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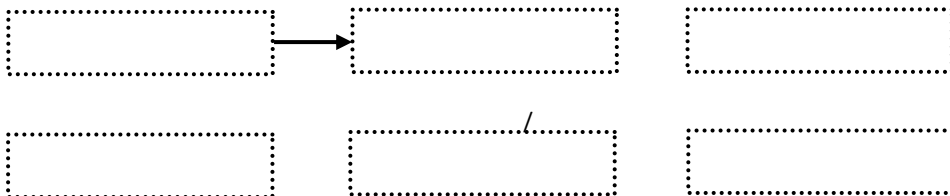
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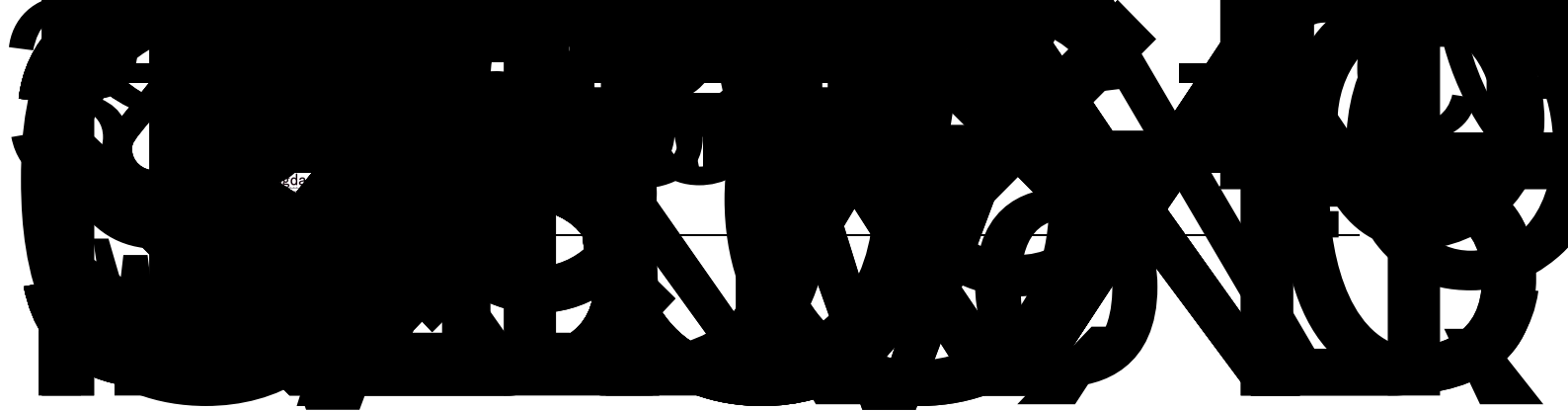
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| | 258 | 128 | 50 | 130 | 50 | 8 | 6 | | 8 | | | 15 |
| | 454 | 150 | 33 | 304 | 67 | 4 | 10 | 6 | | 20 | | 25 |
| | 528 | 154 | 29 | 374 | 71 | 10 | 4 | 18 | 12 | 20 | | 30 |
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| | | 32 | 2 | A | 32 | 0 | 16 | | 2 | | | | | | : 1-2 |
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| | | | 36 | 2 | B | 6 | 30 | 18 | 2 | | | | | | | 15 | 3 |
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| | | | 36 | 2 | B | 6 | 30 | 18 | 2 | | | | | | | | |
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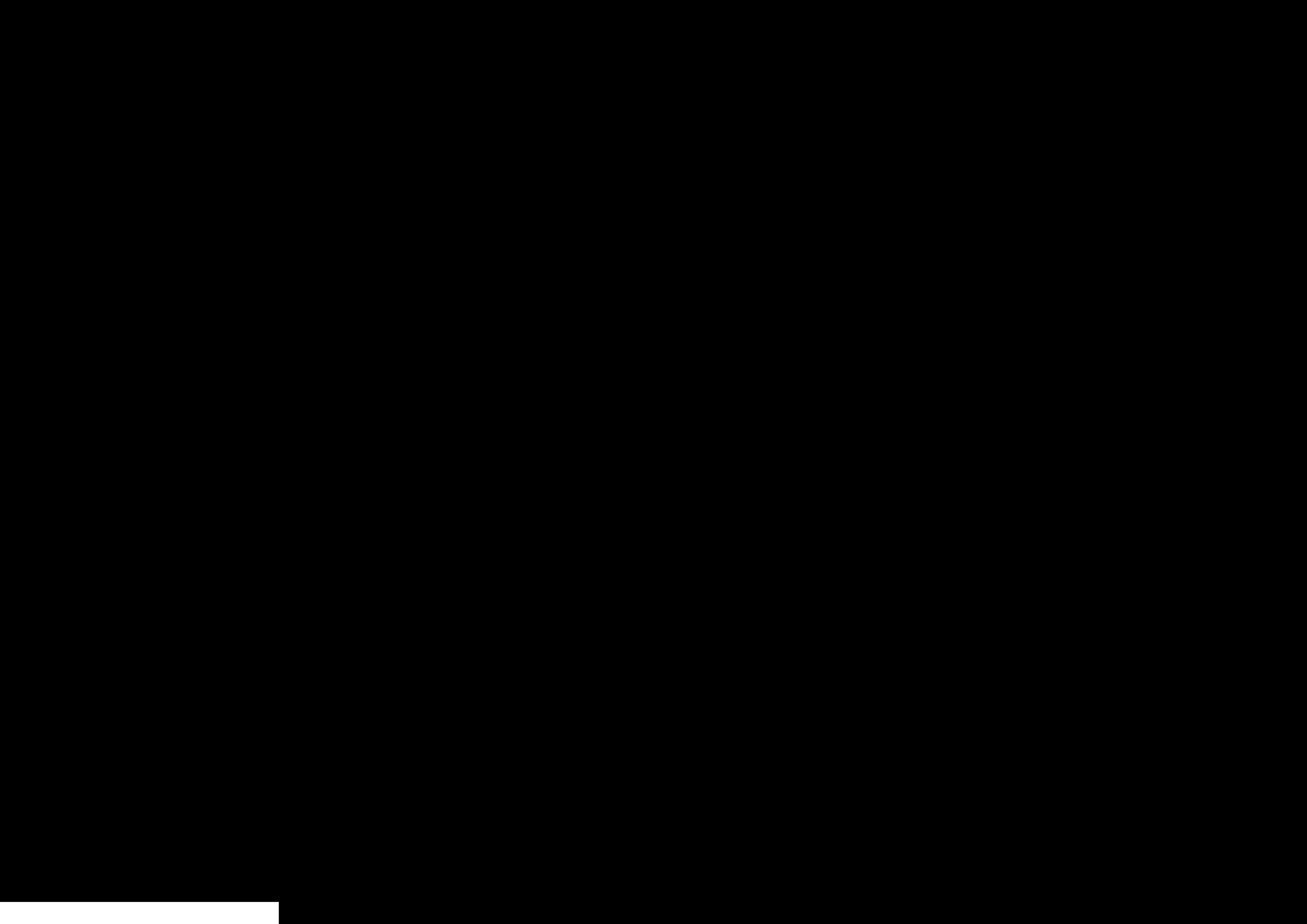
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| | | 36 | 2 | B | 6 | 30 | 3 | | | 4 | | | | | |
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| | | 32 | 2 | B | 16 | 16 | 16 | | | | | | | | |
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| | | 16 | 1 | B | 8 | 8 | 8 | | | | | | | " * " | |
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| * | | 32 | 2 | B | 16 | 16 | 16 | | | | | | | |
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| | () | | 80 | 4 | | 80 | | | | | | | | | | |
| | () | | 100 | 4 | | 100 | | | | | | | | | | 100 |
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| | | 400 | 20 | | 400 | 20 | | | | | | 20 | |

备注:

1. 所有 制 成 。
2. 填写注意 。各 在开 学期内填写周学时数； 性 填必修、 修两 。根据 性 ，必修 应为学分制下 必 ， 修 应为学分制下 任（ ） ，构建新 体 ，建 一 批优 ，划分必 模块和任（ ） 模块。我 专业 修 为 ，公共 修 为任 。

3. 属性与分 标准。

(1) 性：从性 上分为必修 、 修 ，具体为专业必修 、专业 修 ，公共必修 、公共 修 （包括书 ）。

(2) 型：根据教师 和 授方式，分为A （ ）、B （ +实 ）、C （ 实 ）。

(3) 别：根据 和 性 不同，分为公共 、专业基 、专业核心 、拓展 、平台 。

4. 其他不同 型 专业人才培养方案，参 本指导意 写。

5. 专业名 填写准 ，根据新 专业 录（招 专业名 ）填写，比如“ 机应 技术（中 合作办学）、 件与信息服务（校企合作）、学前教 （ 代学徒制）专业 ”。

6. 分名 ：

(1) 专业+

指“主干专业+拓展专业”， 既有 专业壁垒，实 合、 共享，建 开放、协同 人 机制。

(2) +”

指 合 业企业 人 求、求学 发展 求、专业（学 ）建 求，构建 向 、横向 促 学 可持 发展 体 。也有依据新技术、新业态，实 之 合之意。

(3) “1+N”

即“1”个学 主 原 为主体，整合“N”个学 ， 合 决实 模式与教学方法。

(4) “多师同堂”

指 两名及以上来 不同专业 景 教师 成协同教学团 ，从广义上 ，学 、教 教学 均可为主 教师 “协同教师”。

(5)

指将各 业技 与对应专业 关 ，学 参加专业 得 关 成 并折 应 成 。

(6) +

即“互 +各个传 业”，利 信息 信技术以及互 平台， 互 与传 业 度 合，创 新 发展 态。

(7) 学习 人人

指学 、教师、 、家 多个主体之 交流、分享、沟 、反思、 、传承 活动 体。 既指 拟学习 境，也指个体 够存放 、分享 。