

Selection Committee Resolution for the Study Arizona Program: Approved Ranking List of Dual Degree Students

Biotechnology / Applied Biotechnology

<u>No</u>	<u>Full Name</u>	<u>Application Status</u>	<u>GPA</u>	<u>Portfolio</u>	<u>Essay</u>	<u>Instructor Discretion</u>	<u>OVERALL</u>	<u>Comments</u>
1	Gerassimov, Daniil	approved	29	20	26	20	95	<p>Instructor Discretion: demonstrates a high level of academic performance and strong engagement in learning activities. Assignments reflected a deep understanding of the course material, while participation was meaningful, constructive, and responsible. The student's prize-winning place at the Republican Olympiad in Biotechnology further confirms their academic potential, motivation, and commitment to professional development.</p> <p>Essay: Exceptional application; strong KAUST, Leeds, and MBZUAI research background; specific goals in genetics and bioinformatics; proven leadership (NEWHUB).</p> <p>Portfolio: excellent initiative and examples of past effort and excellence Instructor points are average of ratings by 3 instructors (UA)</p>
2	Begunova, Alina	approved	27	18	25	19,3	89,3	<p>Instructor Discretion: demonstrates outstanding academic performance and consistently met a high standard throughout the course. Assignments were completed thoughtfully and on time, and class participation was active, meaningful, and well-prepared. The student also achieved a prize-winning place at the Republican Olympiad in Biotechnology, which further reflects their strong motivation, academic potential, and professional growth.</p> <p>Essay: Highly authentic and pragmatic; focus on industrial biotechnology/brewing; excellent critical thinking; minor grammatical errors.</p> <p>Portfolio: member of olympiad team; well-prepared statement Instructor points are average of ratings by 3 instructors (UA)</p>
3	Abyzgalikyzy, Zubaira	approved	22	18	27	18,3	85,3	<p>Instructor Discretion: the student was active, engaged, and demonstrated strong academic performance in coursework and class activities.</p> <p>Essay: Top-tier candidate; clear trajectory toward Bioinformatics PhD; project-aligned (Caspian seal genomics); high personal resilience.</p> <p>Portfolio: did not get a sense of what research project involves but otherwise shows excellent initiative Instructor points are average of ratings by 3 instructors (UA)</p>
4	Svininnikova, Svetlana	approved	17	17	25	17,3	76,3	<p>Instructor Discretion: demonstrates a high level of academic engagement, active participation in learning activities, and strong performance in coursework and class-based assignments. Her work reflected consistent understanding of the course material and responsible academic conduct.</p> <p>Essay: Compelling application; focus on medical biotechnology and molecular diagnostics; justified need for U of A's broader scientific approach; valuable pharmaceutical experience.</p> <p>Portfolio: excellent commitment to work and study; good example of infographic project that combines studies and work Instructor points are average of ratings by 3 instructors (UA)</p>
5	Batyrguzhina, Akmaral	approved	14	16	28	17	75	<p>Instructor Discretion: the student was active, engaged, and demonstrated strong academic performance in coursework and class activities.</p> <p>Essay: Outstanding, top-tier application; excellent connection between bachelor's thesis and U of A research; mature understanding of plant stress; strong leadership (Enactus).</p> <p>Portfolio: good range of activities; decent initiative Instructor points are average of ratings by 3 instructors (UA)</p>

6	Karimov, Vladimir	approved	24	9	22	18,7	73,7	<p>Instructor Discretion: the student was active, engaged, and demonstrated strong academic performance in coursework and class activities.</p> <p>Essay: Outstanding, highly targeted; identified specific lab (Dr. Megha Padi) and research goals; Teaching Assistant experience; demonstrated maturity after project failure.</p> <p>Portfolio: examples used indicate main interest outside of biotechnology</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
7	Boranbay, Dana	approved	17	15	22	16,3	70,3	<p>Instructor Discretion: Demonstrates good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Mature and compelling narrative; strong academic/internship background; lacks specificity regarding U of A faculty or laboratories.</p> <p>Portfolio: more limited experiences, but very good analysis</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
8	Kabyken, Sabina	approved	24	10	18	16,7	68,7	<p>Instructor Discretion: Demonstrates good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Vague and repetitive; lacks concrete research goals or institutional specificity; uncompetitive.</p> <p>Portfolio: focused on course-based achievements and events that were the initiative of others</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
9	Temirgali, Daniyar	approved	17	11	23	17,3	68,3	<p>Instructor Discretion: Demonstrates good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Authentic personal narrative; clear interest in microbial bioremediation; lacks specific academic justification for choosing U of A.</p> <p>Portfolio: good analysis re: role of sports in his development/skills; good effort in busy schedule</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
10	Rylina, Yekaterina	approved	13	14	24	16	67	<p>Instructor Discretion: Demonstrates good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Exceptionally well-researched; specific focus (Dr. Van Doorslaer, Dr. Ellis); diverse lab experience; unique background in theatre and community organizing.</p> <p>Portfolio: good variety of activities and good effort shown; well-tailored/practical additional course choices</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
11	Augambayeva, Nargiz	waitlist	15	16	21	13,3	65,3	<p>Instructor Discretion: the student often submitted coursework assignments with some delay; however, overall, she managed to complete the main scope of the course materials successfully.</p> <p>Essay: Application is well-tailored with strong research alignment and a unique, authentic personal narrative; however, it lacks the methodological depth and ambitious research scope to qualify as a top-tier application.</p> <p>Portfolio: very good community involvement and leadership; good analysis; was too long</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
12	Zakussilov, Artyom	waitlist	17	10	22	14,7	63,7	<p>Instructor Discretion: Demonstrates good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Authentic personal motivation (Minkowski-Chauffard syndrome); strong link to current studies; lacks specific alignment with U of A</p> <p>Portfolio: decent effort at self-improvement; good participation in theatre</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>

13	Afonina, Zlata	pending	14	13	19	15,7	61,7	<p>Instructor Discretion: the student demonstrated significant academic growth during the second and third years of study. She was consistently active and engaged, showing strong interest and a solid understanding of the course materials.</p> <p>Essay: Average application; generic academic goals; linguistic markers suggest low-quality translation or AI generation.</p> <p>Portfolio: focused on course-based achievements and events that were the initiative of others; good set of additional courses completed</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
14	Muratbek, Abzal	pending	18	8	19	15,3	60,3	<p>Instructor Discretion: Demonstrates good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Average application; lacks scientific rigor; overly focused on language and culture rather than research; strong athletic leadership background.</p> <p>Portfolio: few specific examples of activities, with limited initiative re: field of biotechnology</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
15	Koshkinbayeva, Moldir	pending	15	10	21	12,3	58,3	<p>Instructor Discretion: the student maintained regular attendance and submitted written work of good quality, although participation in class discussions was limited.</p> <p>Essay: Moderately competitive; lacks deep academic specificity; mentions some practical lab skills; contains typographical errors.</p> <p>Portfolio: additional courses were not closely tied to biotechnology and no other biotechnology-related efforts</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
16	Utkin, Denis	pending	6	10	17	13,3	46,3	<p>Instructor Discretion: Demonstrates satisfactory performance and basic understanding of the course material.</p> <p>Essay: Moderately competitive; highlights extracurricular leadership; lacks focus on rigorous scientific methodology.</p> <p>Portfolio: good effort re: student organization work; many examples were course-based or otherwise required</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
17	Tagiltsev, Andrey	pending	7	6	19	12	44	<p>Instructor Discretion: Demonstrates satisfactory performance and basic understanding of the course material.</p> <p>Essay: Exceptionally rigorous; targeted research plan (BIO5 Institute, protein modeling, Dr. Riedel-Kruse); strong industry background.</p> <p>Portfolio: few specific examples of activities, with limited initiative re: field of biotechnology</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
18	Berikuly, Nuraly	pending	13	4	12	10,7	39,7	<p>Instructor Discretion: Demonstrates satisfactory performance and basic understanding of the course material.</p> <p>Essay: Weak; lacks specific academic goals or research interests; relies on high school experiences; lacks distinctive perspective.</p> <p>Portfolio: no examples of personal initiative re: expanding knowledge within degree; decent volunteerism</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
19	Kairbekov, Olzhas	pending	10	3,5	11	11,3	35,8	<p>Instructor Discretion: Demonstrates satisfactory performance and basic understanding of the course material.</p> <p>Essay: Uncompetitive; relies on broad generalizations; lacks concrete details; generic phrasing suggests AI generation.</p> <p>Portfolio: limited initiative to expand knowledge; limited participation in all categories</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>

20	Askerov, Margulan	pending	6	1,5	13	12	32,5	<p>Instructor Discretion: the student demonstrates satisfactory performance and basic understanding of the course material.</p> <p>Essay: Critically weak; fails word count; lacks major/research focus; explicitly states preference for passive role.</p> <p>Portfolio: limited examples, no written narrative</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
21	Zhakenova, Dilyara	pending	3	7	10	12,3	32,3	<p>Instructor Discretion: the student maintained regular attendance and submitted written work of good quality, although participation in class discussions was limited.</p> <p>Essay: Critically weak; fails word count; lacks specific research goals or institutional knowledge; relies on generic clichés.</p> <p>Portfolio: few specific examples of activities, with limited initiative re: field of biotechnology</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
22	Tolegen, Aygerim	pending	2	3	13	9	27	<p>Instructor Discretion: the student demonstrated a basic level of academic performance and completed part of the required coursework. However, inconsistent attendance, limited participation in class activities, and irregular submission of assignments affected overall progress and engagement with the course material.</p> <p>Essay: Weak; lacks concrete research goals or lab interests; incorrect program awareness (exchange duration); relies on soft skills clichés.</p> <p>Portfolio: limited initiative to expand knowledge; limited participation in all categories</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
23	Kudaibergen, Gulnur	pending	2	1	12	9	24	<p>Instructor Discretion: the student demonstrated a basic level of academic performance and completed part of the required coursework. However, inconsistent attendance, limited participation in class activities, and irregular submission of assignments affected overall progress and engagement with the course material.</p> <p>Essay: Weak; fails word count; lacks academic substance; heavy reliance on generic AI-typical phrasing; focuses solely on language/travel.</p> <p>Portfolio: no analysis provided, only one small activity indicated</p> <p>Instructor points are average of ratings by 3 instructors (UA)</p>
24	Fedko, Anastassiya	refused					0	
25	Golumbovskaya, Yuliana	refused					0	
26	Imanzhanova, Gulnaz	refused					0	
27	Kabi, Dias	rejected					0	<p>GPA at UofA: According to our policy and regulations, a student's GPA must be no lower than 2.0 to participate in the selection process. Therefore, I believe it is appropriate to reject the student's application</p>
28	Makenova, Tamiris	refused					0	
29	Salakheyeva, Evelina	refused					0	
30	Semizorov, Danil	refused					0	

Information Systems in Management / Data Science

<u>No</u>	<u>Full Name</u>	<u>Application Status</u>	<u>GPA</u>	<u>Portfolio</u>	<u>Essay</u>	<u>Instructor Discretion</u>	<u>OVERALL</u>	<u>Comments</u>
1	Kamarayev, Timur	approved	29	17,5	30	17	93,5	Demonstrates full-stack mastery, creative AI/ML integration, and professional-level academic ambition. Essay: Exceptionally well-rounded essay; strong technical proficiency (released iOS app); meticulously researched institutional goals (College of Information Science); distinct personal perspective (Altyn Belgi, arts).
2	Sinitsina, Sofiya	approved	29	19	22	19	89	Displays strong technical confidence across modern frameworks, AI integration, and analytical modeling with clear independent initiative. Essay: Mature and structurally sound; verifiable professional context (Office of Digital Transformation, CODO); clear bioinformatics trajectory; strong leadership and collaborative mindset; minor lack of specific U of A faculty/lab alignment.
3	Imangazin, Rustem	approved	26	17	28	17	88	Shows solid progress in core web and backend technologies with a developing ability for independent, creative project work. Essay: Commercially validated AI behavioral fraud detection system; unparalleled institutional research (targets Dr. Lei Cao/others); actively integrated into the U of A ecosystem.
4	Ayagan, Yelnur	approved	26	16	30	15	87	Exhibits outstanding technical depth, original problem-solving, and professional ownership of the full development stack. Essay: exceptionally strong and highly verifiable application grounded in impressive, real-world technical achievements.
5	Chaikin, Danil	approved	27	18	19	16	80	Consistently performs beyond expectations with mastery of complex architecture, AI integration, and proactive academic engagement. Essay: Strong commercial web development and mentorship experience; offers valuable peer-mentoring for the cohort; lacks specific research justification for U of A.
6	Mukashev, Timur	approved	25	15	20	20	80	An elite performer who combines confident full-stack command with innovative AI/ML implementation and strong professional ambition. Essay: Strong hard skills (first-place at "CyberShield-2026" hackathon); lacks rigorous academic goals, specific institutional knowledge, and a proposed cohort contribution.
7	Balashov, Nikita	approved	19	17	26	17	79	Shows mastery in software architecture and AI implementation, consistently elevating class discussions with original, well-reasoned solutions. Essay: Compelling application with extensive commercial/academic experience; provides outstanding, verifiable evidence of backend development hard skills (Yii2, MongoDB, JavaScript) and platform contributions.
8	Prudelyuk, Artyom	approved	28	11	22	18	79	Demonstrates a well-rounded grasp of modern development technologies, consistent effort, and clear potential for professional growth. Essay: Moderately competitive with a lack of technical specificity and clear professional direction, redeemed by a strategic initiative for an interdisciplinary IT-biotechnology capstone project.
9	Veremeichik, Nikon	approved	28	15	16	20	79	A strong, enthusiastic performer with hands-on experience in scalable architecture and a clear ability to connect analytical models to products. Essay: Relies on Dean's List status; generic motivation for U of A; lacks targeted faculty/lab research; lacks career-specific depth beyond architectural thinking.
10	Plyassunova, Alyona	approved	26	13	21	15	75	Possesses a respectable technical base across key curriculum areas, showing positive trajectory and emerging independent thinking. Essay: Substantively hollow and heavily reliant on AI-generated platitudes; lacks verifiable hard skills or programming specifics; generic motivation.

11	Ayazhanova, Dilnaz	waitlist	19	15	26	14	74	Exhibits steady progress in web and backend fundamentals with increasingly creative contributions to project assignments. Essay: Excellent verifiable evidence of data analysis skills (Yandex Data Labeling Specialist); trajectory focused on marketing/consumer prediction, though lacks specific institutional research for the Tucson campus.
12	Sergali, Tamirlan	waitlist	25	14	18	15	72	Has built a solid conceptual base across the curriculum, with visible effort and a clearly positive learning trajectory. Essay: Excellent verifiable project management experience (Akmola Tax Committee internship, hackathon leadership); lacks targeted institutional research/faculty identification; strong management-track candidate.
13	Yesmagambet, Temirlan	pending	22	10	24	15	71	A consistent student with a good grasp of development tools and event-driven architecture, showing genuine effort and potential. Essay: Compelling personal narrative (resilience, flood volunteering, esports); verifiable backend stack (PostgreSQL, Prisma, Node.js, etc.); effective institutional targeting (campus life, soccer club); demonstrates clear technical and social integration.
14	Buranbayev, Azat	pending	19	11	25	13	68	Demonstrates reliable performance and a balanced technical skillset with clear growth potential in modern development practices. Essay: Demonstrable backend expertise (Golang, bitmasks); ambitious but lacks concrete research alignment with U of A laboratories or faculty.
15	Alim, Aziz	pending	18	16	17	16	67	Displays foundational knowledge but requires more consistent practical application and engagement to reach full potential. Essay: Impressive entrepreneurial experience (Enactus, PowerNode), but with a <i>fatal</i> institutional error (repeatedly naming "Arizona State University" instead of The University of Arizona).
16	Nebogin, Nikita	pending	24	12	12	18	66	Exhibits a well-rounded and practical approach to modern frameworks, consistently meeting requirements with genuine effort. Essay: Lacks technical specificity; superficial academic goals; motivation limited to "broadening horizons"; lacks targeted institutional research.
17	Sabyrzhan, Ilyas	pending	27	12	12	15	66	A reliable student with a broad technical toolkit who demonstrates steady growth and creative problem-solving. Essay: Fundamentally weak with no technical depth; relies on philosophical cliches; awkward phrasing and unnatural vocabulary suggest poor machine translation/AI generation.
18	Toleubay, Adina	pending	19	14	15	16	64	Possesses basic knowledge of modern frameworks and tools, but needs more consistent practice and discipline to translate theory into confident output. Essay: Academically hollow and overly dramatic; lacks technical content; institutional references ("Wildcat community") used as emotional symbols rather than genuine research; heavy reliance on AI-typical poetic cliches.
19	Pomazkov, Daniil	pending	26	16	6	15	63	An outstanding performer who demonstrates technical mastery, sophisticated AI integration, and high professional standards. Essay: Critically fails the 300-word minimum; superficial academic justification; motivation is primarily cultural/touristic (basketball, personal independence); lacks institutional research.
20	Annas, Darkhan	pending	13	6	24	15	58	Shows potential in web and IT development, but requires increased focus and practical application to improve performance consistency. Essay: Clear academic ecosystem integration; leverages radio electronics background; concrete plan for student networking.
21	Bautin, Kirill	pending	15	9	17	15	56	Demonstrates respectable progress in key curriculum areas with an increasingly positive approach to independent project work. Essay: Socially engaging but academically weak: high adaptability and intercultural experience; however, lacks research goals or U of A institutional alignment, and emphasizes career benefits over scientific motivation.

22	Zaichenko, Artyom	pending	10	6	21	15	52	A consistent and capable student with a well-rounded understanding of development workflows and solid professional potential. Essay: Strong full-stack profile (Nuxt 3, TypeScript, PostgreSQL) with verifiable project experience. Lacks institutional focus: generic motivation for U of A; fails to identify specific faculty, labs, or research centers.
23	Alimzhanova, Aida	pending	6	6	24	15	51	Early in their journey, this student needs significant further study and increased academic discipline to unlock their full potential. Essay: Strong practical grasp of IT frameworks (Nuxt.js, PostgreSQL, TensorFlow.js) and socially relevant projects; however, justification for U of A remains generic with no specific lab or faculty alignment.
24	Muratbekov, Yernar	pending	13	10	15	11	49	Shows a basic understanding of IT development but requires more consistent engagement and confidence in applying technical frameworks. Essay: Strong practical foundation, industry experience; clear professional trajectory; lacks specific institutional research and a defined contribution to the cohort.
25	Morozov, Sergey	pending	11	10	12	11	44	Has a developing knowledge base, but needs to move beyond theoretical familiarity toward consistent, strong practical project execution. Essay: Emotionally honest but lacks academic focus; goals are primarily touristic/cultural; contains no technical/data science substance.
26	Verechshagin, Mikhail	pending	8	9	8	18	43	Demonstrates a well-rounded technical grasp of full-stack development, event-driven architecture, and ML basics, showing consistent effort and clear potential for growth. Essay: Critically fails the 300-word minimum; lacks technical evidence; accurately references Dr. Sarah Young and Info Science College, but offers a weak cohort contribution and fails to advocate for own abilities.
27	Aitbay, Abilmansur	pending	8	6	10	14	38	Shows a reliable grasp of the development stack and steady progress, indicating clear potential for future growth. Essay: Strong professional/mentorship background (Kazakhtelecom, Bilim-Innovation), but fails the 300-word minimum and lacks all institutional justification for the University of Arizona: no mention of targeted IT coursework, faculty, or technical resources on the Tucson campus.
28	Sherubay, Yernar	pending	0	10	17	10	37	Needs to improve consistency and depth of application to better translate foundational knowledge into high-quality technical results. Essay: Lacks technical foundation or hard skills; relies on unrelated customer service experience; generic motivation focused on personal growth/comfort zone; strong social empathy (volunteering) does not compensate for lack of academic rigor.
29	Ibrayev, Azat	refused					0	
30	Kudaibergenov, Zhan	refused					0	
31	Nesterenko, Roman	refused					0	
32	Oleinikov, Danila	refused					0	
33	Primak, Artyom	refused					0	
34	Punenko, Dmitriy	refused					0	
35	Ryndin, Alexandr	refused					0	
36	Zeinullin, Miras	refused					0	

Primary Education and Inclusive Practice (NKU), Special Pedagogy and Inclusive Practice (NKU), Psychology in Education (NKU) / Mild to Moderate Disabilities

<u>Nº</u>	<u>Full Name</u>	<u>Application Status</u>	<u>GPA</u>	<u>Portfolio</u>	<u>Essay</u>	<u>Instructor Discretion</u>	<u>OVERALL</u>	<u>Comments</u>
1	Akhmetvaleyeva, Yuliya	approved	28	20	30	18	96	<p>Instructor Discretion: Demonstrates excellent written assignment and strong understanding of the course material, although participation in class discussions are limited.</p> <p>Essay: Outstanding, top-tier application; perfect extracurricular alignment with campus organizations (#SKY@ZONA, Active Minds); strong, verifiable practical context in student crisis prevention via the NKU "Janyndamyn" project.</p> <p>Exceptional portfolio with comprehensive documentary evidence.</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
2	Labodryga, Semyon	approved	26	19	30	20	95	<p>Instructor Discretion: The student demonstrated exceptional academic achievement and consistently exceeded course expectations. Assignments were completed thoughtfully and on time, and class participation was active and insightful. Their overall academic conduct reflected professionalism, responsibility, and a high level of motivation.</p> <p>Essay: Highly competitive application; winner of the XVIII Republican Subject Olympiad in Special Pedagogy; excellent institutional research explicitly targeting Project FOCUS, and UDL/IEP methodologies; strong practical contribution focusing on adapting ABA and multilingual inclusive terminology to replace post-Soviet models.</p> <p>Strong academic and linguistic portfolio</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
3	Litvinenko, Darya	approved	27	20	28	20	95	<p>Instructor Discretion: The student consistently performs at a high academic standard. Participation in learning activities was meaningful and constructive; assignments demonstrated depth of understanding, and the student displayed excellent responsibility and academic integrity.</p> <p>Essay: Strong, highly practical application; demonstrates excellent leadership as the head of the university psychological club, actively conducting student stress-relief trainings; possesses verifiable, highly relevant experience through the "JANYNDAMYN" suicide prevention program. However, the application lacks specific institutional research regarding the U of A</p> <p>Outstanding, fully documented portfolio</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
4	Amirov, Artyom	approved	25	20	28	20	93	<p>Instructor Discretion: consistently exceeded expectations through strong coursework, meaningful class participation, and professional academic conduct.</p> <p>Essay: Highly authentic, philosophically driven application; distinct personal narrative questioning systemic educational shortcomings; excellent institutional research targeting specific U of A student organizations (Neuroscience and Cognitive Science Association, Ramblers Hiking Club); lacks practical experience but compensates with strong intellectual maturity and critical thinking.</p> <p>Exceptional, fully verifiable portfolio.</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>

5	Nos, Gleb	approved	24	18	27	20	89	<p>Instructor Discretion:The student maintained an excellent level of performance throughout the semester. They actively contributed to class discussions, completed all coursework to a high standard, and demonstrated strong analytical and communication skills. Engagement with instructors and peers reflected genuine academic interest and commitment.</p> <p>Essay: Strong application; outlines a clear, ambitious long-term goal to pursue an Educational Leadership Master's at Nazarbayev University; demonstrates highly relevant, verifiable practical experience from three inclusive classroom internships involving complex IEP design and material adaptation. While specific U of A institutional research is lacking, the candidate exhibits a solid grasp of fundamental US educational frameworks (IDEA, UDL) and proposes concrete, valuable cross-cultural research initiatives.</p> <p>Strong research-focused portfolio highlighted by a verified 1st place win at the National Subject Olympiad in Special Pedagogy for the "SocioQuest" project</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
6	Lyga, Mariya	approved	25	19	25	19	88	<p>Instructor Discretion: Excellent academic results in assignments and very good attendance.</p> <p>Essay: Strong, highly practical application; demonstrates proactive skill development through Huawei educational modules and Coursera; possesses solid pedagogical experience from working in a private language school and preparing students for math and Russian competitions; features good institutional research explicitly targeting the U of A's Disability Resource Center and its universal design principles.</p> <p>Excellent, highly professional portfolio with strong documentary evidence</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
7	Alnazirova, Ainur	approved	26	18	24	19	87	<p>Instructor Discretion: Outstanding academic performance with active participation, high-quality assignments, and excellent engagement throughout the course.</p> <p>Essay: Moderately competitive application; authentic narrative with a strong multicultural perspective demonstrated through international networking at the "Folk Clock 3.0" festival in India; clear professional goal to shadow an American school psychologist; completely lacks specific institutional research regarding U of A faculty, laboratories, or coursework.</p> <p>Solid portfolio with strong practical and cultural engagement.</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
8	Meiram, Karina	approved	19	20	27	20	86	<p>Instructor Discretion:The student demonstrated excellent assignments, strong attendance, and consistent engagement in coursework</p> <p>Essay: Moderately strong application; demonstrates excellent local leadership as the founder of "Kozybayev International" and co-founder of "KU TEAM"; possesses verifiable pedagogical experience from the Magzhan Zhumabayev IT Lyceum. However, the application completely lacks specific U of A institutional research, relying instead on a generic desire to experience American campus life inspired by movies.</p> <p>Exceptional, high-impact portfolio demonstrating profound leadership and professional marketing experience</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>

9	Ishaleyeva, Alfiya	approved	22	16	30	17	85	<p>Instructor Discretion: Demonstrates good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Outstanding, top-tier application; provides verifiable practical experience including an internship under a neuropsychologist and teaching specific speech mechanics; outlines highly specific and actionable academic goals focusing on co-teaching models, IEP development, and assistive technologies.</p> <p>Strong practical portfolio featuring diverse childcare experience</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
10	Omirezak, Akdidar	approved	22	20	28	15	85	<p>Instructor Discretion: Completed coursework responsibly and participated positively in class activities.</p> <p>Essay: Highly competitive and deeply authentic application; provides a refreshingly honest personal narrative regarding her initial academic path and relocation from Astana; demonstrates solid practical background through the "Psy in EDU" and "Janyndamyn" crisis prevention projects, and collaboration with local psychologist Pavel Moiseev; features strong institutional research by proposing a specific comparative research project on global inclusion systems</p> <p>An exceptional, highly competitive portfolio that excels in every category</p> <p>We recommend that this student receive priority consideration for participation in the Study AZ experience.</p>
11	Vyazmitinov, Ilya	waitlist	21	18	24	16	79	<p>Instructor Discretion: Demonstrated good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Strong application featuring verifiable, hands-on experience as an assistant psychologist at Special Correctional Boarding School No. 1. While it demonstrates awareness of specific methodologies like ABA and visual schedules, it lacks targeted institutional research regarding specific U of A faculty or campus resources.</p> <p>Highly competitive portfolio with clear evidence of consistent professional growth</p>
12	Kaldybayeva, Madina	waitlist	24	19	18	14	75	<p>Instructor Discretion: Completes coursework responsibly and participates positively in class activities.</p> <p>Essay: Moderately weak application; features a genuine personal hook regarding mental health; notes basic observations of student exclusion during a school internship. However, the application completely lacks specific institutional research regarding the University of Arizona, relying instead on generic desires to observe US school psychologists and teaching methods; the proposed cohort contribution is standard and lacks actionable technical or academic depth.</p> <p>Strong portfolio featuring exceptional media engagement and community service</p>
13	Val, Nadezhda	pending	23	17	16	19	75	<p>Instructor Discretion: Demonstrated excellent understanding of the material, responsibility, and active involvement in all course activities.</p> <p>Essay: Moderately weak application with basic, generalized teaching practice experience. Completely lacks specific institutional research, relying on generic goals like improving English and observing international inclusive methods without identifying targeted U of A resources or faculty. Heavy reliance on broad clichés suggests potential AI assistance.</p> <p>Strong, professionally oriented portfolio featuring fully verified teaching practice</p>

14	Borsuk, Yekaterina	pending	23	15	23	12	73	<p>Instructor Discretion: Demonstrates satisfactory performance and basic understanding of the course material.</p> <p>Essay: Strong, highly competitive application; demonstrated practical technical initiative by developing a digital educational resource for children with dysgraphia; solid classroom internship experience utilizing visual step methodologies for learning difficulties</p> <p>Unconventional portfolio heavily skewed toward elite athletics and event leadership</p>
15	Shaimardanova, Veronika	pending	18	16	22	14	70	<p>Instructor Discretion: Consistent attendance and good written work, with occasional participation in class discussions.</p> <p>Essay: Strong application with extensive, verifiable practical experience working with children with special needs. However, it completely lacks institutional research regarding specific U of A resources or faculty, relying on generic academic goals.</p> <p>A creative and professionally oriented portfolio with a strong emphasis on inclusive pedagogical practice</p>
16	Sagynysh, Gaukhar	pending	21	12	21	13	67	<p>Instructor Discretion: Demonstrated good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Moderately competitive application; features a compelling personal motivation driven by a younger sister diagnosed with Asperger syndrome; notes practical observations from a special education center regarding speech therapy. However, the application opens with a cliché quote and completely lacks specific U of A institutional research, relying entirely on generic goals of observing US classrooms and collaborative teaching methods without identifying specific university resources.</p> <p>Moderate portfolio supported by a strong recommendation letter</p>
17	Dauletova, Dilnaz	pending	20	12	18	17	67	<p>Instructor Discretion: The student showed outstanding dedication to the course and consistently performed at a high academic standard. Participation in learning activities was meaningful and constructive, assignments demonstrated depth of understanding, and the student displayed excellent responsibility and academic integrity.</p> <p>Essay: Moderately weak application; demonstrates proactive academic interest by completing a specialized Coursera course on managing ADHD and Autism; highlights practical leadership experience as a student group head. However, the essay's writing is structurally basic and entirely lacks specific institutional research regarding U of A faculty, research centers, or programs; the justification relies on generic desires to observe US inclusive education and improve communication skills.</p> <p>Moderately weak portfolio that is heavily skewed towards athletic achievements</p>
18	Yevlakhova, Eleonora	pending	12	12	21	12	57	<p>Instructor Discretion: Demonstrated satisfactory performance and basic understanding of the course material.</p> <p>Essay: Strong application with specific, verifiable practical experience, notably co-developing the "Dislexivo" website prototype and volunteering with the "Jaryk" organization. However, it completely lacks institutional research regarding specific U of A resources or faculty, relying entirely on generic goals of learning modern approaches.</p> <p>Creative and technically capable portfolio</p>
19	Lesnyak, Valeriya	pending	15	15	13	14	57	<p>Instructor Discretion: The student showed solid written performance and satisfactory attendance, though classroom engagement was not very active.</p> <p>Essay: Weak, highly generic application; completely lacks specific U of A institutional research, failing to name any courses, faculty, or campus resources; relies heavily on broad clichés regarding cultural exchange and improving English; provides zero verifiable practical pedagogical experience or projects; strongly reads as AI-generated filler.</p> <p>Solid portfolio</p>

20	Zelenina, Xeniya	pending	17	13	10	15	55	<p>Instructor Discretion: Good quality assignments and regular attendance; participation in discussions was limited but acceptable.</p> <p>Essay: Weak, highly generic application completely devoid of verifiable practical experience. Lacks specific institutional research, relying on superficial personal goals like improving English and experiencing American culture without identifying targeted U of A resources or faculty.</p> <p>Practical and visually impressive portfolio</p>
21	Bekturganova, Aruzhan	pending	17	12	10	15	54	<p>Instructor Discretion: Demonstrated good academic performance with regular participation and well-completed assignments.</p> <p>Essay: Weak, highly generic application; relies on broad clichés about improving English and gaining international experience without naming specific U of A programs, faculty, or resources; lacks verifiable personal pedagogical projects, technical skills, or deep academic focus; narrative relies on superficial observations of other teachers and strongly reads as AI-generated filler.</p> <p>Moderate portfolio with verifiable teaching practice</p>
22	Tastanbekov, Rustam	pending	16	11	9	15	51	<p>Instructor Discretion: The student showed solid performance and satisfactory attendance, though classroom engagement was not very active.</p> <p>Essay: Weak, highly generic application. Lacks verifiable practical experience and completely misses specific U of A institutional research, relying instead on broad clichés about experiencing US culture and general professional growth. Strongly reads as AI-generated filler.</p> <p>Moderate portfolio with solid evidence of relevant professional development</p>
23	Vovchok, Kirill	pending	22	5	10	13	50	<p>Instructor Discretion: Showed consistent effort, satisfactory engagement, and good understanding of course material.</p> <p>Essay: Weak, highly generic application completely devoid of verifiable practical experience. Lacks specific institutional research, relying on superficial goals like visiting Tucson schools and learning basic methods without identifying targeted U of A resources or faculty. Strongly reads as AI-generated filler.</p> <p>Weak portfolio that relies entirely on a personal statement and two internal university gratitude letters</p>
24	Kozhabergenova, Dilnaz	pending	5	12	20	13	50	<p>Instructor Discretion: Consistent attendance and good written work, with minimal participation in class discussions.</p> <p>Essay: Moderately competitive application; compelling personal motivation involving an autistic brother; strong volunteer record in orphanages and animal shelters; completely lacks specific U of A institutional research or academic targets.</p> <p>Moderate portfolio. Claims extensive volunteer work</p>
25	Naimantayev, Yeldar	pending	10	13	10	14	47	<p>Instructor Discretion: The student performed well throughout the course and met most expectations. Coursework was completed to a satisfactory standard, and participation in classroom activities demonstrated steady engagement and effort.</p> <p>Essay: Weak, highly generic application; completely lacks specific U of A institutional research, failing to name any courses, faculty, or campus resources; relies heavily on broad clichés regarding international cooperation and comparing educational systems; provides zero verifiable practical pedagogical experience or projects; strongly reads as AI-generated filler.</p> <p>Solid, verified practical experience as an assistant to a school psychologist, with specific involvement in anti-bullying and stress-reduction programs.</p>

26	Markoglo, Yelena	pending	10	11	14	12	47	<p>Instructor Discretion:The student fulfilled the essential academic requirements of the course. Engagement during class and office hours was minimal, but the student maintained acceptable academic conduct.</p> <p>Essay: Weak, highly generic application; completely lacks specific U of A institutional research, failing to name any courses, faculty, or campus resources; relies heavily on broad clichés regarding cultural exchange, broadening horizons, and improving academic English; provides zero verifiable practical psychological or pedagogical experience; strongly reads as AI-generated filler.</p> <p>Portfolio focused almost exclusively on creative and theatrical engagement within the student theater "Pilgrim," evidenced by numerous awards and certificates</p>
27	Amantayeva, Marzhan	refused					0	
28	Begisheva, Alyona	refused					0	
29	Gerassina, Diana	refused					0	
30	Karpenko, Mira	refused					0	
31	Kiryash, Yelena	refused					0	
32	Kovalenko, Yevgeniya	refused					0	
33	Kukhtitskaya, Yevgeniya	refused					0	
34	Lefter, Kalina	refused					0	
35	Lomonossova, Anna	refused					0	
36	Lugovoy, Pyotr	refused					0	
37	Lukyanchuk, Alexandra	refused					0	
38	Maximov, Nikita	refused					0	
39	Sabit, Akerke	refused					0	
40	Yurov, Taras	refused					0	
41	Zhandossova, Assem	refused					0	
42	Zhandussova, Akzhelen	refused					0	
43	Zmeyerovskaya, Yelena	refused					0	

Asset Zhanissov – Executive Director, International Campus



Michael McKisson, Associate Dean of Undergraduate Academic Affairs, College of Information Science



<p>Konstantin Zhadan – Deputy Executive Director for Academic Affairs, International Campus</p>		<p>Samantha Orchard, Professor of Practice, School of Plant Sciences</p>	<p><i>Samantha Orchard</i></p>
<p>Albina Bunina – Location Manager, International Campus</p>		<p>Toni Sparks, Director, International Programs, Department of Disability and Psychoeducational Studies</p>	<p><i>Toni Sparks</i></p>
<p>Yuliya Byzova – Associate Professor, Biotechnology Program Coordinator, International Campus</p>			
<p>Vladislav Semenyuk – Senior Lecturer, Information Systems in Management Program Coordinator, International Campus</p>			
<p>Beinegul Bekbolatova – Senior Lecturer, Primary Education and Inclusive Practice, Special Pedagogy and Inclusive Practice, Psychology in Education Programs Coordinator, International Campus</p>			