Research on the Optimization of the Undergraduate Talent Training Program for Primary Education in Fujian Province's Colleges and Universities under the Background of “Teacher Education Program Accreditation”

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Abstract

This study, set against the backdrop of "Teacher Education Program Accreditation", employs literature review and text analysis methods to examine the undergraduate talent training programs of six universities in Fujian Province offering primary education majors. The research identifies structural contradictions within these programs and proposes optimization strategies. The findings reveal a convergence in the design of training objectives, with insufficient integration of regional characteristics; an imbalanced curriculum structure with weak practical support; and a lack of systematic organization and reflective components in educational practice. In response, this study suggests enhancing localization and diversifying the reconstruction of training objectives, optimizing the curriculum by building a “theory–practice–reflection” closed-loop system, and deepening reforms in educational practice to strengthen reflection and research competencies. Looking ahead, undergraduate talent training in primary education in Fujian Province should further align with the strategic orientation of "Teacher Education Program Accreditation", while exploring innovative paths in digital transformation and cross-regional collaboration. These efforts aim to provide sustained momentum for the high-quality development of teacher education in China.

Keywords： "Teacher Education Program Accreditation"; Primary Education Major; Talent Training Program; Optimization Strategies

Introduction

The "Teacher Education Program Accreditation" is a key initiative in implementing Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the guiding principles of the 19th National Congress of the Communist Party of China. It aims to deepen the reform of teacher education in the new era, comprehensively safeguard and enhance the quality of talent cultivation in teacher education programs, and promote the connotative development of such programs. It also constitutes a vital component of China's higher education quality assurance system (Wang Dan & Meng Xianglong, 2022).The basis for the "Teacher Education Program Accreditation" lies in the Notice on the Provisional Measures for the Implementation of "Teacher Education Program Accreditation" in General Institutions of Higher Learning, issued by the Ministry of Education in 2017. The accreditation is administered by the Higher Education Evaluation Center of the Ministry of Education. It is underpinned by three core concepts: Student-Centered (SC), Outcome-Based Education (OBE), and Continuous Quality Improvement (CQI) (Hu Dianshun & Yu Wenzi, 2019).Unlike engineering education accreditation, the "Teacher Education Program Accreditation" adopts a three-tier progressive monitoring and accreditation framework. The first level focuses on monitoring compliance with the basic operational requirements for teacher education programs. The second level certifies conformity with acceptable standards of teaching quality, while the third level evaluates programs against excellence benchmarks in teacher education quality. Institutions must first meet the standards of the first level to qualify for the second level, and only after achieving the second can they apply for the third.The "Teacher Education Program Accreditation" is an external evaluation process conducted by specialized educational accreditation agencies, based on established accreditation standards. It assesses whether the quality of talent training in teacher education programs meets predefined criteria at present and is sustainable in the foreseeable future. The core objective is to ensure that graduates from teacher education programs possess the required knowledge, skills, and competencies. The accreditation seeks to drive programs toward emphasizing connotative development and the enhancement of pre-service teachers' practical

capabilities. It also promotes reforms in the training system and mechanism, encouraging the establishment of an output-based, continuously improving quality assurance system and institutional culture—ultimately strengthening the overall capacity and quality of talent cultivation in teacher education (Tian Tengfei, 2024).

1."Teacher Education Program Accreditation": A Strategic Initiative in China’s New-Era Teacher Education Reform

1.1 A Strategic Response to National Educational Modernization and Basic Education Reform

"Teacher Education Program Accreditation" represents a key initiative in China's educational modernization efforts. It directly addresses the disconnect between traditional teacher training models and the evolving demands of contemporary basic education. In the wake of policies such as the “Double Reduction” initiative and the implementation of new competency-based curricula, teachers are expected to possess enhanced abilities in innovation, interdisciplinary instruction, and reflective practice. However, conventional teacher education has long prioritized theoretical knowledge over the systematic development of practical competencies, resulting in a mismatch with the high-quality development goals of education (Yu Tingjie & Zhu Haonan, 2025). By redefining training objectives, optimizing curriculum systems, and deepening integration between education and industry, accreditation shifts the focus of teacher education from a discipline-centered model to a competency-based one—ultimately providing robust, high-quality human resources to support national educational modernization.

1.2 A Mechanism for Driving High-Quality Development within the Teacher Education System

Centered on the principles of student-centeredness, outcome-based education, and continuous improvement, "Teacher Education Program Accreditation" directly targets structural weaknesses in existing teacher education systems. Common issues include homogenized training approaches, weak practical components, and rigid evaluation

systems, all of which hinder sustained professional growth among teachers. Through enhancements in moral education, immersive practice, and technological integration, accreditation reshapes the teacher education ecosystem—promoting a shift from "standardized output" to "personalized development," and from "closed institutional operations" to "open and collaborative cultivation" (Yang Dongling & Zheng Jingxia, 2022). This strategy not only provides a systemic remedy for long-standing shortcomings in teacher education but also serves as a crucial pathway toward the connotative development of education and the construction of a modern teacher education system.

2. The Talent Training Program: A Core Framework for Undergraduate Primary Education Majors

2.1 A Systematic Blueprint and Action Guide for Talent Development

The talent training program serves as a top-level design for the undergraduate primary education major, functioning as a strategic roadmap for the entire cultivation process. As a guiding document, it answers three fundamental questions: What kind of talents should be cultivated? How should they be cultivated? How should they be evaluated? It translates abstract educational ideals into actionable curriculum structures, instructional methodologies, and practical pathways (Liu Quanguo, 2025). For instance, by implementing a modular curriculum design—including general education, major-specific courses, and hands-on practice—the program balances knowledge acquisition with competency development, forming a logically coherent system that aligns training goals with graduation requirements. Its systematic and normative nature makes it the foundational reference for teaching organization, resource allocation, and quality evaluation throughout the talent cultivation cycle.

2.2 A Foundation for Quality Assurance and Continuous Optimization

The significance of the talent training program lies in its dual role as a quality assurance framework and a mechanism for ongoing refinement. On one hand, the program establishes clear bottom-line standards for training quality through quantifiable metrics such as credit requirements, curriculum matrices, and practice

benchmarks—effectively minimizing arbitrary variations in implementation. On the other hand, it enables dynamic alignment with industry demands through embedded continuous improvement mechanisms, ensuring that the supply of teacher talent remains synchronized with reforms in basic education (Liu Minggui, 2019). Under the framework of "Teacher Education Program Accreditation", the scientific rigor and effective implementation of the training program directly determine whether prospective primary school teachers can demonstrate core competencies such as professional ethics, instructional innovation, and interdisciplinary integration. As such, the program becomes a central tool for promoting the internal, qualitative development of teacher education.

3. The Intrinsic Relationship between Accreditation and the Talent Training Program

3.1 Accreditation Standards Provide a Structural Framework for Talent Development Programs

"Teacher Education Program Accreditation", built upon the principles of student-centeredness, outcome orientation, and continuous improvement, establishes clear quality benchmarks and implementation pathways for talent training programs. By operationalizing graduation requirements—such as the "One Practice, Three Competencies" (practicing ethical standards, learning to teach, learning to nurture, and learning to grow)—accreditation compels institutions to translate abstract learning outcomes into quantifiable and assessable curricular modules and experiential components (Zhu Jianghua, 2024). For example, the competency indicator of disciplinary literacy must correspond to a specified credit share of core subject courses, while teaching competence must be developed through microteaching, internships, and other practice-based learning. This reverse-design approach forces institutions to dismantle outdated disciplinary silos and reconstruct their curriculum to ensure alignment between educational objectives and the practical needs of basic education. One university, for instance, introduced an interdisciplinary “AI +

Education" course in response to the national push for digital transformation in education.

3.2 The Talent Training Program as a Dynamic Vehicle for Accreditation Implementation

Serving as the practical embodiment of accreditation standards, the talent training program activates a full-cycle loop of design–implementation–feedback–improvement. It transforms static accreditation criteria into dynamic educational practices. On one hand, the program must clarify how each course supports specific graduation requirements—such as embedding moral education within ideological and disciplinary pedagogy—and verify competency outcomes through diversified assessment tools, such as case studies and internship portfolios. On the other hand, the requirement for continuous improvement relies on the flexibility and adaptability of the talent training program itself (Wang Kelu, 2024). For instance, one teacher-training institution found through accreditation feedback that its graduates lacked sufficient classroom management skills. In response, the institution incorporated a new "situational simulation" module and collaborated with K–12 mentor teachers to refine assessment criteria. This two-way feedback mechanism ensures that accreditation becomes more than a one-time evaluation—it evolves into a long-term engine for driving the qualitative development of teacher education. Ultimately, it enables a synergistic cycle in which standards inform practice, and practice, in turn, refines the standards.

4. Analysis of Undergraduate Talent Training Programs for Primary Education Majors in Six Universities in Fujian Province

4.1 Institutional Positioning and Program Development

Institutional positioning refers to how a university defines its educational orientation and distinctive advantages based on its own resources, regional needs, and broader strategic educational goals. Program development, on the other hand, reflects the quality of a specific major in terms of teaching standards, faculty strength, and

curriculum structure. It is a critical mechanism for realizing institutional positioning, as it integrates disciplinary characteristics with resource allocation to align talent cultivation objectives with institutional development strategies. This study begins by examining the institutional positioning and program development of six universities in Fujian Province, as detailed in Table 1.

4.1.1 Differentiation in Accreditation and Program Development

Among the six universities, Fujian Normal University, Minnan Normal University, Jimei University, and Sanming University have all passed the second-level "Teacher Education Program Accreditation", demonstrating their regulatory compliance and quality assurance capabilities in the field of teacher education. Notably, Fujian Normal University and Jimei University have attained the status of "National First-Class Undergraduate Programs," reflecting stronger disciplinary competitiveness. In contrast, Minnan Normal University and Sanming University, designated as "Provincial First-Class Undergraduate Programs," hold regional influence but are relatively less competitive on a national scale.

By comparison, Putian University and Longyan University have neither passed the accreditation process nor received first-class program status. This suggests a need to enhance their teacher education systems in terms of standardization and resource investment. The differences in accreditation outcomes and program development levels illustrate the close correlation between the two: universities that pass accreditation are more likely to receive policy support and resource allocation, thereby fostering a virtuous cycle of continuous improvement.

4.1.2 Regional Alignment of Institutional Positioning and Enrollment Scale

An analysis of the institutional positioning and enrollment scales of Fujian Normal University, Jimei University, Minnan Normal University, Putian University, Longyan University, and Sanming University reveals distinct strategic orientations.

Fujian Normal University, aiming to become a “comprehensive, top-tier national university,” maintains a selective enrollment scale of 60 students—highlighting a strategy of elite cultivation. Jimei University, with its distinctive focus on engineering

and marine disciplines, admits 65 students, reflecting its intent to balance teacher education with specialized disciplines.

Minnan Normal University, positioned as a “high-level teacher training institution,” admits 85 students—the highest among the group—indicating its strategic focus on serving the basic education needs of the Minnan region.

Putian University, Longyan University, and Sanming University are all categorized as “application-oriented universities,” with respective enrollment numbers of 47, 70, and 62 students. Putian University, in particular, has the smallest intake, which may be attributed to demographic limitations or regional resource constraints.

University	Location	Teacher Education Accreditation	Program Development Level	Enrollment Size	Institutional Positioning
Fujian Normal University	Fuzhou	Second-Level	National First-Class Undergraduate Program	60	Building a comprehensive, top-tier national university
Minnan Normal University	Zhangzhou	Second-Level	Provincial First-Class Undergraduate Program	85	Building a high-level teacher education university
Jimei University	Xiamen	Second-Level	National First-Class Undergraduate Program	65	Building a top-tier university with “engineering & marine” characteristics
Putian University	Putian	None	None	47	Building a high-level, application-oriented university
Longyan University	Longyan	None	None	70	Building a first-class application-oriented university
Sanming University	Sanming	Second-Level	Provincial First-Class Undergraduate Program	62	Building a first-class application-oriented university

Table 1. Institutional Positioning and Program Development Status of Universities

4.2 Analysis of Training Objectives and Regional Service Orientation

The relationship between training objectives and regional service orientation reflects a bidirectional, demand-driven interaction. The educational needs and resource endowments of a service region shape the focus of talent development goals—for instance, nationally oriented universities emphasize "global perspectives," while local institutions prioritize "localized competencies." Conversely, training objectives—through curriculum and practice design—help shape students' capacity to support regional development. For example, universities in Western Fujian strengthen training in red culture education to contribute to the revitalization of education in old revolutionary base areas. Together, these elements promote the coordinated development of talent cultivation and the regional education ecosystem, as shown in Table 2.

4.2.1 Hierarchical Alignment Between Training Objectives and Service Regions

There is a significant correlation between the hierarchical level of the universities' service regions and their training objectives. Fujian Normal University, Minnan Normal University, and Jimei University position themselves as nationally oriented institutions. Their training objectives focus on broad and integrated competencies, such as "multi-subject teaching competence" (Fujian Normal), "reflective and practical skills" (Minnan Normal), and "educational management and research competence" (Jimei University), all reflecting adaptability to cross-regional educational demands. In contrast, Putian University, Longyan University, and Sanming University focus on serving local and provincial needs. Their training objectives emphasize localized abilities—for example, "student development competence" at Putian University and "adaptability to basic education reform" at Longyan University—indicating precise responses to regional educational challenges. This level-to-level alignment demonstrates how training objectives are designed to balance service scope and institutional capacity.

4.2.2 Regional Orientation and Differentiation in Training Characteristics

The depth of a university's regional service orientation significantly influences its training characteristics. Institutions serving national interests emphasize open and global competencies—such as Fujian Normal's "global perspective" and Jimei's "interdisciplinary talent development"—which are supported by internationalized curricula (e.g., cross-cultural education modules) and expansive practice platforms (e.g., cross-provincial internship bases). In contrast, universities serving provincial or local regions concentrate on localized competencies. For instance, Sanming University emphasizes the cultivation of "high-quality core teaching staff" by integrating red culture resources from Western Fujian into its curriculum, while Longyan University aligns "classroom and team management competence" with the needs of rural education in Western Fujian. This differentiation illustrates that the narrower the service scope, the deeper the local embeddedness of training objectives and curricula—forming a structure in which nationally oriented universities emphasize breadth, while locally focused institutions emphasize depth.

University	Training Objectives	Service Region
Fujian Normal University	Competent in multi-subject teaching, with future awareness and a global perspective; excellent primary school teachers	Based in Fujian, serving Southeast China, with a national reach
Minnan Normal University	Reflective and practice-oriented core teachers with specialized knowledge and versatile skills	Rooted in Southern Fujian, serving Fujian, with national outreach
Jimei University	Interdisciplinary talents capable of meeting the needs of primary education in teaching, management, and research	Rooted in Southern Fujian, serving Fujian, with national outreach
Putian University	Core primary school teachers with strong student development capacity and professional growth potential	Based in Putian, serving Fujian Province
Longyan University	Primary school teachers	Based in Western Fujian,

	capable of teaching and management, adaptable to basic education reform and development	serving Fujian Province
Sanming University	High-quality core primary school teachers competent in primary education teaching	Based in Sanming, serving Fujian Province

Table 2. Training Objectives and Regional Service Orientation

4.2.3 Course Modules and Their Quantity

Course modules are goal-oriented clusters of curricula, designed structurally to foster the coordinated development of knowledge, skills, and competencies. The rationality of their configuration directly affects the achievement of training objectives. Differences in course modules across universities in Fujian reflect varied emphases between standardized training and distinctive innovation. These modules must be optimized in accordance with the requirements of the "Teacher Education Program Accreditation" to enhance internal coherence and resource integration. See Table 3 below.

Among the six universities in Fujian Province offering undergraduate programs in primary education, five-course-module structures are the mainstream, reflecting a foundational framework of “general education + professional education + practical training.” General education, professional education, and practicum are common modules, while differences emerge in the design of specialized modules.Fujian Normal University adds “Development-Oriented Courses” and “Special Topics Courses,” highlighting academic depth and exploration of cutting-edge topics. Sanming University adopts a six-module system that includes “Elective Courses” and a “Second Classroom” module to strengthen individualized training—aligned with its goal of cultivating high-quality core teachers. Minnan Normal University, by contrast, adopts only four modules, with “Teacher Education Courses” and “Professional Education Courses” treated as separate categories, emphasizing its teacher-training orientation but limiting flexibility in elective choices.These differences in module quantity and structure reflect how universities balance standardized development with

distinctive innovation: mainstream institutions refine module structures to enhance professionalism, while local universities leverage unique modules to boost localized adaptability.

University	Course Modules	Quantity
Fujian Normal University	General Education Courses, Professional Education Courses, Development-Oriented Courses, Intensive Study Courses, Special Topics Courses	5
Minnan Normal University	General Education Courses, Professional Education Courses, Teacher Education Courses, Intensive Practicum	4
Jimei University	General Education Courses, Disciplinary Foundation Courses, Professional Education Courses, Intensive Practical Teaching, Personalized Development Plan	5
Putian University	General Courses, Teacher Education Courses, Disciplinary Specialty Courses, Intensive Practical Module, Second Classroom	5
Longyan University	General Compulsory Courses, Basic Professional Courses, Teacher Education Courses, Intensive Practical Teaching Module, Innovation and Entrepreneurship Practice	5
Sanming University	General Education Courses, Disciplinary Professional Courses, Teacher Education Courses, Elective Courses, Intensive Educational Practice, Second Classroom	6

Table 3. Course Modules and Quantity

4.2.4 Credit and Class Hour Distribution of Required and Elective Courses

Required courses are those that all students must take as part of their professional training program to ensure they master core knowledge, basic skills, and essential competencies in their field. Elective courses, on the other hand, allow students to choose based on their interests or career plans, aiming to broaden their professional perspective or deepen expertise in specific areas. The relationship between required and elective courses is complementary, reflecting the balance between "fundamental" and "developmental" learning. [Lu Xiaodong, Yong Zhengqi, Weng Yuyin, Yu Yue,

Zhu Zhenan, Li Yongkang & Wang Yishan (2021). Elasticity and Creative Growth Space of Core Required Courses — A Case Study of Five Universities' Computer-Related Majors. Research in Higher Engineering Education, (01), 176-180.] The respective credit and class hour distributions are shown in Table 4.

1.Differences in Credit Proportions for Required and Elective Courses

In terms of credit allocation, required courses account for a high proportion across all six universities, with an average of 74%, while elective courses account for only 23% on average, reflecting a curriculum structure dominated by "fundamental training." Among these, Longyan University has the highest proportion of required credits at 84% (135/161), with elective credits making up only 16%, indicating the most limited space for electives. Fujian Normal University (67% required, 32% elective) and Putian University (69% required, 31% elective) achieve a relatively good balance between required and elective courses, though they still do not meet the flexibility advocated by ""Teacher Education Program Accreditation"." This disparity suggests that a high proportion of required courses may strengthen the foundational knowledge, but it could also limit students' personalized development, especially in terms of supporting interdisciplinary skills development.

2.Class Hour Allocation of Required and Elective Courses

In terms of class hour distribution, the proportion of class hours for required courses is generally higher than the proportion of credits, further emphasizing the "required course dominant" feature. For example, Minnan Normal University has 78% of its class hours allocated to required courses, and Jimei University allocates 80% of its class hours to required courses, both higher than their respective credit proportions. Notably, Putian University has the highest proportion of elective class hours at 33%, though the elective credit proportion is only 31%, indicating that the university may have a "low credit, high class hour" phenomenon for elective courses, or it might compensate for the depth of content by extending class hours. Overall, most universities' class hour distribution aligns with the credit structure, but some institutions' practical courses (e.g., Putian University's "second classroom") may supplement through non-traditional class hours, which need further analysis to

determine their rationality in terms of course content.

University	Fujian Normal University		Minnan Normal University		Jimei University		Putian University		Longyan University		Sanming University	
	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours
Total	160	2272	156	2932	160	2112	160	2272	156	2932	160	2112
Required	107	1580	117	2292	128	1688	107	1580	117	2292	128	1688
Percentage	67%	70%	75%	78%	80%	80%	67%	70%	75%	78%	80%	80%
Optional	51	692	39	640	31	424	51	692	39	640	31	424
Percentage	32%	30%	25%	22%	20%	20%	32%	30%	25%	22%	20%	20%

Table 4. Credit and Class Hour Distribution of Required and Elective Courses

4.2.5 Credit and Class Hour Allocation of Theoretical and Practical Courses

Theoretical courses form the foundation for constructing the disciplinary knowledge system, while practical courses are essential for skill development and problem-solving. Ideally, the two should constitute a closed loop of "theory guiding practice, and practice informing theory." However, colleges and universities in Fujian Province generally demonstrate a structural imbalance, with theoretical courses disproportionately dominant (averaging 72%) and insufficient support for practical training (averaging 25%), as shown in Table 5.

1. The Dominance of Theoretical Courses

In the six universities surveyed, theoretical courses overwhelmingly dominate both credit and class hour allocations, with an average of 72% of credits and 73% of class hours, reflecting a widespread tendency in traditional teacher education to prioritize theory over practice. For instance, Fujian Normal University allocates 76% of credits and 84% of class hours to theoretical courses, centering its curriculum on disciplinary knowledge. Practical components (24% credits, 16% class hours) are largely concentrated in block teaching practicums and the graduation thesis, with minimal integration of practical elements in daily instruction. Jimei University, despite its positioning as a “Marine-Engineering Featured” institution, still devotes 69% of its credits to theory, indicating that its practical course design does not fully reflect its applied orientation. This structural imbalance may delay students’ practical

competence development, making it difficult for them to adapt swiftly to complex real-world educational settings.

2. Differentiated Layout and Implementation Gaps in Practical Courses

Although the proportion of practical courses in most universities remains below the 30% recommended by “"Teacher Education Program Accreditation"” standards, some institutions have made progress. Minnan Normal University allocates 33% of credits and 38% of class hours to practice, enhancing capacity building through its "Concentrated Practical Modules" (e.g., Educational Drama Workshops). Longyan University achieves 30% credit allocation for practical work, leveraging its collaborative practice bases in rural primary schools of Western Fujian to counterbalance its theoretical emphasis.

In contrast, Putian University and Sanming University, both of which have not passed teacher education accreditation, show weaker implementation of practical components—each with only 19% of total credits for practical courses. This is especially evident in the short duration of their teaching internships (e.g., Putian’s 15 weeks) and the absence of reflective practice mechanisms (e.g., only 0.5 credits allotted for research seminars). Such discrepancies are influenced by differences in resource allocation (accredited institutions often receive more support for practice platforms) and reflect deviations in the implementation of the “outcome-based education” philosophy. A restructuring of curricula and better integration of resources is urgently needed to improve the effectiveness of practice-based teacher education.

University	**Fujian Normal University**		**Minnan Normal University**		**Jimei University**		**Putian University**		**Longyan University**		**Sanming University**	
	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours
Total	160	2272	156	2932	160	2112	160	2272	156	2932	160	2112
Theoretical Courses	121	1918	104	1808	110	1654	121	1918	104	1808	110	1654
Percentage	76%	84%	67%	62%	69%	78%	76%	84%	67%	62%	69%	78%
Practical Courses	39	354	52	1124	50	458	39	354	52	1124	50	458
Percentage	24%	16%	33%	38%	31%	22%	24%	16%	33%	38%	31%	22%

Table 5. Credit and Class Hour Allocation of Theoretical and Practical Courses

4.2.6 Credit and Duration Allocation of Educational Practicum

Educational practicum is a core component in the training of pre-service teachers, bridging theoretical knowledge and job-specific competencies. It typically consists of four modules: observation (field experience), internship, educational research, and thesis writing. The purpose is to facilitate students' transformation from "knowledge recipients" to "teaching implementers" through immersive experiences in authentic educational settings. (Wang, Baiying & Wang, Meiying. 2025). As shown in Table 6, there is considerable variation among the six universities in Fujian Province regarding credits and duration of educational practicum.

1. Overall Differences in Practicum Credit and Week Allocation

The six universities exhibit significant disparities in both the credit and week allocation of educational practicum, reflecting varied emphasis on practical competency development.Fujian Normal University ranks highest with a total of 39 weeks and 16 credits, including an 18-week internship (7 credits), ensuring students are deeply immersed in real teaching environments.Minnan Normal University and Jimei University take a moderate approach with 26 weeks, and 14 credits and 26 credits respectively. Notably, Jimei University aligns its 14-week internship with 14 credits, reflecting a more intensive and compressed practicum design.In contrast, Putian University and Sanming University offer shorter practicum periods (34 and 30 weeks, respectively) with relatively lower credit allocation (10 and 17 credits). Particularly, Putian University allocates only 3 credits for a 12-week thesis, which may hinder the depth of academic inquiry.

These differences are influenced by resource allocation (e.g., certified institutions usually have better support platforms) and indicate a lack of systematic planning for practicum design in some local institutions.

2. Analysis of Key Practicum Components

Among specific components, teaching internship is a primary focus at all institutions: Fujian Normal University and Longyan University meet the standard for long-term

immersive practicum with 18 weeks (7 credits) and 16 weeks (8 credits), respectively, aligning with the requirements of national teacher education accreditation.

However, the educational research module remains underdeveloped across the board: Putian University offers only 0.5 credits (2 weeks) and Minnan Normal University 1 credit (2 weeks), which is insufficient to foster reflective teaching and inquiry-based thinking.

Additionally, there is a notable mismatch in credit-week balance for thesis writing: Fujian Normal University assigns 6 credits over 14 weeks, indicating a focus on academic depth.In contrast, Sanming University assigns 6 credits over only 8 weeks, which may compress research time and affect the quality of student work.

Overall, practicum design should balance "quantity" and "quality" — high credit values must be supported by adequate duration (e.g., Jimei University's 14 weeks / 14 credits internship). Furthermore, institutions should enhance the educational research component, promoting a shift in practicum from operational training to reflective professional development.

Practicum Component	**Fujian Normal University**		**Minnan Normal University**		**Jimei University**		**Putian University**		**Longyan University**		**Sanming University**	
	Credits	Weeks	Credits	Weeks	Credits	Weeks	Credits	Weeks	Credits	Weeks	Credits	Weeks
Observation (Field Experience)	1	3	1	2	3	3	2.5	5	5	7	1.5	3
Educational Research	2	4	1	2	1	1	0.5	2	1	2	1.5	3
Internship	7	18	8	14	14	14	4	15	6	16	8	16
Thesis	6	14	4	8	8	8	3	12	6	12	6	8
Total	16	39	14	26	26	26	10	34	18	37	17	30

Table 6. Credit and Duration Allocation of Educational Practicum

5.Existing Problems in the Undergraduate Talent Training Programs for Primary Education Majors in Fujian Province

5.1 Homogenized Training Objectives and Insufficient Integration of Regional

Characteristics

Currently, the training objectives of primary education programs in Fujian's universities tend to be homogenized. Most institutions adopt generalized expressions such as "high-quality applied talents" or "backbone teachers," without establishing differentiated positioning based on local educational resources and the needs of basic education. For example, although Putian University is positioned as an "application-oriented university," its training goals lack clear references to the educational value of the Puxian cultural heritage. Similarly, Longyan University mentions "adapting to basic education reform" but fails to deeply integrate the red culture of western Fujian into its teacher ethics training system. This convergence limits the alignment between talent cultivation and the local educational ecosystem, making it difficult to meet the precision requirements of teacher competency standards outlined in "teacher education accreditation" benchmarks.

5.2 Imbalanced Curriculum Structure and Weak Practical Support

The curriculum structures across Fujian universities exhibit a clear inclination toward theory-heavy design, with theoretical courses accounting for an average of 72%, while practical courses only make up 25%—well below the 30% baseline recommended by teacher education accreditation standards. For instance, at Fujian Normal University, theoretical class hours constitute 84% of the total, while most practical experiences are concentrated in a single long-term internship (18 weeks), lacking ongoing practical integration throughout regular teaching. At Putian University, the practical credit ratio is only 19%, and the educational research module is limited to just 0.5 credits (2 weeks), insufficient to support the development of students' reflective practice capabilities. This imbalance results in graduates lagging behind in adapting to real-world teaching environments, especially when facing complex challenges such as interdisciplinary instruction or after-school program design.

5.3 Lack of Systematic Educational Practicum and Missing Reflective Components

There are evident deficiencies in the design and implementation of educational

practicum components, particularly regarding the depth of research activities and graduation thesis work. For instance, at Sanming University, the educational research course is allocated only 1.5 credits (equivalent to 3 weeks), which restricts students' ability to systematically reflect on instructional issues. At Putian University, the graduation thesis lasts only 12 weeks with a mere 3 credits, potentially resulting in superficial research efforts. In institutions that have not passed teacher education accreditation—such as Longyan University—the lack of stable practicum bases hinders the effectiveness of internships. Although the internship duration there reaches 16 weeks, the content is often limited to basic teaching tasks and fails to connect educational practice with research and innovation training. Overall, the unequal distribution of practicum resources is also a pressing issue that needs to be addressed.

6. Optimization Strategies for Undergraduate Talent Training Programs in Primary Education under the Background of “"Teacher Education Program Accreditation"” in Fujian Province

6.1 Strengthening Localized Features and Reconstructing Differentiated Training Objectives

Universities should precisely formulate their training objectives based on regional resource advantages and the actual needs of basic education. For example, coastal universities such as Jimei University could introduce modules like Marine Culture Curriculum Development and Education for International Understanding to cultivate primary school teachers with intercultural perspectives. Meanwhile, mountainous universities such as Longyan University should focus on Rural Education Revitalization by integrating red culture and ecological education into their training objectives, and developing specialty courses such as Red-Themed Class Meeting Design and Rural STEM Education. Additionally, a collaborative mechanism among universities, local governments, and primary schools should be established to conduct regular needs assessments and dynamically adjust training goals to ensure alignment

with the regional education ecosystem.

6.2 Optimizing Curriculum Structure to Build a "Theory–Practice–Reflection" Closed Loop

The proportion of theoretical courses should be reduced to below 65%, while introducing practical modules such as Microteaching and Project-Based Learning to enhance practical integration. For instance, Fujian Normal University could compress the theoretical content of its AI + Education course and increase practical components like Smart Teaching Aid Development and Educational Data Analysis. Putian University should raise the proportion of practice credits to 25% and utilize Mazu cultural resources to develop practice projects such as Intangible Cultural Heritage-Based School Curriculum Design. Moreover, a Dual-Mentor System should be implemented, involving experienced primary school teachers in curriculum design to ensure alignment between practical teaching content and workplace demands.

6.3 Deepening Educational Practicum Reform to Strengthen Reflective and Research Abilities

The duration of educational research (研习) should be extended to more than four weeks and incorporate reflective assessment mechanisms such as Action Research and Educational Narratives. For example, Sanming University could increase the credits for educational research to 3, encouraging students to conduct in-depth investigations into rural education issues in western Fujian and submit analytical reports. Jimei University should refine the graduation thesis process by ensuring that thesis topics are closely related to issues encountered during internships. This could be reinforced through a co-guidance model involving both university and primary school mentors to deepen research quality. Meanwhile, the establishment of Urban–Rural Practice Alliances should be promoted—such as Longyan University and rural schools in western Fujian jointly building Education Revitalization Practice Bases—to facilitate cross-regional sharing of practicum resources and address the resource limitations of local universities.

7. Conclusion and Outlook

This study, based on the framework of "Teacher Education Program Accreditation", systematically analyzes the current status and problems in the undergraduate talent training programs for primary education in six universities in Fujian Province. The findings reveal that although some universities have begun exploring differentiated approaches in training objectives, curriculum design, and practicum arrangements, they still face common shortcomings such as homogenized training goals, theory-dominated curriculum structures, and insufficient depth in reflective practice. Specifically, non-accredited local universities (e.g., Putian University, Longyan University) lag significantly in resource investment and practicum platform development, resulting in weaker alignment between talent training and regional educational needs. Accredited institutions (e.g., Fujian Normal University), while demonstrating greater compliance, still need breakthroughs in innovation and curriculum differentiation.

In response, this study proposes optimization strategies centered on “precision in objectives, interdisciplinary curriculum integration, and seamless practical implementation.” By reconstructing training goals with regional characteristics, balancing theory and practice, and enhancing reflective capacities, a feasible path is provided for Fujian’s primary education programs to meet accreditation standards.

Looking ahead, undergraduate primary education programs in Fujian must further align with the strategic direction of teacher education accreditation and explore innovative pathways such as digital transformation and cross-regional collaboration. On one hand, universities could leverage AI and big data to develop Intelligent Educational Practicum Platforms, enabling personalized and accurate teaching capability training. On the other hand, efforts should be made to establish Urban–Rural Educational Communities, such as collaborative red education practice bases between Fujian Normal University and Longyan University, to address practicum resource shortages in local institutions.

Furthermore, a long-term tracking and evaluation mechanism should be established to

monitor graduates' career trajectories and the alignment between training programs and ongoing educational reforms. This would provide valuable data for dynamic program optimization. Ultimately, through policy guidance, technological empowerment, and ecosystem restructuring, a new paradigm of primary teacher training characterized by precision, distinctiveness, and quality assurance can be formed—providing sustainable momentum for the high-quality development of basic education in China.

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