**Objectives of the Program**

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| **No** | **Measurable Objectives:** | **Measurable Performance Indicators** | **Major Strategies** |
| 1 | To develop students’ intellectual, personal professional, and research abilities. | The proportion of courses with learning outcomes targeting the development of students' intellectual, personal, research and professional abilities. | Surveying employers and faculty members to evaluate the program graduate students on their intellectual, personal and professional skills and their ability to conduct research in different fields). |
| 2 | To provide students with necessary language skills such as listening, speaking, reading and writing to enable them to communicate with English speakers. | The number of courses offered at the program providing students with basic language skills such as listening, speaking, reading and writing. | Assessing students’ communication skills in speaking, listening and writing through virtual marks obtained from listening & speaking exams, presentations and written essay |
| 3 | To provide students with the necessary linguistic competence to deal with different life situations. | Offering appropriate curriculum and study plan courses serving to bring about pleasurable, meaningful and productive language competences that expose them to different life situations. | Surveying graduate students’ opinions and employers on program study plan to assess the variety of courses that equip students with sufficient language competences exposing them to different life situations. |
| 4 | To provide students with the required language proficiency to succeed in different professions. | Application of a variety of teaching approaches and strategies effectively and flexibly to enhance their English proficiency for further studies, pleasure, and work. | Surveying faculty members, students’ opinions and employs on using a variety of teaching approaches and strategies that enhance students’ English proficiency applied in further studies, and work. |
| 5 | To promote students’ awareness of the importance of English as a means of international communication. | The proportion of courses that broaden and deepen students’ competencies in listening, speaking, reading and writing to expand their knowledge of the English Language in attempt to improve their communication skills with the international communities speaking English. | Using In-term exams on for different communication skills courses that their results reflect students ability to communicate effectively with the international communities speaking English. |
| 6 | To foster students’ positive attitudes towards learning English and a willingness to share ideas with different people. | Provision of the curriculum with a variety of textbooks that boost students’ positive, open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people  | Surveying current program students’ attitudes and opinions towards the variety of textbooks used in the current curriculum intended to improve their attitudes towards learning English, understanding of other cultures’ ideologies and help them to share ideas with different people of different cultures.  |
| 7 | To maintain a good level of students' linguistic competencies so that they can understand the cultural, economic and social issues of their community to contribute to finding solutions in different life aspects. | The proportion of courses with learning outcomes designated to help students in the program to participate actively in professional development courses, workshops, and seminars so that they can understand the cultural, economic and social issues of their community to deal with different life aspects with high standards of professionalism | 1. Conducting two seminars or workshops per semester for students and faculty members on how to use the content of the program curriculum textbooks in improving the professional development of the graduates. 2. Surveying alumni students, faculty members, and employers to find out whether curriculum textbooks can enhance students’ linguistic competencies to help them understand the cultural, economic and social issues of their community and improve their professional development |
| 8 | To commit to deliver the highest standards of teaching English to boost students' language skills so that they can present and explain Islamic concepts and issues in the future and participate in spreading Islam. | Application of a variety of teaching approaches and strategies that improve students’ critical attitude towards Islamic ideas and values encountered in spoken and written English texts, which intend to foster our students’ appreciation of the beauty of the English language and its significant role in spreading Islam values. | Surveying educators from the local community members, and alumni students’ opinions on using a variety of teaching approaches and strategies that enhance students’ appreciation of the beauty of the English language and its significant role in spreading Islam values. |
| 9 | To increase students' language competencies so that they can promote international concepts and cooperation to develop understanding and respect for cultural differences among nations. | The number of courses that use a wide range of literary or creative works of different genres to develop students’ understanding of different international cultures and improve their literary and cultural competence, as well as to enhance their intellectual, aesthetic and emotional qualities. | Surveying the current and alumni students, and educators from the local community to find out whether the courses offered in the curriculum develop students’ understanding of different international cultures and improve their literary and cultural competence, as well as it can enhance their intellectual, aesthetic and emotional qualities. |
| 10 | To equip students with the linguistic bases that enable them to participate in benefiting from the scientific and technological progress of other countries and transfer them to their community. | Provision of the curriculum with a sufficient number of courses that promote a positive and harmonious learning culture in which students can learn collaboratively with the applications of technology and numerical data for a common goal in language learning which leads to active exchanges and transfer of ideas and knowledge.  | 1. Surveying students' opinion on the usability of facilities and IT equipment available on the program premises.
2. Surveying alumni students on the availability of courses that allow integrating technology applications in daily classroom practices.
3. Surveying faculty members on the availability of courses that integrate technology and help students’ progress in their learning through ideas exchanged and transfer by using different technological techniques in daily classroom activities.
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