



CEP-990: COMMERCIAL DRIVER'S LICENSE TRAINING FOR TRUCK DRIVERS

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

CEP - Career Enhancement Program

Course Number

990

Course Title

Commercial Driver's License Training for Truck Drivers

Short Title

CDL Training - Truck Drivers

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

80

Maximum Contact Hours

170

Distance Education

Yes

Distance Education**Distance Education Type**

Hybrid Only

What will be done in face-to-face meetings

Students will work on pre-drive inspections. They will also demonstrate and practice fundamental vehicle control skills and maneuvering exercises. Instructors will observe students' driving in real-time, providing immediate feedback and correction as well as the students ability to execute driving tasks and maneuvers safely and efficiently.

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may



be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This comprehensive course is designed to equip students with the knowledge and skills necessary to obtain a California Commercial Driver's License. Students will gain practical experience in maneuvering and handling commercial vehicles, understanding the Federal Motor Carrier Safety Regulations (FMCSRs), and performing routine maintenance.

Attach Supporting Documents

IED_LMA_Heavy-and-Tractor-Trailer-Truck-Drivers_22-23.pdf

Codes

TOP Code (CB 03)

0947.50* - *Truck and Bus Driving

CIP Code

49.0205 - Truck and Bus Driver/Commercial Vehicle Operator and Instructor.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Learning Objectives

Learning Objectives

Learning Objective

1. Evaluate and analyze the implications of federal and state regulations on commercial trucking operations.
2. Assess and evaluate the proficiency of vehicle operations in diverse driving conditions.
3. Critique vehicle inspection procedures to spot mechanical issues, suggest preventive maintenance, and help ensure the vehicle's safety and reliability.
4. Examine ethical decision-making in trucking operations.
5. Develop strategies to successfully pass written tests and hand-on assessments for a commercial driver's license.
6. Develop and articulate comprehensive emergency response plans.
7. Formulate safe driving strategies and defensive driving principles to handle traffic situations and improve road safety.
8. Analyze personal interests, aptitudes, and abilities to determine their alignment with the requirements of the trucking industry, while considering how personal biases, cultural sensitivity and respect for different perspectives can enhance career success and contribute to a more equitable environment.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate an understanding of federal and state regulations governing commercial trucking.
2. Students will develop and exhibit safe driving habits to ensure overall road safety.
3. Students will develop and implement communication strategies that embrace diversity and inclusion within the trucking industry.

Program Learning Outcomes

Learning Outcome

1. Communicate effectively and gain proficiency in essential technical skills required in the trucking industry.
2. Develop the knowledge necessary to obtain a California Commercial Driver's License.
3. Ensure clear and precise communication in diverse operational contexts.

Institutional Learning Outcomes

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Civic

Personal

and Professional Responsibility

Content

Non-Credit Content

1. Commercial Driver License
 - a. Overview of CDL requirements for different vehicle types
 - b. Steps to obtaining a Commercial Learner's Permit (CLP) and CDL
 - c. Types of Endorsements and common restrictions
 - d. Exceptions to CDL requirements and special certificates
 - e. CDL rules, medical documentation, disqualifications
 - f. Acknowledging diverse experience and challenges in meeting CDL Requirements
 - g. Requirements for operating across state lines
2. Driving Safety
 - a. Vehicle Inspection
 - i. Conducting pre-trip and post-trip inspections
 - b. Basic Vehicle Control
 - i. Basic Controls
 - ii. Shifting Gears
 - iii. Managing Speed
 - c. Seeing and Communicating
 - i. Techniques for effective visual scanning
 - ii. Techniques for effective communication
 - d. Speed and Space Management
 - i. Speed Control
 - ii. Managing Space Around Vehicle
 - e. Handling Hazards
 - i. Identifying and Responding to Hazards
 1. Understanding how personal and cultural perspectives may influence responses to hazards
 2. Navigating interactions with pedestrians and drivers from diverse backgrounds during emergencies
 - f. Driving in Various Conditions
 - i. Fog
 - ii. Winter Weather
 - iii. Hot Conditions
 - g. Emergency Procedures
 - i. Skid Control
 - ii. Accident Procedures
 - iii. Vehicle Fires
 - h. Alcohol and Drug Regulations
 - i. Impact of Substance Abuse on Driving
3. Transporting Cargo Safely
 - a. Cargo Inspection
 - i. Inspecting and Securing Cargo
 - b. Weight and Balance
 - c. Special Cargo

4. Transporting Passengers Safely
 - a. Vehicle Inspection and Loading
 - i. Inspecting vehicles and Safe Loading Practices
 - b. Passengers Safety
 - i. Safety During Trips and After-trip Practices
 - ii. Understanding and Respecting Cultural Differences
 - iii. Techniques for Clear and Respectful Communication with Diverse Individuals
 1. Language adaption and communication to accommodate passenders with varied cultural and linguistic backgrounds
 2. Methods to avoid language or gestures that may be offensive in different cultures
 - c. Prohibited Practices
5. Air Brakes
 - a. Air Brake System Components
 - i. Parts and Functions
 - b. Inspection and Use of Air Brakes
6. Combination Vehicles
 - a. Safe Driving Practices
 - b. Coupling and Uncoupling
 - i. Techniques for coupling and uncoupling trailers
 - c. Inspection
7. Doubles and Triples
 - a. Safe Practices for Pulling and Inspecting Double and Triple Trailers
8. Tank Vehicles
 - a. Safety Practices for Tank Vehicle Operations
9. Hazardous Materials
 - a. Hazardous Materials Regulations
 - i. Requirements for Handling and Transporting Hazardous Materials
 - b. Communication and Emergency Procedures
 - i. Communication rules and emergency procedures for hazardous materials
 - ii. Promoting an Inclusive and Respectful Workplace for All Drivers
10. School Buses
 - a. Safety and Loading Practices
 - i. Procedures for safely loading and unloading typical and atypical students
 - ii. Techniques to ensure students feel safe and respected
 - b. Emergency Procedures
 - i. Handling Emergencies and Student Management
 - ii. Navigating Ethical Dilemmas with Sensitivity to Diverse Perspectives
 1. Exploring common ethical dilemmas through lenses of different cultural values
 2. Techniques for unbiased decision-making in situations involving diverse individuals
11. Vehicle Inspection Test
 - a. Performing Vehicle Inspections for Various Types of Vehicles
12. Basic Control Skills Test
 - a. Practicing Basic Vehicle Control Skills
13. Road Test
 - a. Preparing For and Taking The Road Test

Methods of Instruction

Method

Lecture

Integration

Lecture will be used to explain the California DMV requirements for obtaining a Commercial Driver's License, essential for working as a truck driver. An example of this is discussing procedures for safely loading and unloading typical and atypical students on and off a bus.

DE Adaptations for MOI

Lecture will be delivered through synchronous methods such as accessible video conferencing software and/or asynchronous methods using the CMS.

Method

Observation and Demonstration

Integration

Observation and demonstration will allow students to observe the instructor performing pre-trip vehicle inspections, followed by a hands-on demonstration where students practice the same procedures under the instructor's guidance. For example, students will watch as the instructor checks the braking system, then perform the inspection themselves to ensure they understand the process and can identify any potential issues.

DE Adaptations for MOI

This can be adapted to an online environment using video demonstrations and virtual simulations. Students will watch detailed accessible instructional videos where the instructor performs pre-trip vehicle inspections, explaining each step in real-time. Students will then engage in interactive simulations where they can virtually perform the same inspections, receiving instant feedback on their performance.

Method

Discussion

Integration

Large and small discussion will be used to collaborative learning and critical thinking. For example, after learning about safe driving practices, students might participate in a group discussion where they analyze and debate the best approaches to handle unexpected road hazards or difficult weather conditions.

DE Adaptations for MOI

Students will participate in synchronous class discussions using accessible video conferencing software or through features in the CMS. Students will have access to chat features and group features within the CMS to ask questions or engage in structured discussions.

Method

Online Activity/Discussion

Integration

Online activity/Discussion will be used to incorporate diversity into the course. For example, students might participate in group discussions or small group work where they can discuss how different cultural norms and values impact driving behavior, such as speed, communication styles on the road (horn use, hand signals, etc...), and reactions to traffic laws.

DE Adaptations for MOI

Students can participate in synchronous class discussions using accessible video conferencing software or through feature in the CMS. Students will have access to chat features and group features within the CMS to ask questions or engage in discussions.

Methods of Evaluation**Method**

Role-playing/Simulation

Integration

Simulation can be used as a method of evaluation to assess a student's ability to apply driving skills in realistic scenarios. For example, students might be evaluated on their ability to safely maneuver a truck through a simulated urban environment. This could include tasks like executing tight turns, backing into loading docks, and responding to unexpected obstacles such as pedestrians or other vehicles. The simulation would assess the student's decision-making, spatial awareness, and adherence to traffic laws, providing a comprehensive evaluation of their readiness for real-world driving challenges.

DE Adaptations for MOE

Students would participate in an accessible interactive simulations. Students would received feedback instantly on their performance and practice identifying postential issues as they arise in the simulation.

Method

Exams/Tests

Integration

Exams/Tests can be used as a method of evaluation to assess a student's knowledge and understanding of key concepts required for safe and legal driving. For example, a written exam might test students on the California DMV's rules and regulations, such as the requirements for obtaining a CDL, proper vehicle inspection procedures, and the protocols for handling hazardous materials. This type of evaluation ensures that students have the foundational knowledge necessary to pass the DMV's written tests and apply these principles during practical driving scenarios.

DE Adaptations for MOE

Instructors can post exams/tests within the CMS, providing feedback through the grade book feature. Alternatively, exams can be automatically graded by the CMS, with correct answers and explanations provided afterward.

Method

Self-Evaluation

Integration

Self-evaluation can be used as a method of assessment by having students reflect on their driving performance during simulated driving exercises. For example, after completing a simulation on navigating complex traffic scenarios, students could review their recorded session, assess their decision-making, and identify areas where they need improvement. During the self-evaluation process students can reflect on if they make an effort to be inclusive and considerate of all drivers, regardless of their backgrounds, when driving. This would help the student evaluate their commitment to fostering an inclusive driving environment, ensuring safety and respect for all road users, regardless of language, ethnicity, or nationality.

DE Adaptations for MOE

Students could identify areas of improvement through guided reflection questions and self-assessment rubrics provided through the CMS and upload their recorded session. Instuctor can provide feedback within the CMS within a reasonable amount of time after student submits assignment.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Instructions: Read the Federal (Interstate commerce) and California (Intrastate commerce) Hours of Service (HOS) regulations as outlined in the California Commercial Driver's Handbook. Summarize three conditions and the primary differences between the Federal and California HOS regulations for each condition. Reflect on the significance of these differences for commercial drivers operating within and across state lines.

Evaluation Criteria:

- Clarity and accuracy in comparing Federal and California HOS regulations.
- Depth of analysis and understanding of the implications of these differences.

-Quality of writing, including organization, grammar, and coherence.

How assignment will be adapted in online format

Instructor will post the assignment via the CMS and students will submit online using various CMS tools. Instructor will provide feedback within a reasonable amount of time once the students submits assignment.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the Scenario: You are a commercial truck driver delivering goods to a diverse neighborhood where residents come from various cultural backgrounds. During your delivery, a misunderstanding occurs with a local business owner who feels that your actions have caused a disruption to their operations. The confrontation becomes tense, and the business owner expresses frustration about the perceived disrespect. You need to address the issue while being mindful of the cultural differences and ensuring a positive resolution.

Writing Task: Discuss why cultural sensitivity is crucial in commercial driving. Explain how being mindful of different cultural perspectives can enhance your professional interactions and contribute to a respectful and inclusive working environment. Outline a strategy for addressing the confrontation while respecting cultural differences. Include steps you would take to de-escalate the situation.

Evaluation Criteria:

- Depth of analysis regarding cultural sensitivity and its impact on the confrontation.
- Coherence in proposing and justifying the conflict resolution strategy.
- Quality of writing, including organization, grammar, and clarity.

How assignment will be adapted in online format

Instructor can post the assignment via the CMS and student will submit the assignment using the CMS. Instructors will provide feedback within a reasonable amount of time after student submission.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Instructions: Arrange a driving practice session with your instructor. This session will be conducted in a controlled environment

Demonstrate Skills: During the session, you will demonstrate the following driving skills:

Basic Vehicle Control
Maneuvering Exercises
Safety Procedures

Self-Assessment and Reflection: After completing the driving practice session, write a self-assessment of your performance. Reflect on your strengths, areas for improvements and how you ensured safety and maintained control of the vehicle throughout the session. Incorporate feedback provided by your instructor into your reflection and address any suggestions for improvement.



Evaluation Criteria:

- Demonstrated proficiency in key driving skills and maneuvers.
- Quality and clarity of the self-assessment and reflection.
- Identification of strengths and areas for improvement.

How assignment will be adapted in online format

Students will access assignment instructions and upload their assignment through the CMS. The instructor will provide feedback within a reasonable amount of time after student submission.

Course Materials

Textbooks

DMV (2024)California Commerical Driver Handbook
OSHAPDF, LLC (2024). FMCSR Federal Motor Carrier Safety Regulations March 2024 Edition Spiral. ISBN 79-8889212171

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are integral to the Commercial Driver's License Training for Truck Drivers course, ensuring that all students are respected and empowered to succeed. The course fosters an inclusive learning environment by promoting respect, cultural awareness, and open communication. Instructors emphasize the importance of cooperation and leadership in diverse settings, preparing students to navigate and thrive in a multicultural industry. Course materials are thoughtfully selected to reflect the diversity of the student population, making the content more relevant and inclusive. This approach equips students with the technical and interpersonal skills necessary to excel in a diverse and evolving trucking industry.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

In this course, assignments, instruction, evaluation, course content, and interactions are thoughtfully contextualized to promote equity and support diverse learners. Course materials, including readings and videos, are selected from diverse authors, ensuring that students can see themselves reflected in the content. Assignments are designed to allow students to reflect on their personal experiences and cultural backgrounds, helping them connect course concepts to their future careers in the business industry. Instruction is tailored to accommodate various learning styles, with information presented in multiple formats to support visual, aural, and verbal learners. Instructors read instructions aloud and offer clear expectations for evaluation, fostering an environment where all students can succeed. Encouragement is provided to all students, with an emphasis on avoiding stereotypes and recognizing each student's potential. Course content is supplemented with additional materials to engage students who may need extra support. Interactions between instructors and students are guided by an understanding of each student's diverse needs and strengths. By incorporating hands-on activities, visuals, projects, technology, and group interactions, the course celebrates individual strengths and fosters an inclusive learning environment. Students are encouraged to share their ideas and engage with others, developing essential skills for success in the workplace.

Interactions

Explain how the course will incorporate student-to-student interaction.

In this CDL course, student-to-student interaction will be used to enhancing learning and developing essential skills for the trucking industry. Students will engage in group projects and breakout sessions, both in-person and online, to facilitate peer-to-peer learning. Once example of this is students will have opportunities to provide and receive feedback on their driving techniques, safety practices, and professional behavior through structured peer review sessions. This feedback will be valuable for personal growth and skill improvement. By incorporating these interactive elements, the course aims to create a dynamic learning environment where students can develop technical skills necessary for a successful career in trucking.

Explain how the course will incorporate instructor-to-student interaction.

In this course, instructor-to-student interaction will be actively integrated through a range of supportive methods. Instructors will maintain an approachable presence, providing guidance and feedback during in-class sessions, practical driving exercises, and through the CMS. Personalized feedback will be given on driving performance, written assignments, and classroom participation. The instructor will also facilitate real-time discussions and one-on-one consultations to address individual questions and concerns, ensuring a comprehensive understanding of driving skills, regulations, and safety practices. This approach aims to foster a positive learning environment and support each student's growth and success in obtaining their CDL.

Explain how the course will incorporate student-to-content interaction.

In this course, student-to-content interaction will be facilitated through a range of activities that encourage active engagement with the course material. Students will participate in practical driving exercises, review instructional videos, and complete assignments related to driving techniques and safety regulations. Interactive simulations and hands-on practice will allow students to apply theoretical knowledge in real-world scenarios. Additionally, students will engage with course content through problem-solving exercises, discussions, and reflection activities that help them integrate and apply their learning to enhance their driving skills and understanding of industry standards.

Explain how the course will incorporate student-to-self interaction (metacognitive).

In this course, student-to-self interaction will be promoted through metacognitive strategies that encourage self-reflection and independent learning. Students will be guided to assess their own driving performance, identify areas for improvement, and develop personalized learning plans. Activities such as self-assessment checklists and goal-setting exercises will help students monitor their progress, analyze their strengths and weaknesses, and adjust their strategies accordingly. By regularly reflecting on their learning experiences and performance, students will enhance their self-awareness and critical thinking skills, which are essential for mastering driving techniques and succeeding in the trucking industry.

Key: 3173