

OREGON INSTITUTE OF TECHNOLOGY / OREGON HEALTH & SCIENCE UNIVERSITY DOCTOR OF PHYSICAL THERAPY

Connecting OIT / OHSU Physical Therapy alumni, students, faculty, clinicians, and community

[OIT.EDU/ACADEMICS/DEGREES/DOCTOR-OF-PHYSICAL-THERAPY](https://oit.edu/academics/degrees/doctor-of-physical-therapy)



3rd Quarter
2026



LEFT: **Cohort 2026** celebrates graduation and pinning ceremony with DPT faculty and staff. CENTER: **Cohort 2029** gets camera-ready during Orientation. RIGHT: **Cohort 2028** connects with community members through Walk With Ease Plus, an Integrated Clinical Experience.

A Message from the Program Director

Celebrating Our First Graduates The OIT/OHSU Doctor of Physical Therapy (DPT) program reached a historic milestone on June 13th, 2026, as we celebrated the graduation of six students from our inaugural 2026 Cohort. It was a profound honor as the Program Director to hood these dedicated individuals as they were awarded their doctorates. We are proud to announce that our program now officially has alumni serving as licensed physical therapists in the field.

Welcoming the Class of 2029 Shortly after celebrating our graduates, the program welcomed 15 new students into the 2029 Cohort. This represents our largest and most diverse cohort to date. These students have hit the ground running this summer, tackling four rigorous courses, including clinical human anatomy. We look forward to officially welcoming them into the profession during the **White Coat Ceremony on October 3, 2026**. Everyone is welcome to attend this welcoming ceremony.

Accreditation Progress We are pleased to report that the program is nearing full accreditation. Our recent accreditation site visit report highlighted the comprehensive nature of our documentation and narratives across all standards. We will submit final data regarding the success of our graduating class in the coming weeks, with an official accreditation decision expected following the board meeting in late October or early November.

Impact Through Integrated Clinical Experiences Our commitment to community-based learning continued through the Spring and Summer 2026 terms. These Integrated Clinical Experiences provide invaluable hands-on training for students while supporting our local community:

- **Spring:** Students participated in the "Walk with Ease" program, partnering with local seniors for structured exercise and education to reduce pain, increase balance and strength, and improve overall health while enjoying downtown Klamath Falls.
- **Summer:** Faculty and students partnered with the Klamath Falls YMCA T-Ball program, assisting 3- and 4-year-olds as they learned fundamental skills like batting, catching, and throwing, with the goal of facilitating skill development.

Faculty Research & Clinical Recruitment Our faculty members remain active in the broader professional community, contributing new article publications and submitting abstracts to national conferences. Additionally, we are seeking participants for our ongoing Toe Walking Project. We are currently recruiting children between the ages of 4 and 18. If you know someone who may be interested, please reach out for more information.

Marybeth Grant-Beuttler, PT, PhD, PCS
Program Director, Interim Department Chair Doctor of Physical Therapy Program

Student News

Celebrating the Class of 2026

On June 13, 2026, the Oregon Institute of Technology / Oregon Health & Science University Doctor of Physical Therapy department celebrated a historic milestone. Our inaugural Cohort of 2026 earned their Doctor of Physical Therapy degrees. We are thrilled to celebrate our first graduates—and even more excited to see them begin their careers as licensed physical therapists serving the Klamath Basin community and beyond.



Pictured from left to right: **Jesus Egoavil, Reilly Combs, Logan Maly, Alex Lindsey, Mackenzie Wilkinson (Peterson), Grace Bruschi.**

Celebrating alongside our inaugural graduates, DPT faculty pictured from left to right: **Na-hyeon (Hannah) Ko**, PT, DPT, PhD, PCS; Director of Clinical Education **Ashley Iliff**, PT, DPT, FAAOMPT, Cert. DN, Cert. SMT, Dip. Osteopractic; Program Director and Interim Department Chair **Marybeth Grant-Beuttler**, PT, PhD, PCS **Jacki Brechter**, PT, DPT, PhD; **Anne Davenport**, PT, DPT, GCS





This June, **Grace Bruschi**, a member of the Karuk Tribe and graduate of Oregon Tech–OHSU DPT's inaugural Cohort 2026, was honored at the Northwest Native American Center of Excellence (NNACoE) Blanketing Ceremony at OHSU. The annual ceremony celebrates Native graduates across OHSU's health professions programs, honoring their accomplishments and the Indigenous communities and cultures they carry with them into their careers. Grace was the sole Doctor of Physical Therapy graduate among 18 Native students and residents honored at this year's ceremony. We are incredibly proud to celebrate Grace as she begins her career as a physical therapist and carries the perspectives, experiences, and connections she brought to our program forward into the communities she will serve.



**GRACE
BRUSCHI**

Karuk Tribe
OIT/OHSU Doctor of Physical Therapy
Crescent City, CA



This Summer, Cohort 2027 is out in the clinic, putting their classroom learning into practice alongside physical therapists and patients in communities near and far. Pictured bottom left is **Kayla Grove**, SPT (right) with her clinical instructor, **Krista Manzanares**, PT, DPT (left), at Renown Health in Reno, Nevada, along with two particularly adorable members of the care team: therapy dogs Norma Jean (left) and Raylan (right), who roam the patient floors bringing a little extra comfort and joy.

And for a fun Oregon Tech connection: we discovered after the clinical experience was arranged that Krista and DPT faculty member **Anne Davenport** were classmates at Duke University Doctor of Physical Therapy! It's a small PT world — and we love seeing our students learning from clinicians who are part of the wider professional community.



Student News - Continued

Welcome Cohort 2029

Our newest students have officially begun their journey toward becoming physical therapists, and we look forward to watching them learn, grow, and become part of the communities our program serves over the next three years. Pictured right: First row, left to right: **Ben Johnson, Colin Rosenberg, Kissy Sendrijas, Maritza Meza, Emily Palisoc.** Second row, left to right: **Caleb Cooper, Kai Schaefer, Bentley Coburn, Alyssa Michaelis, Veronica Sigl.** Third row, left to right: **Tyler Budd, Sam Culbertson, Micheal Clouse.** Not pictured, **Zakk Gibbons** and **Meryl Johnson.**



Before diving into their first term, Cohort 2029 came together for new student orientation, connecting with DPT faculty and one another while learning more about the program, campus, and university services available to support them along the way. From navigating the transition to graduate education, to getting to know the people and resources that will be part of the next three years, orientation offered a chance to get settled, ask questions, and begin building community as a cohort.



Faculty News

Dr. Jackie Zhang Appointed Oregon Tech's Dean of the College of Health, Arts and Sciences

Oregon Institute of Technology (Oregon Tech) conducted a nationwide search and is pleased to welcome Jackie Zhang, M.D., Ph.D., as Dean of the College of Health, Arts and Sciences (HAS). Zhang will join Oregon Tech in June 2026.

Zhang's most recent positions include Professor and Dean of the College of Health Professions at Grand Valley State University in Grand Rapids, Michigan.

Oregon Tech President Dr. Nagi Naganathan said, "Dr. Zhang will play a critical role in the vision of the College of HAS and help elevate Oregon Tech's academic reputation. He brings more than two decades of academic and administrative leadership, with deep experience as both a dean and associate dean and a strong record of growing programs and student success."

A medical doctor by training, Zhang also holds a doctorate in Healthcare Administration and a master's degree in public health. As a researcher, Zhang has secured more than \$20 million in funding as a principal or co-investigator from the National Institutes of Health, the U.S. Department of Veterans Affairs, the U.S. Department of Education, and various state governments, private foundations, and corporate entities. His work encompasses both foundational scholarship and high-impact applied research.

"I enthusiastically welcome Dr. Zhang to our Oregon Tech community," Provost Hesham El-Rewini said. "Jackie is an accomplished academic leader with extensive experience across public and private universities. I am impressed by the depth of knowledge, energy, and innovative ideas that will help shape the next chapter of excellence at HAS. I look forward to working together to advance the university's impact in applied research, community service, and the delivery of health and science programs grounded in a strong foundation of general education."

"It is a privilege to join Oregon Tech and the College of Health, Arts, and Sciences," Zhang said. "I am especially excited about the college's unique role in advancing applied education, improving rural health, and strengthening the regional workforce. Together with our faculty, staff, students, alumni, and community partners, I look forward to expanding high-impact programs, deepening community engagement, and preparing graduates who make an immediate difference in their professions and communities."

Beyond his institutional roles, Zhang is a dedicated community leader, serving on the national Board of College of Health Deans and regional boards for the Red Cross and YMCA. In recognition of his sustained commitment to community service, he was honored with the U.S. Presidential Volunteer Service Award.



Left: **Dr. Zhang** expressing congratulations during the Class of 2026 Pinning Ceremony. Right: Dr. Zhang, DPT Faculty **Anne Davenport**, Natural Science Associate Professor **Yuehai Yang** complete the Oregon Tech Twilight Fun Run



Go, Baby, Go!

This community-based initiative brings together healthcare professionals, educators, students, and community partners to adapt toys and ride-on cars for children who experience challenges with mobility, participation, play, and socialization. **Kayla Taylor**, PT, DPT (pictured right) of Tater Tots Pediatric PT and Oregon Tech-OHSU DPT faculty member **Marybeth Grant-Beuttler** (pictured below) joined collaborators from Sky Lakes Medical Center, Henley High School, Klamath Community College, and engineering programs across the region for two spring build days.

Together, the team created adapted ride-on cars, a bubble machine, and other accessible toys for local children. With more build events already being planned, the growing Southern Oregon Chapter is a wonderful example of what can happen when healthcare, education, engineering, and community partners come together around a shared goal.



Faculty Scholarship

Congratulations to **Marybeth Grant-Beuttler, PT, PhD, PCS**, whose co-authored scoping review, was recently accepted for publication.

Chu V, Rolin OY, Girolami G, **Grant-Beuttler M**. Sensory Processing Differences in Children with Idiopathic Toe Walking: A Scoping Review.

Importance The cause of idiopathic toe walking (ITW) remains unclear, though impaired sensory processing has often been hypothesized to be linked to ITW.

Objectives The objective of this article is to review the literature on toe-walking to identify how sensory processing contributes to ITW.

Data Sources Four databases (CINAHL, PubMed, PsychINFO, and SCOPUS) were searched for papers related to sensory processing and ITW published prior to July 2024. References of retrieved papers were reviewed for additional sources.

Study Selection and Data Collection The PRISMA guidelines for scoping review were used to abstract the data following Joanna Briggs Institute methodology. Inclusion criteria were examined and papers included at least one sensory system related to ITW was studied. Papers were excluded if toe walking was due to diagnosed neurological, orthopedic, or genetic conditions.

Findings Our scoping review identified 13 published articles relevant to examining sensory processing in children with ITW. Studies explored differences in vibration perception, light touch, proprioception, vestibular, visual processing, sensorimotor functional assessments, and parental surveys of sensory processing. Six of the papers were included in a meta-analysis on vibration perception threshold that failed to reach significance ($p = .12$). Despite heterogeneity across studies in participants, methods, and outcomes, a meta-analysis for atypical scores from parent-report sensory processing survey data yielded significant differences between children with ITW and typical controls ($p < .0068$).

Conclusions and Relevance Children with ITW demonstrate impairments across multiple domains of sensory processing and sensory-motor function suggesting an underlying relationship between ITW and sensory differences. Children with ITW, however, represent a diverse group of individuals with significant between-subjects variability in which senses are impaired, and which outcome measures best capture these differences.

DOES YOUR CHILD WALK ON THEIR TOES? RESEARCH OPPORTUNITY



Are you and your child interested in participating in research to develop a new intervention for Idiopathic Toe Walking?

This study requires:

- ~ 2 hours' time
- You and your child to each complete a survey
- You and your child will receive a demonstration of a new intervention device

Your child must:

- * Be 4 to 21 years old;
- * Able to follow 2-3 step directions;
- * Have no other diagnosis which explains the toe walking;
- * Parent and child must be English speaking to complete required survey.

If you are interested, contact
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*****Flexible Appointments*****



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From Improv to Impact: Building Better Communicators

This summer, faculty member **Anne Davenport** attended the 11th International Medical Improv Train-the-Trainer Workshop at Northwestern University Feinberg School of Medicine in Chicago, continuing her work exploring how applied improvisation can strengthen communication skills in health professions education. The intensive five-day training brought together healthcare professionals, educators, and improvisers from an extraordinary range of disciplines and locations. Participants included physicians, palliative care professionals, pediatric dentistry and veterinary professionals, health professions faculty, and professional improvisers. Members of the group represented institutions such as Baylor, Cincinnati Children's Hospital, UC Berkeley, Stanford, and others. Participants traveled from across the United States—including Alaska, Pennsylvania, and Washington—as well as Canada and Abu Dhabi.

Despite very different backgrounds, the group shared a common interest: how can we help healthcare professionals become more present, adaptable, and collaborative communicators?

Medical improv uses principles and exercises from improvisational theater to practice exactly those skills. Participants learn by doing: listening closely, responding to unexpected information, working collaboratively, tolerating uncertainty, and reflecting on what happens during an interaction. The Northwestern Train-the-Trainer program added another layer: learning not only how to participate in medical improv, but how to facilitate, debrief, and intentionally connect these experiences to healthcare education.

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The training directly supports an ongoing longitudinal research study examining medical improv with Oregon Tech DPT students. The study was already underway before the Northwestern training, making the experience an opportunity to deepen the facilitation skills and theoretical foundation supporting a curriculum that students will encounter repeatedly throughout their DPT education.

This summer, **Cohort 2029** (pictured here) completed Workshop #1, the first in a three-part longitudinal Medical Improv series. The first-year workshop focuses on interpersonal awareness, active listening, and professional identity formation as students begin their DPT education.



This fall, **Cohort 2028** will participate in Workshop #2 during PT 721 Clinical Experience Boot Camp in Week 0. With their first full-time clinical experience approaching, the second workshop focuses on adaptability, clinical presence, and communication in emotionally challenging and time-constrained situations.

Cohort 2027 will complete Workshop #3 during PT 770: Leadership and Professional Development. As students prepare to enter professional practice, the final workshop emphasizes empathy, team communication, and leadership, applying the principles of Medical Improv to the communication demands they will encounter as practicing physical therapists.

Across all three workshops, students participate in improv exercises and structured debriefs that connect what happens in the room to real-world clinical and interprofessional communication. The progression allows those skills to be revisited at three important transitions: entering the profession, entering clinical practice, and entering the workforce.

Monthly applied improv drop-in sessions will return beginning in October. **Anyone interested in participating or learning more is welcome to contact Anne Davenport for more information at anne.davenport@oit.edu.**





Community Outreach

This summer, **Cohort 2028** took their learning to the ballfield through a community partnership with the Klamath Falls YMCA and Tater Tots Physical Therapy. Led by faculty members **Kayla Taylor** and **Marybeth Grant-Beuttler**, the T-ball program during PT 693 Integrated Clinical Experience gave students an opportunity to work directly with young children while developing skills in movement observation, communication, motor development, and adapting activities to meet individual needs.



Through T-ball activities, students helped children practice skills such as running, throwing, catching, batting, and navigating the bases while observing how children move, learn, and respond to different cues. The experience provided a playful setting for students to apply developing clinical skills while supporting physical activity and participation for children in the community.

Integrated Clinical Experiences like PT 693 allow students to connect classroom learning with real people and real environments early in their DPT education. Community partnerships also introduce students to the many ways physical therapists can support health, movement, participation, and wellness beyond traditional clinical settings.

Top: **Roxanne Black**, SPT, helps young athletes keep their eyes on the ball during batting practice.

Middle: **Hayden Stubbs**, SPT, observes movement during a T-ball activity.

Bottom: **Matthew Seth Chin**, SPT, runs the bases alongside his T-ball participant

Community Outreach – continued

This spring, **Cohort 2028** participated in the second iteration of Walk With Ease Plus, offered in partnership with Sky Lakes Wellness Center. Led by faculty **Anne Davenport** and **Ron Rea**, PT, DSc, the 10-week Integrated Clinical Experience paired students with community participants to support safe physical activity, walking progression, symptom management, and health promotion. Students gained hands-on experience monitoring exercise response, adjusting activity, and using measures such as heart rate, oxygen saturation, and perceived exertion to help participants work toward appropriate exercise intensity.

The experience also gave students the opportunity to develop the communication and relationship-building skills that accompany exercise prescription. Working alongside participants throughout the program, students practiced providing education, monitoring symptoms and exertion, and adapting walking sessions based on each participant's response—all while helping community members build confidence in being physically active.

Top: **Cooper Bales**, SPT, monitors heart rate and oxygen saturation to help a participant maintain a moderate exercise intensity.

Bottom left: **Cooper Bales** and **Hayden Stubbs**, SPTs, complete a walk alongside a program participant.

Bottom right: **Roxanne Black**, SPT, checks a participant's rating of perceived exertion during a rest interval as faculty member **Ron Rea** looks on.



Community Outreach – continued

In May, **Cohort 2027** brought learning from PT 755: Geriatric Physical Therapy into the community by offering the Annual Mobility Assessment at the Living Well Community Health Fair. Developed by APTA Geriatrics to identify early changes in mobility and help connect older adults with appropriate resources, the assessment was adapted for the event by faculty **Anne Davenport**, **Amy Wells**, PT, DPT, CCS ,GCS and **Heather Higgins Honek**, PT, DPT, and delivered by students with faculty support from **Davenport** and **Ashley Iliff**.

Students provided assessments to community members using measures of strength, gait, balance, mobility, and dual-task performance. Approximately 55% of participants were identified as having mobility limitations and moderate-to-high fall risk and received individualized recommendations for follow-up, including physical therapy and community-based wellness programs. The experience gave students an opportunity to practice standardized assessment, interpret findings, communicate results, and see physical therapists' role in prevention and healthy aging firsthand.



Clockwise from top right: **Brianna Eichelkraut**, SPT, times Sky Lakes Medical Center mascot Welly during the 30-Second Sit-to-Stand Test.

- **Eichelkraut** walks alongside a participant during the Timed Up and Go as **Jackson Buresh**, SPT, explains the cognitive dual-task component in the background.

- **Anne Davenport** celebrates with a participant following the assessment.

- **Katie Mull**, SPT, assesses a participant during the Four Square Step Test while **Lan Le**, SPT, observes a classmate assessing gait speed in the background.



Community Outreach – continued

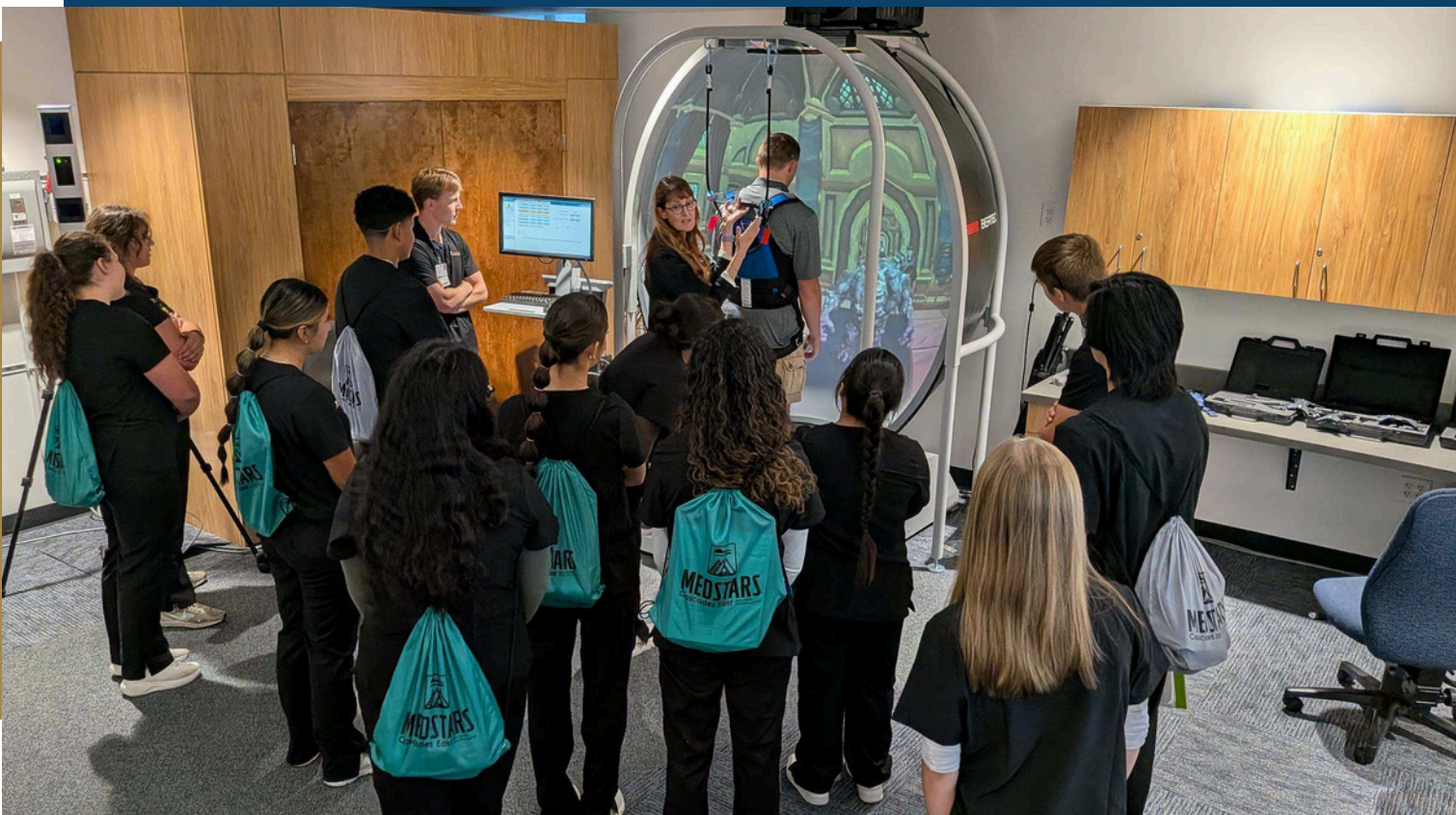
In May 2026, **Wesley McGeachy** PT, DPT, NCS (pictured top right and center left), Assistant Faculty Member based at OHSU in Portland, presented on the profession of physical therapy, its career opportunities, its unique place in healthcare, and its pathway to application along with the specifics of the OIT / OHSU DPT program to groups of Klamath Falls-area high school students.



MedStars Students Experience Physical Therapy in Action

This summer, Cohort 2028 welcomed local and regional high school students participating in MedStars Summer Camp for a hands-on introduction to the physical therapy profession (pictured below, **Carsen French**, SPT, and DPT faculty **Marybeth Grant-Beuttler** demonstrate the Bertec balance system for MedStars participants).

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Community Outreach – continued



The MedStars experience was integrated with PT 775 Physical Therapy in Rural Communities, giving DPT students an opportunity to introduce future healthcare professionals to the breadth of physical therapy while practicing community engagement and communication with a younger audience.

Supported by faculty **Anne Davenport** and **Marybeth Grant-Beuttler**, Cohort 2028 students led interactive activities highlighting how physical therapists assess movement, solve problems, and help people participate in the activities that matter to them. The experience connected two important pieces of rural healthcare: giving DPT students meaningful opportunities to engage with their community and helping local students envision themselves in future healthcare careers.



Top left: MedStars campers and counselors with **Carsen French**, SPT, faculty member **Marybeth Grant-Beuttler**, and **Cooper Bales**, SPT, following the session.

Top right: **Hayden Stubbs**, SPT, verbally guides MedStars campers through an obstacle course using crutches, while **Bales** prepares participants with gait belts in the background.

Bottom right: **Bales** guides MedStars campers through the step portion of the obstacle course.

Not pictured: **Roxanne Black** and **Matthew Seth Chin**, SPTs, led activities challenging balance, motor control, and cognition.

Active Learning in Action



This spring, **Cohort 2027** put pediatric physical therapy concepts into practice during hands-on lab activities in PT 750: Pediatric Physical Therapy, taught by core and associated faculty **Marybeth Grant-Beuttler**, **Kayla Taylor**, and **Breanne Fletcher-Hardy**, PT, DPT.

Through active practice with their classmates, students explored pediatric interventions while applying principles of development, motor control and motor learning, movement observation, and clinical decision-making. These lab experiences provide opportunities to practice adapting activities and interventions to support the movement, function, and participation needs of children.



Active Learning in Action – Continued

In PT 700 Management of Cardiovascular and Pulmonary Dysfunction, **Cohort 2028** participated in an intensive lab at the OHSU Simulation Center on the Klamath Falls campus with **Amy Wells**, Assistant Faculty from OHSU Portland. Using simulation, students practiced integrating cardiopulmonary examination and monitoring with clinical decision-making, patient management, and communication in realistic patient-care scenarios.

During PT 760 Orthotics and Prosthetics, taught by **Todd DeWees**, MHA, CPO, and **Benjamin Clark**, CPO, **Cohort 2027** traveled to Medford for an immersive prosthetics lab. Students participated in patient evaluations, observed the technical fabrication process, and fitted one another with prosthetic training devices to practice gait training—bringing together concepts from throughout the course through hands-on application.

Top right: **Roxanne Black**, SPT (left), and **Hayden Stubbs**, SPT (right), participate in the PT 700 cardiopulmonary intensive lab at the OHSU Simulation Center.

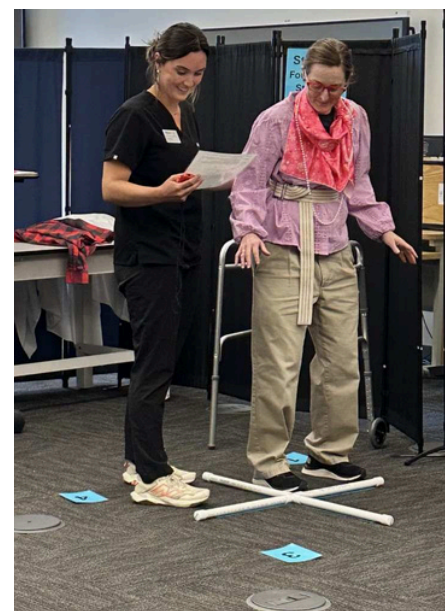
Bottom left: **Cooper Brown**, SPT, practices gait training using a prosthetic training device during the PT 760 lab in Medford.

Bottom right: **Cohort 2027** following their immersive prosthetics lab in Medford.



Active Learning in Action – Continued

Putting It All Together: Comprehensive Practicals



At the end of each term, students participate in a comprehensive practical designed to integrate learning across courses. Rather than assessing skills in isolation, students work through patient cases that require them to draw on the knowledge, clinical skills, and decision-making developed throughout the term. Simulated patients and faculty proctors help create realistic encounters where students must examine, communicate, adapt, and determine appropriate next steps in patient care. Practicals become increasingly complex as students progress through the program, providing opportunities to demonstrate not only what they have learned, but how they bring that learning together when faced with a patient in front of them.

Top left: **Jackson Buresh**, SPT, Cohort 2027, performs lung auscultation on simulated patient **Anneke Griffith**, PT, DPT, Associate Faculty and physical therapist at Lake Health District Hospital, as **Amy Wells** proctors the encounter. Top right: **Cooper Brown**, SPT, Cohort 2027, performs a musculoskeletal examination technique on simulated patient **Roxanne Black**, SPT, Cohort 2028, as faculty **Jacki Brechter** proctors. Bottom left: **Sophie Bishop**, SPT, Cohort 2027, performs a musculoskeletal examination on simulated patient and faculty member **Ron Rea**. Bottom right: **Kayla Grove**, SPT, Cohort 2027, administers the Four Square Step Test with simulated patient "Margaret," portrayed by faculty member **Anne Davenport**.

Active Learning in Action – Continued



Continued from previous page. Counterclockwise beginning at top: **Lan Le**, SPT, Cohort 2027, demonstrates a neurologic examination technique with simulated patient **Hayden Stubbs**, SPT, Cohort 2028, as faculty **Na-hyeon (Hannah) Ko**, proctors.

Left: **Brianna Eichelkraut**, SPT, Cohort 2027, performs a musculoskeletal examination with simulated patient and associated faculty **Brenda Rea**, MD, DrPH, PT, RDN, FACLM, as faculty **Ron Rea** proctors.

Bottom left/center: **Rory Schedler**, SPT, Cohort 2027, enjoys a well-earned break at a rest station between practical encounters.

Bottom/right: Associated faculty **Amy Wells** gets fully into character as a simulated patient during the comprehensive practical.

Right: **Anna Nelson**, SPT, Cohort 2027, completes a wheelchair transfer with simulated patient **Carsen French**, SPT, Cohort 2028.





Top: DPT students from **Cohorts 2027, 2028, and 2029**, along with faculty, family, and friends, gather before the Oregon Tech Twilight 5K. Bottom left: **Connor Cary**, SPT, Cohort 2027, still smiling during a long day of comprehensive practicals.

Bottom right: Seeing double! Associated faculty **Amy Wells** and core faculty **Anne Davenport** as the "Margarets" for comprehensive practicals.



Join Us! Cohort 2029 White Coat Ceremony

Join us on Saturday, October 3 as we celebrate Cohort 2029 at their White Coat Ceremony! The White Coat Ceremony marks an important milestone in students' professional education and recognizes their commitment to the responsibilities, values, and service of the physical therapy profession. Family, friends, faculty, and community members are invited to join us in welcoming our newest cohort into this next stage of their DPT journey.

Interested in attending? Email dpt@oit.edu for additional details.

For more details regarding upcoming academic calendar events, please visit www.oit.edu/registrar/calendars

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