Spring Semester is the time to start planning for a US Student Fulbright grant. About 1,600 students are sent each year to one of 140 countries. Start by looking at the official Fulbright web site: www.us.fulbrightonline.org and the SDSU site: fulbright.sdsu.edu for tips. Planning ahead is important in this process, so get started soon. It is to your advantage to stay in contact with the SDSU Fulbright Advisor, Dr. Nancy Marlin.

March 31
The Fulbright Embark application system is open. Start the application as an enrolled student (even if you have graduated). Fill out the basic information on the first two pages. Note: if you decide to withdraw, please email fulbright@mail.sdsu.edu.

Spring/Summer
- Research/study applicants must have an official connection in the country of choice.
- The official web site lists grantees for prior years, and you might want to contact them.
- The Faculty Fulbright site (www.cies.org) has a directory of faculty who might be good contacts.
- You might also look at international journals in your field. And, of course, there are many SDSU faculty with contacts in other countries.
- Draft your proposal and discuss with advisers.
- Solicit letters of reference. Be sure to tell the writers of your references that the SDSU deadline is September 12 (NOT the deadline on the Fulbright site).
- Order all college transcripts, and get your language evaluation if you need one.

August 15
- Deadline to have met with Writing Center tutor

September 12
- SDSU applications are due by NOON
- Include: the form itself; one paragraph abstract; 2-page study/research proposal or 1 page English Teaching Assistant proposal; 3 letters of reference, college transcripts and language evaluations.

September 13 – September 30
- Campus interview/evaluation
- Students may submit final revisions based on interviewer feedback, deadline October 7

October 7
- SDSU Final deadline to submit online application to Fulbright

October 11 at 2:00 PM (5:00 PM EST)
- Fulbright’s final deadline to submit online application

January 2017 Those selected by the National Status Committee will be notified by email. If you have any questions regarding your application status, please contact fulbright@mail.sdsu.edu.
March-May 2017 Final Fulbright awards may be announced at any time, most of them by mid-April.
August 2017 Most Fulbright grants start.

Advisor: Dr. Nancy Marlin
Co-Advisor: Dr. Edith Benkov
fulbright@mail.sdsu.edu
fulbright.sdsu.edu
US STUDENT FULBRIGHT GRANT DEADLINES & COMPONENTS FOR 2017-2018  
(SDSU APPLICATIONS DUE at 12 pm on SEPT. 12, 2016)

U.S. Student Fulbright Application Components

Elements to consider:

1. Carefully follow all of the Fulbright instructions

2. All applicants:
   a. Abstract (one paragraph summary, also use as first paragraph proposal)
   b. Proposal
   c. Personal statement – 1 page
   d. Transcripts of college work
   e. 3 letters of reference
   f. Language evaluation, only if required

3. ETA applications:
   a. 1 page proposal (follow Fulbright questions)

4. Study/Research proposals
   a. 2 page proposal spelling out exactly what you will be doing
   b. Letter of affiliation

- Discuss your ideas and proposal with faculty mentors and/or with me
- Proposal writing calls for re-writing, be prepared to revise and revise

Dr. Nancy Marlin, SDSU Fulbright Advisor
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Fulbright.sdsu.edu
Fulbright: us.fulbrightonline.org

For general inquiries, please email Melissa, Fulbright Coordinator
Fulbright@mail.sdsu.edu
Daniel Gerardi (English Honors, B.A.) will serve as an English Teaching Assistant in Indonesia. He will introduce new vocabulary and open up conversation that allows cultural exchange. He plans to establish a writing and conversation club where students will be able to express themselves as individuals and discover their own voices.

Zachariah Martinez (Biology, B.A.) will serve as an English Teaching Assistant in Bulgaria. Using his background in biology he will create a health and wellness program.

Bodgan Matuszynski (International Security and Conflict Resolution and Latin American Studies, B.A.) will serve as an English Teaching Assistant (ETA) in Spain where he plans to create a virtual dialogue forum to connect with peers and mentors from other parts of the world.

Raheal Mengisteab (Communications, B.A./Teaching Credential, Special Education) will serve as an English Teaching Assistant in the Czech Republic. As an ETA she will host monthly workshops to discuss race, class, and gender issues in the United States. These workshops will give students a platform to converse about various issues and provide creative dialogue.

Monica Murtaugh (Women’s Studies, M.A.) will serve as an English Teaching Assistant in Turkey. Using her knowledge of Turkish she will work in a university setting connecting with students committed to community service and nonprofit agencies. She will formulate a workshop in digital literacy and American culture to engage with the host community.

Jacqueline Ramos (Political Science, B.A.) will document the correlation between women migrants and sex trafficking in Mexico City with the support of Instituto para las Mujeres en La Migracion A.C. while pursuing a master’s degree in social work.

Marna Shorack (International Security and Conflict Resolution, B.A.) research will focus on the challenges faced by deported Honduran youth and the support provided by governmental and non-governmental organizations. Working with various institutions in Tegucigalpa she will participate in community activities, connect with local residents, and work with at-risk youth.

Madison Sindorf (Linguistics and Arabic and Islamic Studies/Spanish, B.A.) will serve as an English Teaching Assistant in Jordan. As a climbing instructor and trip leader she will establish an outdoor education program providing a relaxed environment for students to use English outside of the classroom.

Emmeline Wilson (Linguistics and German Anthropology, B.A.) will serve as an English Teaching Assistant in Germany. She will develop an after school program for students to learn about American culture, and in exchange, they will have the opportunity to talk about their own culture. This casual environment will allow students to discuss these topics outside of school.