



Student No: W01564229 Date of Birth: 10-JUL

Date Issued: 27-JAN-2025
OFFICIAL FE

Record of: Percival D. Vogt
SSN: *****3401

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Issued To: THE EVERGREEN STATE COLLEGE
2700 EVERGREEN PKWY NW
REFNUM:48935070
OLYMPIA, WA 98505-0005

Course Level: Undergraduate

Awarded : Bachelor of Arts 14-JUN-2024
College : Humanities and Social Sciences
Major/Field : History
Minor(s) : Humanities: History of Culture
Degree Comments:
Degree GPA : 3.32

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

Term: Spring 2023
HIST 499 Medieval Heresy 5.00 B 15.00
REL 232 Myth and Folklore 5.00 B 15.00
Term: Ehrs: 10.00 GPA-Hrs: 10.00 QPts: 30.00 GPA: 3.00
Good Standing

TRANSFER CREDIT/DEGREE ACCEPTED:

Olympic College AA
Ehrs: 90.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

National U of Ireland - Galway
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

INSTITUTION CREDIT:

Term: Fall 2021
FREN 101 Elementary French 5.00 B 15.00
HIST 232 History of the Jews 5.00 A- 18.50
Term: Ehrs: 10.00 GPA-Hrs: 10.00 QPts: 33.50 GPA: 3.35
Good Standing

Term: Winter 2022
HUMA 290 Indigenous Art & Resistance 5.00 A 20.00
REL 290 Religion and the Environment 5.00 A 20.00
REL 332 World Religions 5.00 A 20.00
Term: Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 60.00 GPA: 4.00
Honor Roll
Good Standing

Term: Spring 2022
HIST 390 Ireland: A Cultural History 5.00 B 15.00
HIST 490 Exploring Apocalypticism 5.00 A- 18.50
HUMA 323 Romantic Paradox 5.00 A- 18.50
Term: Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 52.00 GPA: 3.46
Good Standing

Term: Fall 2022
HIST 321 Age of Religious Wars 5.00 B+ 16.50
HIST 391 History of Pacific Northwest 5.00 A- 18.50
HIST 393 Introduction to Public History 5.00 A 20.00
Term: Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 55.00 GPA: 3.66
Good Standing

Term: Winter 2023
HIST 316 Europe Mid Ages 1050-1450 5.00 B 15.00
HIST 490 Eroticism Ancient/Medieval Eur 5.00 C 10.00
Term: Ehrs: 10.00 GPA-Hrs: 10.00 QPts: 25.00 GPA: 2.50
Good Standing

***** CONTINUED ON NEXT COLUMN *****

Term: Summer 2023
Faculty-Led Global Learning Program;
Summer in Ireland (FAIR 337)
Education Abroad;
WWU Global Learning Program,
University of Galway - Ireland
FAIR 337 Ireland:Culture,Film, Politics 5.00 S 0.00
INTL 105 Ed Abroad 4.00 S 0.00
Term: Ehrs: 9.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

Term: Fall 2023
ELED 311 WATribalHistCult&Gov; STI 1.00 A 4.00
HIST 392 Tribal Sov & WA Hist 5.00 C 10.00
Term: Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 14.00 GPA: 2.33
Good Standing

***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	90.00	81.00	269.50	3.32
TOTAL TRANSFER	90.00	0.00	0.00	0.00
OVERALL	180.00	81.00	269.50	3.32

***** END OF TRANSCRIPT *****

Shelli Soto

Shelli Soto, Interim Registrar

WESTERN WASHINGTON UNIVERSITY BELLINGHAM, WASHINGTON 98225-9008



ACCREDITATION

Western Washington University is accredited by the Northwest Commission on Colleges and Universities.

DEGREE REQUIREMENTS

180 quarter hours of credit are required for the baccalaureate degree. Prior to June 1, 1971, 192 quarter hours of credit were required.

COURSE NUMBERING

001-099 no credit 300-399 third-year courses
100-199 first-year courses 400-499 fourth-year courses
200-299 second-year courses 500-699 graduate level courses

FAIRHAVEN COLLEGE GRADING

Prior to Fall Quarter 1987, academic records for Fairhaven College students were posted and maintained yearly rather than quarterly. Completions carry the prefix FAIR and the transcript notation is S (satisfactory). Written student-faculty evaluations are required for the official awarding of credit. Conventional letter grades appear quarterly for studies taken in other WWU departments. GPA is not computed for Fairhaven College students. Degree requirements for Fairhaven College include a core program and completion of either a student-faculty designed concentration or an established WWU major.

OTHER ABBREVIATIONS

(AP) Advanced Placement (COR) Correspondence
(CIS) Contract Independent Study (WI) or (WP) Writing Proficiency
(RIP) Resident Ind Study Program (EXM) Course Challenge

UNDERGRADUATE AND GRADUATE LEVELS

Prior to Fall 1999, post-baccalaureate course work was included in the graduate section of the transcript. Beginning Fall 1999, post-baccalaureate course work taken while not enrolled in a master's degree program appears on the undergraduate transcript. Master's and post-master's course work appear on the graduate transcript.

TRANSFER CREDIT

Undergraduate transfer credit totals are accurate, but names of some transfer institutions may not be included.

GRADING

The grade point average is calculated by dividing the total number of grade points by the total number of credits accumulated in courses in which the student has received a final grade, including grades of F and Z and excluding grades of EP, P, NP, S, and U. To determine points for an individual course, multiply the number of credits according to the following table.

Grades A through D-, S, and P are considered passing. Some courses are graded on the S/U system. For these courses, appropriate curricular authorities have determined that the A-F system is inappropriate. Neither S nor U is considered in the calculation of grade averages. Pass/No Pass grading is available on an optional basis to students in courses taken to fulfill electives. P and NP identify courses taken on the Pass/No Pass basis and are not counted in computing grade point averages.

An EP grade meets degree requirements during recognized university-wide exceptional circumstances.

Grade Points

Grade	Per Credit	
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Fair
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	0.7	
F	0.0	
Z	0.0	Failure (unofficial withdrawal)

The following grades carry no grade points:

AUD	(Audit, no credit)	P	(Pass)
EP	(Pass – Exceptional Circumstance)	S	(Satisfactory)
IP	(In Progress)	SW	(School Withdrawal)
K	(Incomplete)	U	(Unsatisfactory)
NP	(Not Passing)	W	(Course Withdrawal)
		X	(No grade reported)

For terms prior to Spring 2020, K followed by another grade indicates that the K (Incomplete) was completed and assigned a grade, e.g., KA means that a K grade was changed to A. Beginning Spring 2020, an incomplete (K) grade is replaced with a final grade when the course is completed (with no preceding K).

FRESH START

Undergraduate students who return to WWU after an absence of five years or more may request a Fresh Start grade point average. Grades marked with an asterisk (*) indicate that the student was granted a Fresh Start and those grades are not included in the calculation of the cumulative GPA.

COURSE REPEATS

The repeat rules have changed over the years. The current catalog will indicate the repeat rule currently in effect.

Courses marked with "I" in the Repeat (R) column have grades that are included in the grade point average and in the total earned credits. Courses marked with "E" in the Repeat (R) column are excluded from both the grade point average and the total earned credits. Courses marked with "A" in the Repeat (R) column are included in the grade point average but excluded from the total earned credits.

FORMER NAMES

The state legislature established New Whatcom Normal School in 1893. Classes were first held in September 1899. The baccalaureate degree was first offered in 1933.

The name changed to Whatcom State Normal School (1901-1904), Bellingham State Normal School (1904-1937), Western Washington College of Education (1937-1961), Western Washington State College (1961-1977), and Western Washington University (1977-present).

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Any questions regarding the validity of the information you are receiving should be directed to: Registrar's Office, Western Washington University, 516 High Street, Old Main 230, Bellingham, WA 98225-9008, Tel: (360) 650-3432.

FAIRHAVEN COLLEGE: EVALUATION PROCEDURE

Fairhaven College does not grade its students in the usual manner of A-B-C-D-F. As distinguished from the other Western Washington University Colleges, courses and studies completed are posted "FAIR" and the transcript character used is "S": Satisfactory. These are different than P grading systems as P grades do not require any formal assessment but that is not the case with Fairhaven S grades. Fairhaven College uses narrative evaluations, written first by the student and then by the instructor, in all of its courses. Each narrative evaluation has the description of a course which may be used for articulation purposes. Additionally, you will note that the written evaluations, which comprise the student's portfolio, describe the learning progress as identified by both the student and the instructor; they result from seminars, discussions, written work, and conferences. These narrative evaluations will give you a sense of the student's participation in their course, along with an evaluation of their quality of work.



**Fairhaven College
Of Interdisciplinary Studies
Course Evaluations and Assessments**

Evaluations for: Percival D. Vogt

Quarter/Year: Summer 2023

Instructor: Niall F. O Murchu

Course number and title: FAIR 337 Ireland:Culture,Film, Politics

Course Description

Immersion in Irish culture through politics, film, and history in Maynooth and Dublin followed by a two-week beginner's course in Irish (Gaelic) language in Donegal. We begin studying Irish history through film in Bellingham. In Maynooth, Co. Kildare we will study Irish politics and history and adaptations of English fictions as Irish-language movies. We have visits to Dublin and Belfast to see key sites in Irish history and meet filmmakers and activists. Our last two weeks are spent in Gaith Dobhair, Donegal on the Wild Atlantic Way immersed in Irish (Gaeilge) language and culture including dance, music, and storytelling.

Student Self-evaluation

When initially preparing for this program, I knew it would be difficult as I have never been abroad before or flown on an airplane. I was nervous about succeeding in the first half of our course, then falling behind once we entered the language immersion in the Gaeltacht.

I anticipated learning largely about the Irish language and Irish history, and I would say that I did just that during the course. I self-studied what I could in advance to prepare for the language. I didn't make it to every outing while in the Gaeltacht, but this was sacrificed for building a flashcard database within the program Notion to store all my notes from different sources into one studying receptacle. I also was enriched by the bonds I made studying with classmates on this trip and the information we were able to share with each other to learn and grow together. I was giddy with how pleased I was with myself after my oral exam, the teachers there were incredibly kind and I was extremely proud of what I had underwent to learn as much of the language as I did in that short a time and my lack of anxiety around the event of the test.

I learned some of the queer history of Ireland, met archeologist Brian Lacey in the process, I got to see bog bodies in an Irish museum, I got to observe ancient sites with my own two eyes and see statues of men I got assigned to read about. I took notes of my learning and historical connections for the purpose of further study into the field of Irish history and language preservation.

I thought I was a cheerful presence to class and endeavored to help others succeed in their learning and be vocal throughout the process of the trip with their own needs. I asked insightful questions during talks and made sure to connect with the person giving us their time and effort to present to our class in some way.

I didn't do the video aspects of this course. There were extenuating circumstances, and I volunteered to write a small piece on my understanding of the Irish films we were watching since I did not do the video editing assignments.

The other thing I was worried about before this trip was falling behind because of physical sensitivities; I have chronic pain and I knew I was signing on for a lot of walking, and there were moments I was the slowest person in the trail of our grip even walking my fastest. I tend to wander, smell flowers, look in shop windows, and get lost. I struggled our first week in Maynooth with bad blisters and calluses, as well as pain flare ups. But I still immersed myself in Irish culture wherever I could independently and in class, keeping up on readings as well as rereading our prior texts for understanding. I took pain meds and listened to my body and sat even if I was the only one in the group to do it.

I was surprised by my resilience to challenges I didn't have the imagination or experience to worry about before the trip. My suitcase broke, I had to dispose of it and purchase a new one while in Maynooth, and then my new suitcase began breaking over the course of its use until busting open right on the sidewalk outside the airport on our way back home. I bound it with a friend's robe cord, plastic-wrapped it at a kiosk in the airport, and sent it to baggage claim.

I met my goals on this trip, and even succeeded higher than what I could have imagined. I settled in better than I expected and learned I have a great capacity for change, exploration, and am resilient under stressful

A handwritten signature in black ink that reads "Shelli Soto".
Shelli Soto, Interim Registrar



**Fairhaven College
Of Interdisciplinary Studies
Course Evaluations and Assessments**

conditions and communicative rather than stoic. I can't wait to email people in some Irish and continue working on my skills, as well as fleshing out my flash card system to potentially include other dialects phonetic pronunciations since the majority of my entires were influenced by being in Donegal.

Faculty Evaluation of Student

Percival Vogt

Go raibh mile maith agat, a Percy. Thank you for your wonderful self-evaluation and for all of your excellent contributions to our course. Percival, I am so glad to have been part of your first ever trip abroad and to see you actively engage in your own field work meeting Irish queer people and talking with them about their life worlds. I will write in turn about your film work, your final project, and your broader engagement with the Ireland program.

You were an active participant in our discussions of ARRACHT and BLACK 47 back in Bellingham. Due to unfortunate circumstances beyond your control, you missed the chance to make a videographic Pecha Kucha rearranging clips from either movie with different sound. You made up for missing out, but rewatching the movies and writing your own comparative reflection. You make some outstanding points about the relative qualities of ARRACHT. The former shows a rich life before the famine to show the depth of the tragedy by contrast. It also employs ambient music and shots of failing potatoes to great effect. The famine's victims, by contrast, in BLACK 47 are zombie like victims. I love your final contrast between Kitty's agency in ARRACHT and MÃ;irtin's niece's role as a mere allegorical symbol of future hope, without any agency in her own right.

For your final project, you reflect in depth on your engagement with Irish queer culture during your brief time abroad. Two events stand out. First, you made it your business to visit an Irish gay bar and observe the difference in vibe with your limited experiences in the US. The daytime and early evening clientele consisted of older people drinking and talking to appropriate music - and you were even carded for age (18) but not checked for weapons. I thought you were very brave, or at least independent, to travel 15 miles on your own to join a queer history tour with elderly Irish people. You ended up having deeply enriching conversations with the archaeologist and historian Brian Lacey and the other greying Irish queer folk. I do hope you go on to read biographies of Casement and Brian's book. I wish you could have also been at Tonie Walsh's talk on the history of Irish queer organizing and archiving but you had a very important engagement that evening.

I was impressed that you stayed home building your Irish vocabulary and cataloging that vocabulary while in Donegal instead of going out every night. I think you struck a great balance between academic focus, self-care, and taking advantage of the myriad opportunities our Donegal hosts made available to us. I'm also impressed at your resilience including replacing a broken suitcase and then wrapping up its breaking successor.

Overall, your work in this program was very good indeed Percy. Comhghairdeachas ar d'obair iontach.

Ã dh mÃ³r, Niall Ã Murchu

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Shelli Soto, Interim Registrar