

COURSE IMPLEMENTATION DATE:	September 1994
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	September 1998
(Four years after implementation date)	(MONTH YEAR format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	MATHEMATICS	
MATH 350		4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	SURVEY SAMPLING	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

An introduction to the theory and practice of survey sampling. Students will be expected to draw up a sampling frame, design, conduct, analyse and report a small sample survey.

PREREQUISITES: Math 302; Math 270 recommended.
COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____
	(Department/Program)
	(Department/Program)

TOTAL HOURS PER TERM:	75	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures: 45 Hrs		HOURS PER DAY: _____
Seminar: _____ Hrs		
Laboratory: 30 Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): _____ Hrs		

MAXIMUM ENROLLMENT: _____

EXPECTED FREQUENCY OF COURSE OFFERINGS: _____

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Math Curriculum Committee	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Barry Garner	Dean: _____ J.D. Tunstall
PAC Approval in Principle Date: _____	PAC Final Approval Date: _____ October 27, 1993

COURSE NAME/NUMBER**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

The course is designed to enable students to:

1. Have a basic understanding of the practical requirements necessary to undertake a sample survey;
2. Appreciate the particular mathematical viewpoint of the theory of sampling from a finite population, and the differences this forces upon certain mathematical definitions and procedures;
3. Be acquainted with the standard sampling designs and nomenclature, and the customary formulas used to analyse the results.

METHODS:**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check :) Yes No

METHODS OF OBTAINING PLAR:**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

TEXT: TBA

Basic References:

1. Survey sampling. L. Kish (John Wiley & Sons, 1965)
2. Statistical design for research. L. Kish (John Wiley & Sons, 1987)
3. Sampling techniques (third edition). W.G. Cochran (John Wiley & Sons, 1977)

SUPPLIES / MATERIALS:**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Project	10%
Assignments	20%
In-class tests	30%
Final Examination	40%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Simple random sampling: variances, the finite population correction, the standard error, random sampling with replacement, estimation of a ratio, estimates of totals over subpopulations, comparison between domain means.

Sampling proportions and percentages: estimation of proportions in cluster sampling.

Estimation of sample size: the design effect, deff.

Stratified random sampling: proportional and optimal allocation.

The ratio estimator: variance, bias, coefficient of variation, comparison of two ratios, the regression estimator.

Single-stage cluster sampling: equal sized clusters, intraclass correlation, p.p.s. sampling.

Specific techniques: including two-stage sampling, interpenetrating subsamples, repeated measurement. Practical problems: including non-response.