
   - Ch20 Parallel Processing

*Note: Part IV and V is computer organization. Students will be introduced to the concepts of pipelining and parallel processing if time permits. and Multicore Computers.

[3] Textbook, Computer Organization and Architecture, Designing for Performance by William Stallings



Textbook: **"Computer Organization and Architecture, Designing for Performance"** by William Stallings
11th Edition, Pearson, ISBN-13: 978-0-13-499719-3

Note: This textbook is recommended but not required. Google it to search ISBN for renting the textbook at the best price.

3. CATALOG DESCRIPTION

CS400 Computer Architecture (3 CR)

Computer architecture refers to the design and basic structure of a computer system, including its hardware structures, their interconnections, and the principles that guide their organization. It encompasses the higher-level aspects of computer design, such as the Instruction Set Architecture (ISA), memory hierarchy, and the organization of the central processing unit (CPU). Computer architecture sets the foundation for building efficient, dependable, and high-performance computer systems.

Computer architecture refers to those attributes of the system that are visible to the software programmer and have a direct impact on the logical execution of a program, like the number of bits used to represent various data types, the instruction set of the computer, technique for addressing memory, method used for input, output, etc. It defines the system in an abstract manner and deals with the concepts that the programmer deals with directly.

The following three main categories are considered while considering the design of architecture:

- **System Design** (contains hardware components that are used for building the system)
- **Instruction Set Architecture** (includes all the instructions provided to the computer system)
- **Micro Architecture** (give minute detail about storage element)

Computer architecture plays a critical role in determining the overall performance, power efficiency, and scalability of a computer system. Design choices in architecture impact a system's ability to manage various workloads, support future technologies, and deliver a satisfactory user experience.

Computer organization describes the way the various components of the computer system are interconnected to perform tasks and execute programs. It plays an essential role in determining the overall computer performance.

4. INSTITUTIONAL LEARNING OUTCOME

1. Written communication
2. Oral communication
3. Critical thinking
4. Information literacy
5. Quantitative reasoning

5. PROGRAM LEARNING OUTCOMES PLO [from SCHOOL NATURAL SCIENCE MATHEMATICS (SNSM)]

Upon completion of the undergraduate B.S. program in Computer Science students will be able to:

1. Source, describe, and curate large, multimodal data sets ('Big Data').

2. Apply foundational mathematical and statistical concepts and operations, including the application of up-to-date tools that underlie data sourcing, management, analysis, and interpretation.
3. Develop and implement approaches for effective data translation, dissemination, and communication between domains, stakeholders, and the public.

4. Apply basic data modeling, predictive models, and visualizations to support decision-making, independently or in teams.

5. Integrate an awareness of ethical issues and collective standards to positively influence the application of data science to service, justice and peace in working towards solutions for societal problems.

6. Course Learning Outcomes (CLO)

Course Learning Outcomes and Linkage to the Program Learning Outcomes. Upon completion of the CS400-01-1 course students will be able to:

Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Explain the computer evolution of basic concepts in designing computers for scalability and performance (comprehension).	X				
2. Demonstrate knowledge of computer architecture and organization to design computers which serve world communities solving alarming changes in the climate which threaten human existence (application).				X	
3. Apply computers expertise how to use data inputs in research through conceptual understanding the science of data to provide output solutions for social problems (analysis).			X		

Alignment of CLO with the Marianist and Hawaiian Values:

	CLO 1 Explain the computer evolution of basic concepts in designing computers for scalability and performance (comprehension).	CLO 2 Demonstrate knowledge of the computer architecture and organization to design computers which serve world communities solving alarming changes in the climate which threaten human existence (application).	CLO 3 Apply computers expertise how to use data inputs in research through conceptual understanding the science of data to provide output solutions for social problems (analysis).
Marianist Values	1	2	5
Native Hawaiian Values	2	3	5

6. MARIANIST VALUES

An education in the *Marianist Tradition* in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development Characteristics of Marinist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

This class represents one component of your education at Chaminade University of Honolulu. An education in the *Marianist Tradition* in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development Characteristics of Marinist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006.

1. Educate for formation in faith.

"As higher educational institutions, Marianist universities have kept, along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice."

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and culture, as well as from those who may have no religious faith at all.[4]

[4] 2014 Characteristics of Marianist Universities

2. Provide an integral quality education.

"In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. It also includes people with their curricular and extra-curricular experiences, their intellectual and spiritual development, understood and supported best in and through community."

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students address fundamental moral attitudes, develop their personal talents, and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in family spirit.

"Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of building community. Community support for scholarship, friendship among faculty, staff and students, and participation in university governance characterize the Marianist University."

Known for their powerful sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for service, justice, and peace.

"The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights, and responsibilities of all peoples."

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote dignity, rights, and responsibilities of all people.

5. Educate for adaptation and change.

"In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully."

During rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully***. "New Times call for new methods,"*** Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met. Selected from Characteristics of Marianist Universities: A Resource Paper Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

7. NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. **Educate for Formation in Faith (Mana)** E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. **Provide an Integral, Quality Education (Na'auao)** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skills and make them deep.
3. **Educate in Family Spirit ('Ohana)** 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. **Educate for Service, Justice, and Peace (Aloha)** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom and using it has no boundaries.
5. **Educate for Adaptation and Change (Aina)** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

Technical Assistance for CANVAS Users:

Search for help on specific topics or get tips in CANVAS Students	https://community.canvaslms.com/t5/Student-Guide/tkb-p/student
Live chat with CANVAS Support for students	https://cases.canvaslms.com/liveagentchat?chattype=student

CANVAS Support Hotline for students: +1-877-251-6615	
Watch this video to get you started.	https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#jive_content_id_Students
Online tutorials: click on "Students"	https://chaminade.instructure.com/courses/19712
Contact the Chaminade IT Helpdesk for technical issues or call (808) 735-4855	helpdesk@chaminade.edu

8. Assessment and Grading

Grades will be based on the following assessment tools to improve and evaluate student learning outcomes through homework assignments, including projects as assigned.

Tentative Schedule

The course schedule will be provided during Day One kick-off meeting. Schedule is subject to change at the discretion of the instructor based on students' progress.

Grading

Grading will be based on the following table:

Grading your accomplishments:	**Grade scale:**
Homework assignments	A = 90% – 100%
Quizzes & tests	B = 80% – 89%
Exams	C = 70% – 79%
Staying on schedule with assignments Priceless	D = 60% – 69%
	F* = 50% – 99%
	IF*= Incomplete F gives student 30-days to work on missing assignments. Needs a strong justification. Individually decided by instructor, Program Director, and Dean. **Student must initiate a request to the course faculty for the incomplete assignment via email.**

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's assignments, class participation, quizzes, tests, term papers, reports, and exams. They are interpreted as follows:

A	Outstanding scholarship and an unusual degree of intellectual initiative.
B	Superior work done in a consistent and intellectual manner.
C	Average grade showing a competent grasp of subject matter.
D	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
F*	Did not grasp the minimum subject matter, no credit given.
W	Withdrawal before published deadline.
I*	The issuance of an "I" grade is not automatic. At the discretion of the faculty member, a grade of "I" may be assigned to a student who completed a few assignments, but unable finished the homework due to unforeseen circumstances.
IP	In progress, primarily used for thesis completion or practicum completion.
AU	Audit.

Learning is never ending process. We learn every day by observing, solving problems, making mistakes and trying not to repeat them. Student responsibility is discovering your own style of learning. Educators' responsibility is to create a learning environment that student flourish.

What students need to know about my pedagogy, on how to succeed.

1. Maintain open communication. You have a question, just ask me.
2. If you have an idea how to improve teaching, share with class to discuss and implement.
3. The CS400 course resides on the CANVAS.
4. If you obtained a grade that you did not expect and you want to review incorrect answers and re-do them, you are welcome to do this within the next two weeks. Practice is learning.
5. I do not deduct points if you submit an assignment within 2 weeks of the due date.
6. Exams are scheduled throughout the semester.
7. Exams cannot be repeated and must be completed within assigned dates. If unusual circumstances had occurred, and you notify me before the date of the exam, the exam will be rescheduled. Each request to re-do the exam will be considered individually.

9. ACADEMIC HONESTY AND TITLE IX COMPLIANCE

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy
https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/academichonestyon
the Chaminade University Catalog website.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website
https://chaminade.edu/compliance/contact-information/.

On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES
https://chaminade.edu/compliance/contact-information/

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:
https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form
https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0.

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Non-discrimination
https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/

10. Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 15-weeks

terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses.

For CS-400-01-Computer Architecture course, students should plan for the following:
45 hours in class
30 hours doing the assigned reading
50 hours working on CANVAS assignments, including viewing videos and additional study materials
10 hours working on the discussion forum
135 Total Hours

11. COURSE POLICIES

Undergraduate Catalog, 2024-2025 Academic Year
https://catalog.chaminade.edu/

Late Work Policy
Students must stay on schedule. Students cannot be behind schedule more than one week, otherwise they must come to office hours and complete missing assignments. Students must inform instructor on circumstances beyond students control for being late with assignments or absent.

Grades to improve.

1. If you obtained a grade that you did not expect and you want to review incorrect answers and re-do them, you are welcome to do this within the next two weeks. Practice is learning.
2. I do not deduct points.

Writing Policy
In writing papers, use MLA or APA writing recommendations (preferred MS Word, Calibri #12).

Instructor and Student Communication
Questions for this course can be emailed to the instructor at maria.brownlow@chaminade.edu, in-person, and phone conferences can be arranged. Response time to emails will take place up to 24 hours. Office hours are MWF 01:00 – 02:00 PM in Kieffer room #28.

Email Guidelines:

- Use your Chaminade email account for communication. CANVAS email is proprietary, internal to CANVAS, and cannot be saved in my CUH Gmail.
- Always include a subject line. Always include your course ID, for example, CS-400-01-1.

- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Cell phones, tablets, and laptops
Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

12. CHAMINADE UNIVERSITY POLICIES

See https://catalog.chaminade.edu/ for more detailed information about Chaminade University Policies.

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Some of the CUH Policies are noted below.

Student Code of Conduct (page 15).

Student Sexual Harassment, Sexual Misconduct, & Anti-Relations Policies & Procedures Under Title IX for Faculty, Staff, Students, and Third Parties (page 24).

ADA Accommodations (page 66).

Drug free Workplace & Campus (page 68).

Library:
Supply a link to the Chaminade library, www.chaminade.edu/library

Technical Support:
CANVAS Technical Support is **1-877-251-6615**

Technical Assistance for Canvas Users:
Search for help on specific topics at help.instructure.com
Chat lives with Canvas Support 24/7/365

Watch this video to get you started with online guides and tutorials.

Contact the Chaminade IT Helpdesk for technical issues:
helpdesk@chaminade.edu or call 808-735-4855

24-Hour Chaminade University Campus Security (808) 735-4792

Emergency Info Hotline
(808) 739-7499
(833) 739-7499

Emergency Assistance
Dial 911