1-2012

EDLD 662.50: History of Higher Education

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The University of Montana
Department of Educational Leadership
EDLD 662: The History of Higher Education

Dr. Frances L. O'Reilly
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The University of Montana
Missoula, MT 59812
Office Hours: By Appointment 406-243-5608
(c) 406.544-8541
c-mail: frances.oreilly@umontana.edu

REQUIRED READINGS:
Readings as assigned during the course. PDF handouts on specific subjects.


COURSE DESCRIPTION:

EDLD 662 is a history course in understanding the evolution of the making of the American College and University. The College and University historical development and the environment in which these institutions developed will be explored and analyzed through online class discussions and individual assignments. Students in this course will be introduced to the breadth and depth of what we know today about the evolution of the American college and university. A focus will be placed on the historical developments that undergird contemporary crises/growth cycles in American Higher Education and the educational initiatives and movements that sought to address and remedy these crises/growth cycles.

Missions

- The University of Montana Mission Statement
  The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world (www.umt.edu/mission.aspx).

- PJW College of Education and Human Sciences Mission Statement
  The College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and
disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

- **Educational Leadership Mission Statement**
  The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

**CONCEPTUAL FRAMEWORK**

The Professional Leadership Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Leadership Education Unit believes that an educational orientation is insufficient and outdated if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- **Integration of Ideas**
  Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. **Students will utilize previous subject knowledge, outside readings, personal experience, and address actual educational problems in their development of their understanding of leadership primarily in an education setting.**

- **Cooperative Endeavors**
  In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. **Students will participate in a variety of group projects and be assessed in ability to be a contributing member to Moodle discussions and interactions with and support for classmates when appropriate.**

- **Respect for Diversity and Individual Worth**
  By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member’s self-esteem and foster risk-taking, creative conflict, and excellence. **Students are required to adhere to the Department of Educational**
Leadership’s Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.

ACCOMMODATIONS:
"Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at http://www.umt.edu/dss/ or call 406.243.2243 (Voice/Text)."

COURSE ASSIGNMENTS:

In addition to the assigned readings, expectations of class participation and adherence to the Professional Standards for Student Performance, each student will be required to complete the following assignments:

1. Research one aspect or person involved in the evolution of the history of the American College and University that you were made aware of within Chapters 1-5 of the text and write a paper #1 (4-5 pages) to email to the instructor between Mar. 6-12. In this paper use the text and other references, use the information from these resources to support your position in the paper, and then cite these resources in text and include them in the references list.

2. Research one aspect or person involving the evolution of the history of the American College and University within Chapters 6-12 and write a paper #2 (4-5 pages) to hand in to the instructor between March 27-April 2. In this paper use the text and other references, use the information from these resources to support your position in the paper, and then cite these resources in text and include them in the references list.

3. Final Paper #3 Due Week of April 24-30. Please research one aspect of evolution of the history of the American College and University that interested you most from the 1960s to 2011. The Rudolph text and your participation in the Moodle discussions will have given you a good idea of the evolution of higher education in the United States up to about 1960s. From that point until 2012 there are changes that have occurred in United States higher education. Pick a topic of interest for this timeframe and research it for this final paper. Please cite from the text when possible and other references/resources to substantiate your position. This paper should be no more than 6-8 pages in length. Remember to cite these references/resources in text and include them in the references list.

GRADING:

Grading for this course is explained below.

Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or consist of research that that the writer finds more interesting than the class assignment. Papers that are plagiarized,
both by direct copying or a lack of adequate citation, are unacceptable and will not be acceptable.

Grades will be determined by the following weighted formula:

- Class Participation in online discussion which is counted as attendance 30%
- First Paper#1 emailed to professor and Short summary in Moodle for that week 20%
- Final Paper#2 emailed to professor and Short summary in Moodle for that week 20%
- Final Paper#3 emailed to professor and Short summary in Moodle for that week 30%

**CLASS TOPICS AND ASSIGNMENTS:**

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<td>Week1 Feb. 7-13</td>
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<td>Introductions, and Syllabus Discussion if there are any questions. Ten Generations for Higher Education PDF read and respond to on the Moodle discussion.</td>
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<td>Week2 Feb 14-20</td>
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<td>Read Chapter 1, 2 for discussion. Join the discussion. Also read History of H. E. Beginnings #1 and respond in the Moodle discussion.</td>
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<td>Week3 Feb. 21-27</td>
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<td>Read Chapters 3&amp;4 for discussion. Join the discussion. Also read Early Patterns #2 PDF and Comment in the Moodle discussion.</td>
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<td>Week4 Feb. 28-Mar.5</td>
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<td>Read Chapter 5 for discussion. Also read Early Student Life #3 PDF and Comment in the Moodle discussion.</td>
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<td>Week5 Mar. 6-12</td>
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<td>Read Chapters 6&amp;7 for discussion. Join the discussion Paper #1 due into the instructor at francee.o’<a href="mailto:reilly@mso.umt.edu">reilly@mso.umt.edu</a> Then join the discussion by summarizing the paper #1 for the rest of the class in the discussion board (a couple of paragraphs). Then answer any other questions you are asked for that week.</td>
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<td>Week6 Mar. 13-19</td>
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<td>Read Chapters 8, 9, 10 for discussion. Join the discussion</td>
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<td>Week7 Mar. 20-26</td>
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<td>Read Chapters 11&amp;12 for discussion. Join the discussion</td>
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Week 8 Mar. 27-April 2 Read Chapters 13, 14 & 15 for discussion. Paper #2 due into the instructor at

frances.oreilly@umontana.edu and Join the discussion by responding to the questions asked for that week and also by summarizing your paper #2 (a couple of paragraphs).

Week April 3-9 Spring Break No class

Week 9 Apr. 10-16 Read Chapters 16, 17 & 18 for discussion. Join the discussion

Week 10 Apr. 17-23 Read Chapters 19, 20 & 21 for discussion. Join the discussion

Week Apr. 24-30 Final Paper #3 due into the instructor. If you need more time contact the professor at frances.oreilly@umontana.edu or 243-5586, or 406-544-8541

THE SYLLABUS IS SUBJECT TO CHANGE.

Class Lectures:

Each week we will have one class starting on Tuesday and ending midnight on the next Monday. Class lectures PowerPoint’s will be opened (available to students) a few days before the week begins on Tuesday. The lectures will be presented through MS PowerPoint slides, videos, word documents, or PDFs. You can download a free “view only” version of PowerPoint from Microsoft. The download can be located at http://office.microsoft.com/en-us/downloads/results.aspx?qu=powerpoint&av=DCT000.

Weekly Moodle Class Discussion (Required)

Moodle Discussions:

Class participation points will be awarded each week from these Moodle discussions. You will need to (a) post your original thread in the discussion board and (b) respond to your at least 2 of your classmate’s original discussion during the week Beginning Tuesday and ending Mondays midnight. Discussion posts will be graded each week. No points will be earned for postings occurring after the midnight Monday unless additional time has been afforded the student by the instructor.

- Each class discussion will be monitored for student participation.
- For each class students will receive one of the following scores for their participation:
  - 3 points for thorough contributions that stimulate discussion including interacting with other students in the group, citing references to support your answer, and substantive information is included.
  - 1 point for contributing only in a cursory manner
  - 0 points for not participating
Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. I sometimes have typos too, so I know it is easy to do but be thoughtful when you write your answers and when you write your assignments.

There are five Discussion Areas for your use and attention.

1. General Course Questions (Optional)
2. General Class Discussion (Optional)
3. Discussion Questions to Dr. O’Reilly (Optional)
4. Weekly Class Discussion Moodle (Required)

**General Course Questions (Optional)**

This is an optional discussion area where students can post general course questions (rather than student specific questions) for Dr. O’Reilly to answer. To ensure a timely response, please e-mail Dr. O’Reilly at frances.oreilly@umontana.edu that you have posted a general course question otherwise these questions will be answered each Tuesday.

**General Class Discussion (Optional)**

This is an optional discussion area where students can post questions or prompts to further the discussion and interaction among classmates. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the discussion.

**Discussion Questions to Dr. O’Reilly (Optional)**

This is an optional discussion area where students can pose questions (specific to the weekly topics) to the instructor in much the same way that a question might be posed during a face-to-face class session. To ensure a timely response, please e-mail Dr. O’Reilly (frances.oreilly@umontana.edu) that you have posted a discussion question for her response otherwise these questions will be answered each week.

**Submitting Assignments**

Assignments will be submitted electronically by e-mailing them to Dr. O’Reilly (frances.oreilly@umontana.edu). Save your documents using the format and assignment names listed below. **Please follow the provided format and spell each assignment as it is in the example.** The subject line should clarify the three components: 1) course and semester, 2) name of the assignment, and 3) the student name. Your saved assignment should contain the following information in the order provided in the example (including spaces).

EDLD 662 Spr 12 Assignment [Your Last Name] [Your First Initial]

Example for Judy Jones:

EDLD 662 Spr 12 Paper # 1 Assignment Jones J
EDLD 662 Spr 12 Paper # 2 Assignment Jones J
EDLD 662 Spr 12 Paper # 3 Final Paper Assignment Jones J

**Using Your umconnect e-mail Account:**
Correspondence to you regarding this course will utilize your umconnect account. While it is recommended that you check your umconnect account regularly, there is a way that you can have messages sent to your umconnect account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded.*

Forwarding your umconnect messages to another e-mail account*

1. Log in to your umconnect account
2. Click on “rules”
3. Create new rule
4. Name new rule
5. Keep everything blank until the bottom of the page where it says “enter new e-mail”
6. At this point you enter the e-mail address where you want your umconnect forwarded
7. YOU MUST THEN CLICK SAVE or all your efforts will be in vain. 🙁

* One negative side effect of this procedure is the problem of replying to the original message. When your umconnect has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address where you want your message to go. If you just hit “reply” your reply will be sent only to your umconnect account and NOT to the intended recipient!

• Needing Help:
If you encounter problems regarding this Moodle Course please contact UMOnline at http://umonline.umt.edu/ContactUs/default.htm. There is also a Tech Support area within the menu of the course shell.

For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:
IT Central Help Desk: (406) 243-4357, itcentral@umontana.edu

Moodle technical support: (406) 243-4999, courseware-support@umontana.edu

General registration information:
Registration Help Desk (Griz Central), (406) 243-6077
APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.
APPENDIX B

Name of the Assignment

Your Title

by
Your Name

Submitted to
Dr. Frances L. O’Reilly

In Partial Fulfillment of the Requirements of
EDLD 662: History of the Higher Education

The University of Montana
Spring 2012
Appendix C

Field Work Component for those In M. Ed. Program

Fieldwork: (To be completed according to the following Department Explanation).

FIELD EXPERIENCE

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

Complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has redesigned field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the Department’s Website (http://www.coehs.umt.edu/edlead/default.html). It is important to note that considerations have been made for students who have gained admittance to the department prior to the Fall 2011 Semester.

The field experience is designed to foster applied learning with best practices for educational leadership. The field experience provides the student with the opportunity to bring together leadership theory and practice in actual organizational environments. Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student’s field experience in leadership activities.

Field Experience Requirements for the Department of Educational Leadership – Established Fall 2011

M.Ed. Program Leading to Principal Licensure

Students who were accepted into the program beginning Fall 2011:

Each student will be required to perform and document a minimum of 216 hours of field experience. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed and documented relating to each standard.

Under each standard there are recommended and required activities for each of the six standards. This list appears on the department website. All students must participate in the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to Department of Educational Leadership with the portfolio at least 2 weeks prior to the culminating presentation.

Students who were accepted into the program prior to Fall 2011:

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form for must be turned in with the portfolio at least two weeks prior to the culminating presentation.
Licensure/Endorsement Program

Students who were accepted into the program **beginning Fall 2011**:

Each student will be required to perform and document a minimum of 27 hours of field experience per course taken. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed relating to each standard. Under each standard there are recommended activities and required activities for each of the six standards. This list appears on the department website. All students must perform the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to the department prior to recommendation for licensure.

Students who were accepted into the program **prior to Fall 2011**:

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. Documentation of this field experience must be turned in to the department at least two weeks prior to the recommendation for licensure.

A. Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;

1. Participate on a building or district committee to create a vision for a district, building or program.
2. **Interview internal and external publics and ask what the vision of the district means to them.**
3. **Attend a school board meeting and summarize the role vision has played in decisions.**
4. Investigate the historical process of how a school district or school arrived at their current vision.
5. **Interview administrators on how they utilize the vision in their decision making.**
6. Review school district communication documents to see how the district vision is disseminated through symbols, stories, ceremonies and other activities.

B. Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;

1. Work with the person in your school or local district to learn the process for inputting AIMs data (or comparable student data system) or attend an AIMs training.
2. Investigate the historical process of how a school district or school arrived at their current school culture.
3. Interview an individual within the institution who is responsible for professional development.
4. Determine how best practice is identified and transferred.
5. Participate on a professional development committee.
6. **Interview the curriculum specialist in your district about a specific curriculum or part of a curriculum about the development of, criteria for selection, criteria for changing curriculum.**
7. Short interviews with teachers who use the curriculum regarding the implementation and the selection process. How well does the curriculum address the state standards?
8. **Interview a minimum of three parents regarding school curriculum.**
9. Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only).
C. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

1. Meet with a district business manager, or other individual who has budget development and oversight responsibility, regarding the relationship between budget decisions and the district’s vision and mission.
2. Attend, or participate in, a district budget meeting.
3. Interview an administrator regarding the development of the district’s crisis plan.
4. Interview a building safety coordinator about the building safety plan (risk management).
5. Investigate how your district ensures that playground equipment is safe.
6. Attend or participate in a collective bargaining meeting.
7. Tour the school’s physical plant including boiler and mechanics.
8. Discuss school records with the district or building clerk.
9. Locate the building’s MSDS sheets and read the policies on their use.
10. Review the districts insurance checklists.
11. Locate the comprehensive 5 year plan and interview a committee member about its development.

D. Collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;

1. Investigate how the school or district addresses students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
2. Investigate the implementation of Indian Education for All in your school or a local district. This investigation should include curriculum, curriculum resources, and professional development.
3. Participate in the organization and/or facilitation of Indian Education for All activities.
4. Review the previous year Office of Civil Rights report for a school district.
5. Review the demographics of the community and discuss the sociological implications of the demographics with a school district leader.
6. Participating in community and/or school-community meetings or events. Assist in planning events.
7. Investigate through interviews with administrative leaders how they collaborate with families and community members.
8. Present at community service organization meetings regarding the school district.
9. Review school district communication documents to see how the Indian Education for All information is disseminated through symbols, stories, ceremonies and other activities.

E. Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

1. Interview an administrator regarding an ethical dilemma that he/she has faced.
2. Interview a minimum of 5 educators regarding their concept of integrity, fairness and ethics.
3. Locate the Code of Ethics for teachers and interview a teacher or teachers about the implications of the code.
4. Review the board policies on ethics and interview a board member on the implications of the policies.

F. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and
1. Examine how your district responds to, and influences the larger political context in order to promote the success of all students.
2. Examine how your district responds to, and influences the larger social context in order to promote the success of all students.
3. Examine how your district responds to, and influences the larger economic context in order to promote the success of all students.
4. Examine how your district responds to, and influences the larger legal context in order to promote the success of all students.
5. Examine how your district responds to, and influences the larger cultural context in order to promote the success of all students.
6. Review board policy for the hierarchy of communication in a school district and interview an administrator about its implications.
7. Attend a community organization meeting (i.e. Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board).

Log
Artifacts (by standard)

Field Work Rationale:

The fieldwork is designed to foster applied learning with best practices in the field. This provides the student with the opportunity to bring together leadership theory and practice in actual K-12 educational environments. The fieldwork project consists of the number of hours of documented experience by the student and confirmed by their administrative mentor (artifacts) as enumerated in the Syllabus under the Field Experience Requirements for the Department of Educational Leadership – Established Fall 2011.

Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student’s fieldwork experience in leadership activities. This administrator/mentor will work with the student to develop the student’s Fieldwork. The administrator/mentor will also be responsible to sign off on the student’s documentation of hours spent participating in the Fieldwork.

Choose one or more leadership activities from any of the Six MT PEPP Standards for school leaders to guide their fieldwork experience. While a great learning opportunity and highly encouraged, it is not an expectation of this assignment that the student be put in a specific leadership position. It is understood that in some cases the student will only be able to shadow the administrator. Shadowing an administrator, and hopefully discussing the experience, is a legitimate fieldwork experience.

The documentation of the Fieldwork Experience has two components and will be graded as Pass/No Pass. The two components of this assignment are:

- An e-mail from the administrator/mentor verifying the student’s hours of experience in leadership activities; and
- A one page summary log (use the MSWord Documentation Form provided in the “Class Resources” area of the course shell) noting the type of leadership activity, duration of the activity (documentation of the number of hours), and the MT PEPP Standard(s) that the activity addressed.
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