

**From Paradigm to Practice:
A Course Design Rubric for Jesuit Business Education**

Abstract

Business education faces increasing pressure to respond to rapid technological, ecological, and social disruptions while remaining faithful to its mission. In Jesuit business schools, the Inspirational Paradigm and the Ignatian Pedagogical Paradigm (IPP) provide a compelling vision for forming responsible leaders, yet faculty often struggle to translate these frameworks into concrete course design. This paper proposes a one-page course alignment rubric as a practical tool to support this integration. The rubric brings together three dimensions: disciplinary knowledge, the IPP learning process, and the formative aims articulated through the Inspirational Paradigm. By structuring intentional and context-sensitive design choices, the rubric supports pedagogical discernment without imposing a prescriptive model. It offers a simple and adaptable approach for faculty in Jesuit business schools seeking to align teaching practice with Jesuit educational priorities.

Keywords

Jesuit business education; Ignatian Pedagogical Paradigm; Inspirational Paradigm; course design; pedagogical discernment; faculty development