



CEP-991: OCCUPATIONAL SKILLS FOR TRUCK DRIVERS

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

CEP - Career Enhancement Program

Course Number

991

Course Title

Occupational Skills for Truck Drivers

Short Title

Occ Skills for Truck Drivers

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

40

Maximum Contact Hours

80

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

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 course is designed for noncredit students aiming to enter the trucking industry. It focuses on developing essential communication, organizational, and customer service skills that are highly valued by employers in this field. Students will gain a clear understanding of the requirements for obtaining a Commercial Learner's Permit (CLP) and acquire the occupational skills necessary to transition into the workforce. By the end of the course, students will be well-prepared to pursue employment opportunities in the trucking industry.

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. Develop occupational skills required to obtain employment and success in the trucking industry.
2. Identify requirements in order to obtain a commercial learner's permit (CLP).
3. Evaluate the effectiveness of various technologies used in the trucking industry.
4. Acquire basic knowledge of how to respond effectively to emergency situations.
5. Assess routine vehicle maintenance procedures, including pre-trip and post-trip inspections, and identify signs of potential mechanical issues.
6. Evaluate culturally competent communication protocols, ensuring that language and interactions respect diverse backgrounds, fostering an inclusive environment.
7. Demonstrate employability skills, including communication, problem-solving, organization, and customer service, essential for thriving in a diverse workforce.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will develop occupational competencies related to the trucking industry like: organization, time management, and adaptability.
2. Students will demonstrate effective communication skills and cultural competence when working with individuals from diverse cultures, social and economic backgrounds, languages, and abilities.

3. Students will demonstrate the ability to adapt to various situations by adjusting decision-making strategies to maintain safety and efficiency during transport operations.

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

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Civic

Personal

and Professional Responsibility

Content

Non-Credit Content

1. Introduction to Trucking and Professionalism
 - a. Overview of the Trucking Industry
 - i. Industry Structure and Career Opportunities
 - ii. Essential Skills and Knowledge for Truck Drivers
 - b. Professionalism and Work Ethics
 - i. Importance of Professional Behavior
 1. Defining Cultural Sensitivity in a Diverse Industry
 - ii. Understanding Industry Regulations and Standards
2. Self Awareness and Personal Development
 - a. Self-Reflection and Personal Bias
 - i. Examining Personal Biases and Their Impact
 1. Recognizing Unconscious Biases
 - ii. Developing Self-Awareness and Emotional Intelligence
 1. Reflecting on Personal Perspectives Shape Interactions
 - b. Setting Personal Goals and Values
 - i. Identifying Personal and Professional Goals
 - ii. Aligning Values with Career Aspirations
3. Culturally Responsive Practices and Skills
 - a. Understanding Cultural Competence
 - i. Importance of Cultural Sensitivity in Trucking Industry
 - ii. Strategies for Building Cultural Competence
 - b. Anti-Bias and Anti-Racist Perspectives
 - i. Recognizing and Addressing Bias and Racism within Industry
 - ii. Skills to Promote Inclusive Work Environment
 - c. Social and Emotional Learning
 - i. Self Awareness and Emotional Regulations
 1. Recognizing and Managing Emotions
 - ii. Social Awareness and Relationship Skills
 1. Developing Effective Interpersonal Relationships
 - iii. Responsible Decision Making
4. Communication Skills
 - a. Effective Communication Strategies
 - i. Understanding and Overcoming Barriers to Communication
 1. Physical Barriers
 2. Cultural Barriers

3. Language and Linguistic Diversity
 4. Perceptual Opinions and Stereotypes
 5. Interpersonal and Emotional Influences
- ii. Developing Better Listening Skills
 1. Active Listening Techniques
 2. Enhancing Nonverbal Communication
- b. Proofreading and Improving Written Communication
 - i. Spelling, Grammar and Punctuation
 - ii. Creating Clear and Concise Messages
- c. Oral Communication and Presentation Skills
 - i. Strategies for Effective Public Speaking
5. Teamwork and Leadership
 - a. Building Effective Teams
 - i. Collaborating and Problem Solving
 - ii. Leadership and Motivational Skills
 - b. Relationship Building
 - i. Developing and Maintaining Professional Relationships
 - ii. Conflict Resolution and Negotiation Skills
6. Professional Skills and Career Development
 - a. Resume and Job Application Preparation
 - i. Creating a Professional Resume
 - ii. Writing Effective Cover Letter
 - b. Interview Preparation and Process
 - i. Preparing for Interviews
 - ii. Understanding Work Requirements and Industry Expectations
 - c. Continuing Education and Training Opportunities
 - i. Exploring Training Opportunities Industry Requirements
 - ii. Staying Updated with Industry Changes
7. Technology and Equipment
 - a. Using Microsoft Office/Google Docs
 - b. Navigating Fleet Management Systems and Technology
 - c. Professionalism in Digital Communication
8. Legal and Ethical Considerations
 - a. Understanding Industry Regulations and Compliance
 - i. Federal and State Regulations for Truck Drivers
 - ii. Health and Safety Compliance
 - iii. Real-World Scenarios and Problem-Solving Activities
 - b. Laws and Ethics in the Trucking Industry
 - i. Ethical Decision Making
 - ii. Legal Responsibility and Compliance

Methods of Instruction

Method

Discussion

Integration

Large and small group discussions will be utilized to explore and review concepts related to occupational competencies in the trucking industry. In large group discussions, students will engage in collective brainstorming and share diverse perspectives on industry practices, regulations, and skills. Small group discussions will allow for more focused exploration of specific topics, such as problem-solving scenarios, communication challenges, and the application of industry standards.

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 the chat functions and group features within the CMS to ask questions or provide insight.

Method

Role Playing/Simulation

Integration

Students will engage in role-playing exercises to practice effective communication in diverse scenarios, interacting with adults from various cultural, social, economic backgrounds, languages, and abilities. These role plays will help students develop skills for navigating complex interpersonal situations, enhancing their ability to communicate respectfully and effectively in a multicultural workforce.

DE Adaptations for MOI

Role play will be achieved in an online setting via synchronous communication tools within the CMS or accessible video conferencing software.

Method

Lecture

Integration

Lectures will be used to discuss the personal and professional requirements essential for a career as a truck driver. These sessions will cover key topics such as industry regulations, essential skills, career progression, and the attributes needed for success in the trucking profession.

DE Adaptations for MOI

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

Methods of Evaluation**Method**

Oral Presentation

Integration

Oral presentations will be utilized to assess students' abilities to develop and articulate a career plan within the trucking industry. These presentations will evaluate students' understanding of career opportunities, goal-setting, and strategic planning, allowing them to demonstrate their preparedness for a successful career in trucking. Students will be evaluated through oral presentations that assess their ability to clearly develop and articulate a comprehensive career plan in the trucking industry. These presentations will demonstrate their understanding of key career opportunities, goal-setting, and strategic planning. Students will be assessed on the clarity and organization of their career path, depth of industry knowledge, realistic goal-setting, problem-solving strategies for overcoming challenges, and effective communication. Their ability to use supporting materials and self-reflect on strengths and areas for growth will also be key factors in determining their preparedness for a successful trucking career.

DE Adaptations for MOE

Oral presentations will be delivered via accessible video conferencing software. Asynchronous video will be submitted via the CMS. Instructor feedback will be provided through CMS tools within a week of submission.

Method

Class Work

Integration

Classwork will be evaluated on the student's ability to produce and communicate information and ideas that are clear, concise, and grammatically correct. This assessment will focus on the effectiveness of written and verbal communication, ensuring that students convey their ideas accurately and professionally.

DE Adaptations for MOE

Students will participate in accessible online activities or class discussion boards. Evaluation of student participation in such activities are done by monitoring the participation of the students in the activities uploaded on the CMS or threaded discussions on the CMS. Instructor feedback will be provided through the CMS within a week of student submission.

Method

Papers

Integration

Papers will enable students to assess their personal interests, aptitudes, and abilities required for a career in the trucking industry. Additionally, students will reflect on their emotions, social awareness, relationships, personal biases, and ethical judgments through analysis of potential real-world scenarios. This self-reflection aims to deepen their understanding of how these factors impact their professional development and decision-making in the industry. Students will be evaluated on their understanding of the specific skills required for different roles within the industry, such as long-haul trucking, logistics management, or specialized freight transport as well as the students social awareness, particularly in recognizing and managing the diversity of backgrounds, experiences and perspectives they will encounter in the trucking industry.

DE Adaptations for MOE

Instructors will post the assignments via the CMS and students will submit their paper online using various CMS tools. Instructors will provide feedback within a week of student submission.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Assignment Title: Career Plan within the Trucking Industry

Instructions:**Introduction:**

- Begin with an introduction that outlines your understanding of the trucking industry, including its key career opportunities and challenges.

- State the purpose of the career plan and the main components you will cover in your assignment.

Career Goals and Objectives:

- Define your short-term and long-term career goals within the trucking industry. Be specific about what roles or positions you aspire to and why.

- Discuss the skills, qualifications, and experiences you need to achieve these goals. This could include obtaining specific licenses, certifications, or gaining particular types of experience.

Action Plan:

- Outline a detailed action plan to achieve your career goals. Include the following components:

- o Educational Requirements: Identify any further education or training you will need, including specific courses or programs.

- o Licensing and Certifications: Detail the licenses and certifications required for your desired career path (e.g., CDL, endorsements) and your plan for obtaining them.

- o Experience and Skills Development: Describe how you plan to gain the necessary experience and develop skills.

- o Networking and Professional Growth: Explain how you will build and leverage professional connections within the trucking industry. Discuss any industry organizations or events you plan to engage with.

- o Timeline: Provide a realistic timeline for achieving each component of your action plan. Include milestones and deadlines.

Challenges and Solutions:

- Identify potential challenges you may face in pursuing your career goals. Discuss how you plan to address or overcome these challenges.
- Reflect on any personal or external factors that might impact your career development and how you will manage them.

Personal Reflection:

- Reflect on how your personal values, interests, and strengths align with your career goals in trucking.
- Discuss any insights you have gained about yourself through the process of creating this career plan and how they will influence your approach to your professional journey.

Conclusion:

- Summarize the key points of your career plan. Reiterate your commitment to achieving your goals and the strategies you will use to succeed.

Evaluation Criteria:

- Clarity and specificity of career goals and objectives.
- Completeness and feasibility of the action plan.
- Insightfulness in identifying challenges and proposing solutions.
- Depth of personal reflection and alignment with career goals.
- Overall organization, coherence, and adherence to formatting requirements.

How assignment will be adapted in online format

The instructor will post the assignment using CMS tools. Students will respond by uploading their completed assignment through the CMS tools. The Instructor will provide feedback through one or more CMS tools within a reasonable amount of time.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Instructions:

Read the following regulation from the Electronic Code of Federal Regulations (eCFR): § 177.816 Driver Training.

Reading Questions:

After reading § 177.816 Driver Training, answer the following questions in a short response format. Your answers should demonstrate your understanding of the regulation and reflect on the ethical aspects of the scenario presented.

Understanding the Regulation:

Summarize the key requirements outlined in § 177.816 regarding driver training for hazardous materials. What are the primary training requirements mandated by this regulation?

Ethical Scenario Reflection:

-Imagine you are a truck driver who has been asked to transport hazardous materials, but you have not received the required training as specified in § 177.816. Reflect on the following:

- What are the potential risks and consequences of transporting hazardous materials without proper training?
- From an ethical standpoint, what considerations should influence your decision to either accept or refuse the task?
- How does the lack of training impact not only your safety but also the safety of others, and the environment?

Ethical Decision-Making Reflection:

- Write a brief reflection on how you would handle this situation ethically. Consider the following in your response:
- Your responsibility to adhere to legal requirements and ensure safety.

- The potential consequences of acting against or in accordance with the regulation.
- How you would communicate your concerns to your employer and what actions you would take to ensure compliance and safety.

Evaluation Criteria:

- Accuracy and thoroughness of the summary of § 177.816 Driver Training.
- Depth of reflection on ethical considerations and decision-making.
- Clarity and coherence of written responses.

How assignment will be adapted in online format

Students will respond to the assignment posted by the instructor on the CMS by uploading an accessible video recording of their assignment or uploading their assignment using CMS tools. The instructor will provide feedback within a timely amount of time after the students submit the assignment.

Course Materials

Textbooks

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

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

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 trucking occupational skills 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 soft skills that are essential for success in the workplace.

Interactions

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

The course will incorporate student-to-student interaction through a variety of collaborative activities designed to foster community and enhance social-emotional learning skills within the context of the trucking industry. Students will participate in group work and breakout sessions, both in-person and online, to engage in peer-to-peer discussions and collaborative exercises. These activities will include role-playing scenarios related to trucking, where students will practice giving and receiving positive and constructive

feedback. Additionally, students will work in pairs or small groups to develop and refine their listening and communication skills, which are essential for effective teamwork and professional interactions in the trucking industry.

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

The course will integrate instructor-to-student interactions through multiple channels to enhance learning and foster a positive environment within the trucking industry context. Instructors will actively engage with students both in-person and through digital platforms, including the CMS and accessible video conferencing software. This will involve guiding students through federal and state regulations, providing personalized feedback, and maintaining consistent communication. Instructors will offer real-time support during class sessions and virtual meetings, ensuring timely responses to student inquiries and concerns. They will post instructional videos and updates to clarify concepts and provide additional guidance. Email communication will also be used to address individual questions and facilitate ongoing dialogue. By being accessible and responsive across these various formats, instructors will help create a supportive and interactive learning environment that promotes student satisfaction and a strong sense of community.

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

The course will incorporate student-to-content interactions by using a variety of exercises, assignments, projects, and discussions designed to help students apply their knowledge and develop mastery of key trucking industry competencies. Students will engage with diverse types of content through in-class activities, through the CMS, and accessible video conferencing software. This will include reading industry-related texts, watching accessible instructional videos, handouts and software programs such as Microsoft Office and Google Workspace. Assignments will involve practical tasks like creating a career plan, conducting mock interviews, and solving industry-specific problems. Students will explore supplemental resources to deepen their understanding, with additional support provided for those who need it. By interacting with these varied content types and participating in hands-on activities, students will enhance their learning and practical skills relevant to the trucking industry.

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

The course will incorporate student-to-self (metacognitive) interactions by providing strategies that help students develop effective learning plans and independent thinking skills related to the trucking industry. Instructors will model metacognitive strategies, during lectures and discussions to demonstrate how to approach problem-solving and comprehension tasks. For instance, while discussing industry safety, instructors will pause to prompt students to reflect on their thought processes, ask questions, and consider different perspectives. Students will be encouraged to actively monitor and evaluate their own learning by reflecting on their understanding and approach to various tasks. This practice will involve setting personal learning goals, tracking progress, and adjusting strategies as needed. By observing and practicing these metacognitive techniques, students will build their ability to independently interpret and develop strategies for completing tasks, a skill crucial for adapting to diverse and dynamic scenarios in the trucking industry.

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