

Reframing Class Scheduling: Seven School Counselor Benefits, Challenges,  
Considerations, and Recommendations

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### Abstract

The American School Counseling Association (ASCA) identifies scheduling students for classes as a non-counseling activity. Ideally, school counselors should limit non-counseling activities, but the reality is that counselors do in fact spend much time and energy scheduling classes, according to a recent survey of secondary counselors. We introduce a cognitive reframing of the task of scheduling classes as well as seven specific benefits, challenges, considerations, and concluding recommendations.

## Reframing Class Scheduling: Seven School Counselor Benefits, Challenges, Considerations, and Recommendations

Our article was birthed when two of the authors were consulting during a doctoral supervision site visit at a middle school. During the meeting, the two authors, the supervisor and the school counselor, met with the principal of the school. It was refreshing to hear what is so often considered a dull and meaningless task (scheduling students' classes) viewed positively by the counselor, who said that scheduling conferences often were the only times she saw certain students. In addition, it was an opportunity to develop a level of trust that often led to self-disclosure by the student. One author had just completed a statewide questionnaire sent to Texas counselors and principals in which the two groups were asked to address how counselors currently spend their time, compared to what each group thought counselors ideally should be doing in their jobs. Our article is organized as follows: We define and illustrate reframing. We present a brief review of the literature relative to issues involving counselors and scheduling. Finally, we present the results of two relevant items from the questionnaire. The article concludes with a series of sevens: benefits, challenges, considerations, and recommendations.

### Reframing Defined and Illustrated

A simple understanding of reframing is that it is the process whereby people come to think about and experience their situation differently (Flaskas, 1992). Watzlawick, Weakland and Fisch (1974) developed the following definition of reframing as follows:

to change the conceptual and/or emotional self or viewpoint in relation to which a situation is experienced and to place another frame which fits the 'facts' of the same concrete situation equally well or even better, and thereby changes its entire meaning (p. 31).

Reframing changes the original meaning of an event or situation in the eyes of the participant, placing it in a new context in which an equally plausible explanation is possible. As used by structural theorists, reframing is directed toward relabeling the problem or redefining what a person has defined in a discouraging self defeating manner. Adlerian psychologists call it "turning a perceived 'minus' into a perceived 'plus'."

Reframing recognizes the positive intention/motivation that often is behind even disruptive behaviors. For example, a mother who yells at her son to do his homework is reinterpreted as being positively motivated behaviorally, illustrated by showing concern about her son. Such reframing demonstrates that there are indeed advantages and disadvantages to every behavior. One of the most memorable reframes is the story of how Tom Sawyer managed to convince another adolescent that the task of whitewashing a fence on a beautiful Saturday afternoon was in fact an "opportunity" that he only "reluctantly" would "give up" so that the young man might have that "noble task" instead of Tom (Clemens, S., 1876).

Relabeling is similar to reframing in that an adjective that is positive in connotation is substituted for an adjective that is negative in connotation. For example, if the wife screams at her husband complaining that he is controlling, one could relabel the "negative attribution" interpretation by saying the husband is overburdened

(Carlson, Sperry, & Lewis, 1997). Stanton (1981) calls such a technique as "ascribing noble intention." For example, a positive label for "jealousy" could be "caring," and "anger" and could be relabeled as "desire for attention." From the Adlerian psychology perspective, "ascribing noble intention" is an empowering, encouraging example of positive (rather than negative) attribution. Reframing does not seek to say that anger per se is positive; rather it seeks to find some possible positive motivator influencing such behavior. For the purposes of this article, "ascribing noble intention" is one of the authors' goals relative to the task of classroom scheduling.

### The Role of the Professional School Counselor

The current vision for professional school counselors broadens the traditional view to include program development, management, and evaluation. Individual and group counseling (traditional responsive services) are only part of a comprehensive developmental guidance program. Greater emphasis is now placed on counselor-generated, data driven programs promoting academic success for all students and elevating the school counselor to a new leadership role (American School Counselor Association [ASCA], 2005; Bemak, 2000; Erford, House, & Martin, 2003; Gysbers & Henderson, 2006; Martin, 2002).

After a thorough investigation of how counselors actually spend their time at work Campbell and Dahir (1997) offered the following list of inappropriate activities for school counselors which is currently endorsed by the American School Counseling Association (2005) National Model:

1. Registering and scheduling of all new students
2. Coordinating/administering cognitive, aptitude and achievement tests

3. Signing for students who are absent/tardy
4. Performing disciplinary actions
5. Sending students home who are not appropriately dressed
6. Teaching classes for absent teachers
7. Computing GPA
8. Maintaining student records
9. Supervising study halls
10. Clerical record keeping and data entry
11. Assisting with duties in the principal's office
12. Work with one student at a time in a therapeutic, clinical mode
13. Preparation of individual educational plans, teams and review boards
14. Data entry (p. 13)

According to Campbell and Dahir (1997), the following appropriate school counselor activities would be more likely to promote academic success of all students:

1. Individual student academic planning
2. Counseling students who are tardy, absent, have disciplinary problems and about appropriate school dress
3. Collaborating with teachers
4. Analyzing GPA in relationship to achievement
5. Interpreting student records
6. Make suggestions to teachers about study halls
7. Ensuring records are maintained as per state and federal regulations
8. Assisting school principal to resolve issues

9. Provide small and large group counseling services
10. Advocating for students
11. Disaggregated data analysis (p. 13)

#### *Actual and Preferred School Counseling Activities*

Professional school counselors in a southwestern state rated the frequency of their assigned duties using the *School Counseling Activity Rating Scale* (SCARS) (2005). According to Scarborough (2005), “The *School Counselor Activity Rating Scale* was designed to measure how school counselors actually spend their time versus how they would prefer to spend their time in job-related activities” (p. 274). The survey author granted us permission to convert the SCARS to an online survey which was sent via email to the Directors of Guidance in the state with a request to forward the survey to their secondary school counselors. Limitations of online surveys include low response rate and the inability to know how many people actually received the survey (Crawford, S., Couper, M., & Lamias, M., 2001; Granello, D. & Wheaton, J. (2004); Kay, B. & Johnson, T., 1999). The number of responses (312 high school counselors and 196 middle school counselors) was adequate for reporting purposes for this article. Also, for the purpose of this article, we considered only two items on the survey: (a) I routinely schedule students for classes and (b) I prefer to routinely schedule students for classes. Participants used a Likert Scale with responses including never, rarely, occasionally, frequently, and routinely. Since this is an online survey with a link to the survey questions, our research is ongoing.

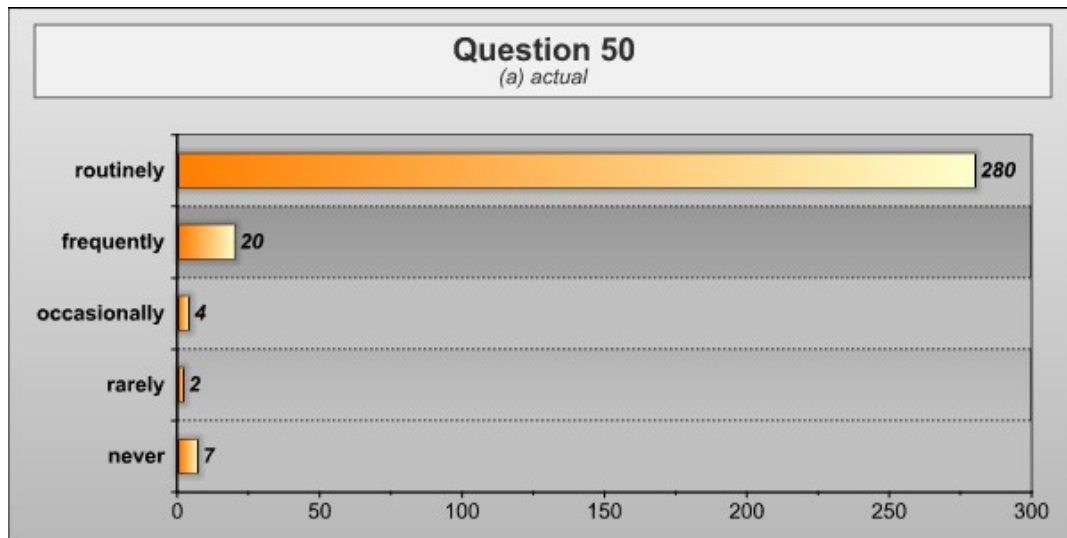
The responses to our online survey suggested that secondary school counselors who participated in the survey continue to perform many of the duties that ASCA

defines as “inappropriate.” In particular, scheduling students for classes, coordinating the standardized testing program, enrolling and withdrawing students from school, and maintaining and completing educational records were the top four most frequently reported activities that are considered to be “non-counseling duties” which many school counselors reported that they routinely perform. These duties typically are considered to be clerical and appear to isolate the school counselor from providing direct services to students (Bemak, 2000). The focus of our article is the activity of scheduling students for classes and how counselors can integrate real counseling time into that “non-counseling” activity.

The number of school counselors reporting that they “routinely” schedule students for classes was 280 (89% of the total respondents) (Chart 1), while 177 (56.73%) stated that they “prefer” to “routinely” schedule students for classes (Chart 2). It appears that while this task may be considered inappropriate for school counselors by leaders in the field and professional organizations, the high school counselors in this survey are involved in scheduling students for classes. More than half (56.73%) of them “prefer” to be doing this activity “routinely.” These results are not congruent with the new vision of the Education Trust (2000) for school counselors. Results of the survey support the fact that many counselors are both spending time and also effectively managing the scheduling process.

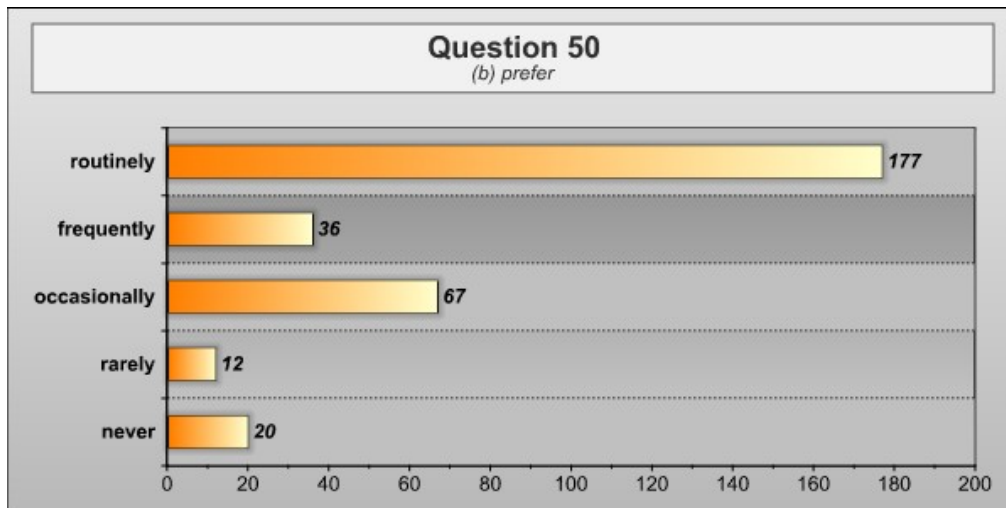


Chart 1

*High School Counselors Who Actually Schedule Students for Classes*

Source: [www.freeonlinesurveys.com](http://www.freeonlinesurveys.com)

Chart 2

*High School Counselors Who Prefer to Schedule Students for Classes*

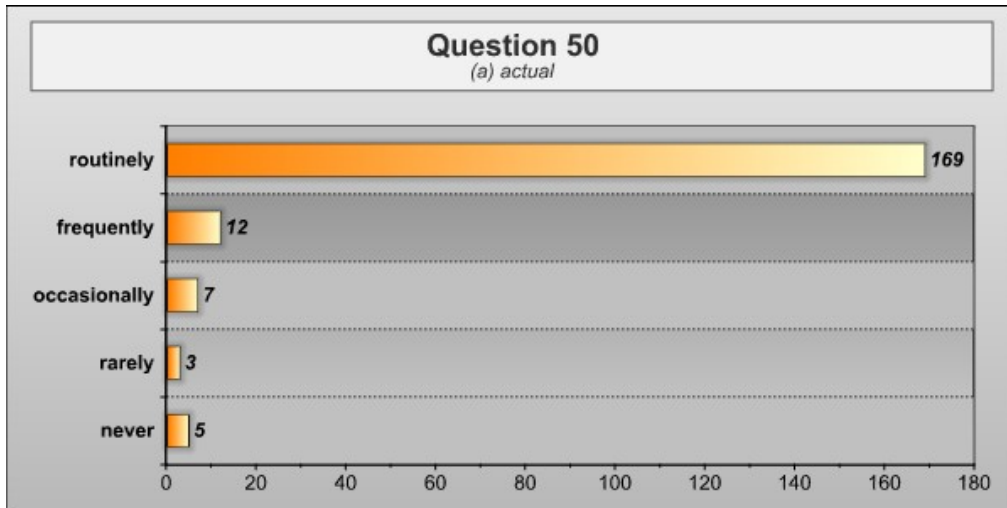
Source: [www.freeonlinesurveys.com](http://www.freeonlinesurveys.com)

The number of middle school counselors reporting that they “routinely” schedule students for classes was 169 which was 86.22% of the total respondents (Chart 3), and

ninety (45.92%) of those respondents said that they “prefer” to “routinely” schedule students for classes (Chart 4). The data do not reflect the new vision of professional school counselors (Education Trust, 2000). More middle school participants would prefer not to schedule students at all (12.24%) in contrast to the number of high school participants reporting they would prefer not to schedule students (6.03%). In summary, the task of scheduling students in classes was the counseling activity that received more “routinely” responses for both high school and middle school counselors in this survey than any of the other activities considered inappropriate by ASCA.

Chart 3

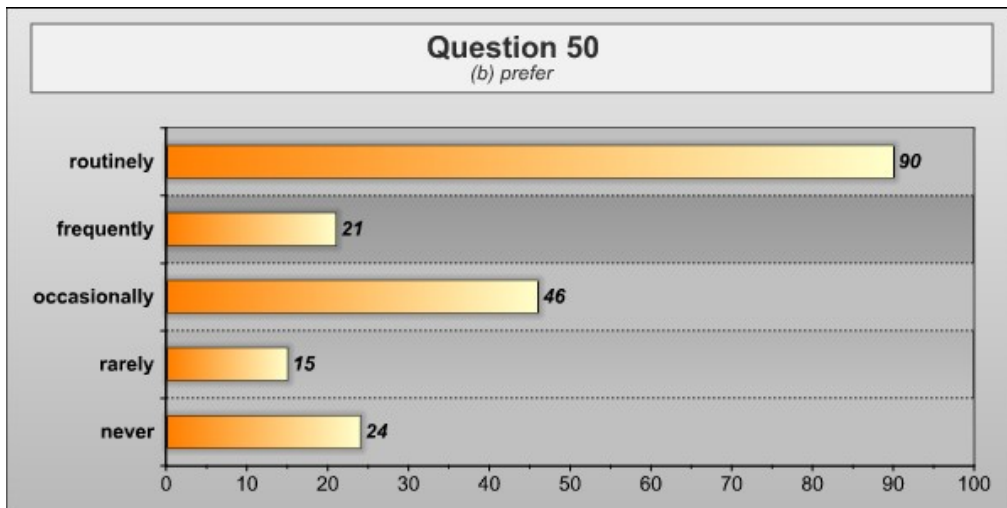
*Middle School Counselors Who Actually Schedule Students for Classes*



Source: [www.freeonlinesurveys.com](http://www.freeonlinesurveys.com)

Chart 4

*Middle School Counselors Who Prefer to Schedule Students for Classes*



Source: [www.freeonlinesurveys.com](http://www.freeonlinesurveys.com)

*School Counselors Creating Opportunities*

The survey results suggest what most high school and middle school counselors already know, which is that they perform some tasks that are considered “non-counseling” tasks by their own professional organization. Many of the professional school counselors who were trained 10 or more years ago may not be aware of the new vision for school counselors. They also may not have received training or professional development in advocacy, accountability, and leadership in recent years.

It is our observation as we supervise our graduate students at school sites that many high school counselors are creating magnificent programs, making a difference with at-risk students, and are being considered an integral part of the leadership team on their campuses. These are the professionals who have the capacity to make “lemonade out of lemons,” to transform themselves into the most positive and exciting agents of change one can imagine in spite of their job descriptions. How do they do it?

They do it by looking for opportunities in each task they perform, even the “non-counseling” tasks, to impact the student, parent, or staff member they happen to be working with at the time.

As these change agents schedule students for classes, they look for opportunities to place “all” students in academically challenging courses of study leading to higher education and good career choices. They recognize that some students come to school with a small base of educational support. The school counselor may be the only person ever to suggest that a certain student aspire to education after high school. During the schedule change, the counselor looks at grades, test scores, attendance records, and discipline records to get a “picture” of the student and what type of assistance that student might need from a guidance counselor. Further, these scheduling sessions often find students revealing important information about their social and emotional lives that need attention. The school counselor then has the opportunity to refer the student and family to the appropriate resources. As school counselors make opportunities for change with students during class scheduling conferences, they are actually reframing their job roles.

### Seven Benefits of Scheduling

We reframe scheduling tasks into the following seven benefits. School counselors who understand and maintain these tenets as a foundation will capitalize on the benefits of this framework. The task of scheduling can be reframed by school counselors. Scheduling requires a significant amount of time and almost all secondary counselors do it as an accepted responsibility. Therefore, it makes sense that

counselors create ways to view this task as beneficial to student success and as a way to build positive relationships with students.

### *1. Adhering to State Mandated Requirements*

Counselors guarantee that all students have access to information that impacts their futures. Secondary school counselors should be well versed in requirements made by their respective states. Knowing these requirements and keeping abreast of changes in laws that impact a student's education is relevant to this process. Requirements are generally outlined on state and district websites as to what students must take in order to graduate successfully from high school. Students' schedules reflect their matriculation through the curriculum in preparation for state mandated testing requirements as well.

### *2. Supporting the Master Schedule*

The master schedule is the blue print of a school's schedule. It reflects teacher content assignment, teaming assignments, the number of course sections offered, and teachers' conference and planning periods. Additional scheduling issues include seat availability for students and a methodological outline for best use of staff based on areas of certification. Scheduling also provides district personnel, administrators, and counselors with knowledge of teacher allocations (funding for hiring or relocating teachers) and other funding considerations for each campus. All counselors should understand how master schedules are built. If a school's population is not one that remains constant, recommendations for additional faculty or a decrease in faculty can be made. To be an integral part of this blue print, professional school counselors must be experts in the design of the master schedule.

### *3. Assisting Students with Vocational and College Preparation*

Counselor assistance in vocational and college preparation for students is important and a clear vision of the ASCA National Model. A student's schedule should reflect courses and elective choices preparing and training them for their desired career or university option after high school. Counselors must be diligent in guiding students to think about their aspirations and developing a plan that would meet these individualized goals. Students in some districts may be able to take dual high school credit classes for meeting the criteria of their local community colleges. Counselors need to be aware of a student's goals and align the student's courses so that dual credit can be granted successfully.

Preparing students for college is challenging. Knowledge of state college admissions criteria is essential to guiding students to college preparation. Additionally, counselors must have access to out of state college criteria and funding availability for students who have met certain criteria. Scholarships, grants, and student loan information should be available through the counselor for all students. Discussing these issues with students is appropriate and necessary as counselors schedule students for classes.

### *4. Helping Students with Goal Setting in High School*

Goal setting for students is significant and should begin in middle school. Some school districts allow middle school students to take courses for high school credit. In order to qualify for these classes, planning must begin early. Students who set goals have a clear vision of what elective courses they would like to have and how that will benefit their high school experience. A counselor's role in student goal setting is making

certain that students fully understand their choices and providing literature for students and their parents to assist them in making informed decisions about future plans. All students should make preliminary four and six year plans with the assistance of their school counselors. These plans outline a student's course itinerary from grades seven through twelve.

#### *5. Identifying Signature Strengths of Students*

Signature strengths in students should be recognized by counselors. Signature strengths are defined as qualities students possess that separate them from their peers. These strengths should be taken into consideration when making recommendations for various electives and accelerated courses. Additionally, students' strengths should be used to help explore potential career options. Signature strengths should be integrated into course choices, extra-curricular choices, and off campus training available for students.

#### *6. Identifying Students' Limitations*

A student's limitations are noteworthy for a counselor. Limitations for students could interfere with the level of attained success and, if not recognized, could contribute to a decrease in self-esteem. With the professional school counselor as a guide, students must acknowledge their limitations as the means to prepare for extra training or experience in a particular area of interest. Limitation in our article is defined as the understanding of what information is needed to obtain the goals in an endeavor in which the student is not being successful. Counselors should treat the exploration of limitations delicately as they work with students' educational and career planning.

### *7. Providing Personal Attention*

Adolescents notoriously reject parental feedback and assistance, yet they still need the guidance and wisdom of a caring adult. Professional school counselors can fill that need during individual scheduling conferences when important decisions are being made. In addition, social and emotional issues can be addressed at this time.

#### Reframing the Seven Challenges of Scheduling

Although we can reframe scheduling, school counselors still face challenges in performing scheduling tasks. However, scheduling is an ideal time for counselors to talk with teachers about their classes and to establish relationships with students. We point out the seven challenges of scheduling for school counselors to consider as they reframe their scheduling tasks.

##### *1. The Challenge of National, State, and Local Level Laws*

Laws that govern school counselors and placement practices for middle school and high school students are often communicated through national, state, and local levels. School districts' guidance and counseling departments must be aware of these laws and make their counseling faculty aware of changes in these laws. Counselors should be informed of such changes and have systematic ways in place for providing the most current information to parents and students. School counselors must be committed to providing the facts of middle school and high school placement policies and laws to all families, particularly those with language barriers and from backgrounds of poverty.



## *2. The Challenge of District Policy and Course Descriptions*

District policy regarding scheduling should be clearly outlined in the district's placement and grouping handbook. All counselors should have access to these policies that outline placement guidelines, grouping specifications, and class load and class size criteria for specific content areas. District policies should serve as a base for all decisions regarding student placement. Course description books are essential for counselors to know. These books outline the description of each course and the placement criteria that allow students to take these courses. If a district does not have this information available, the counseling department within a school district should recommend the critical need to normalize basic scheduling practices among counselors.

## *3. The Challenge of Equivalent to Other Districts*

All districts' placement criteria and practices are generally not equivalent. When new students enroll, counselors are challenged to interpret students' transcripts accurately, especially those from out of state. Counselors must be steadfast in their quest for knowledge in course alignment among districts, so that students will not suffer academically as a result of a counselor's mistake.

## *4. The Challenge of Student Placement*

Placement is an important component of scheduling. Placement is used to convey a student's academic level and a point of reference to compare with other students who are the same age and grade level. Accurate placement requires an understanding of that student's past academic performance, educational settings (e.g. home school or alternative placement), prior academic accomplishments, and classes previously taken (e.g. required or prerequisite). Accurate placement is also critical for

purposes of funding. School districts receive funding from our government and taxpayers based on programming and placement of students. Students placed inaccurately reflect inefficiency on the part of the school counselor and put students at risk.

### *5. The Challenge of Course Numbers*

Counselors must know how to interpret course numbers within their district and become familiar with those out of district. Course numbers reveal the subject area, grade-level, placement levels (above-level, on-level, or below level), and semester or full year status. Counselors who are able to interpret course numbers have a clear picture of a student's academic functioning.

### *6. The Challenge of Selection Criteria*

Counselors have different practices as to how they select students for certain classes, electives, and other programming information (e.g. college information and funding). There are very few systems in place that monitor counselor practices regarding selection. The phenomenon of elective choices in middle or high school is a good example of the considerations counselors must make when placing students. Each elective teacher wants the "crème de la crop" for their specialization area. Electives are designed to give students experience and exposure in various disciplines. Students who are behaviorally challenged generally do not have the opportunities that other students have regarding certain elective choices. This is a concern for school counselors if course descriptions do not describe behavior as being a major consideration or prerequisite for selection. Counselors may not be certain that a behaviorally challenged student will not do well in specific elective courses and may

have to “lobby” on behalf of the student. Elective choices for art and music definitely can serve as an outlet to those challenging students and provide them with more constructive, widely accepted ways of coping with their misbehavior.

### *7. The Challenge of Technical Expertise*

Counselors who are technically deficient experience a great deal of frustration in scheduling students. Scheduling becomes difficult because most scheduling programs require the users to know basic computer functions. These programs require extensive training by district personnel for counselors. If counselors have little technical knowledge, the responsibility of scheduling for students is challenging and can be inefficient at times. Increasing technical expertise is one way school counselors can improve the efficiency of scheduling classes.

### Seven Considerations of Scheduling

In consideration of both the benefits and the challenges of scheduling, we offer a list of considerations as counselors reframe the task of student scheduling. Failure to be cognizant of these considerations could be frustrating and even discouraging especially for new counselors. These considerations are part of counselors’ “on-the-job” learning and not a part of their pre-service training in their masters’ programs.

#### *1. Consideration of Critical Time Periods*

The first considerations counselors should be aware of are the critical periods of time for scheduling during the school year. The beginning, middle, and end of a school year are critical time periods for counselors. The beginning of the year requires preparation for student arrival. Mid-semester requires changes in schedules as a result of student and parent requests for the second semester. Mid-semester can also be

critical if a school has experienced growth and hires new teachers at the beginning of the new semester. The end of the year requires counselors to place course requests from the students to transition them from the current year to the next year. Students are able to choose electives for the next year, and the counselor is required to input that information into the computer system. In addition to electives, required courses must be input into the computer for the upcoming year as well. Accuracy is important to the successful beginning of the new school year and to eliminate the problems associated with scheduling errors. All counselors must recognize the critical scheduling periods in a school year.

## *2. Consideration of Special Education Issues*

Scheduling students who are in special education must be carefully considered. A student's particular disability and Individual Education Plan is significant in order to provide the most effective placement for students with special needs. Whether to place a child in a modifications only, in-class support, co-teach, resource, adaptive behavior, or life-skills classroom is based on ARD committee determinations, and these placements are all coded within the master schedule. Counselors must know corresponding course numbers that are equivalent to these various special education settings. Counselors who fail to have students accurately placed based on ARD committee determinations risk legal ramifications and jeopardize funding possibilities. States identify this as an "out of placement" status which could prevent future recommendations and placement changes for students until current deliberations on placement have been fulfilled successfully.

### *3. Consideration of Transcript Information*

A student's transcript is their educational biography. Transcripts are legal documents which reflect a student's academic history and programming. When scheduling any student, counselors should review all academic records to be certain of what classes the student has taken and what classes a student still needs. Additionally, if students are in the process of taking or previously took a high school credit course, this must be documented correctly on the receiving district's transcript record.

### *4. Consideration of English Language Learners*

Most schools offer programs that meet the needs of English Language Learners. Just as the general education and special education populations have scheduling considerations, counselors must be aware of considerations that pertain to English Language Learners. Scheduling for English Language Learners must be accurately done to meet state requirements. The schedule should reflect new arrival, beginning, intermediate, or advanced language status. Inappropriate placement of these students can cause educational frustration and even wear the mask of a possible special education referral.

### *5. Consideration of Administrative and Teacher Requests*

Often schools have classes that help prepare students for the state examinations. These classes require administration and teachers to hand select students for placement based on their passing or failing the previous year's state examination. Counselors must know the criteria used in placing students in these classes and make certain their recommendations are provided when these changes are implemented.

### *6. Consideration of Behavioral Modification Needs*

Counselors may find subtle expectations in scheduling students into certain classes as a form of behavior modification. The teacher of record may have difficulty with classroom management, so the student who is most challenging to that teacher may be placed with another teacher. Scheduling is often used as a way to control student behavior in the classroom and among peers. Some practices have been to place students who are behaviorally challenged in classes that are assigned both a regular education teacher and a special education teacher. This practice is an effort to have additional support within the classes. The counselor's "voice" must initiate change in a student's behavior. Behavior changes do not occur as a result of a class change, but by discovering the root of that student's problem. The school counselor can be instrumental in successful behavior modification.

### *7. Consideration of State Examinations*

Scheduling considerations are important to state examinations. States may identify students' preparation and readiness for state examinations by their enrollment into specific courses. The state may distribute testing materials to districts based on numbers enrolled in general and special education. It is important for counselors to know students' appropriate academic level.

### Seven Recommendations for Reframing Scheduling

The last tenets are recommendations for reframing scheduling practices. School counselors should use these suggestions and make them common practices of their work in order to think of scheduling as a positive student-counselor interaction.

### *1. Recommendation to Follow Policy*

It is important for counselors to follow policies outlined by their school districts. Counselors who fail to follow policy can make mistakes that are detrimental to their students' futures and to their own careers. These types of inaccuracies can create problematic relationships among students, parents, teachers, and counselors and act as a blockade against reframing the task of scheduling.

### *2. Recommendation to Keep Record of Changes*

Keeping records of requests and schedule changes is recommended. Most computer programs for scheduling will do this automatically. However, a paper trail of schedule changes and the rationale for the changes is evidence of changes made and can be beneficial to recollection of these changes. Accurate record keeping ensures that scheduling is viewed as a positive counselor-student interaction.

### *3. Recommendation to Stay in Compliance*

Staying in compliance with student placement is important. Compliance demonstrates efficiency on the counselor's part and a desire to meet the needs of each and every student. It also means fulfilling requests and making changes in a timely manner. In order to view scheduling tasks as positive experiences, the counselor must comply with district, state, and federal guidelines.

### *4. Recommendation to Run Reports*

Learning how to run reports is beneficial for counselors. Reports are a way to look at schedules from several standpoints: according to student, to section, to teacher, and to course number. Reports can provide information regarding students who do not have enough classes scheduled within their day and conflicts within their schedule.

Reports can reveal grades for each six week's period and any demographic information needed. Running reports regularly should be considered a standard practice among secondary school counselors as they reframe the task of scheduling.

#### *5. Recommendation to Keep Open Dialogue*

Counselors who practice open communication with their colleagues facilitate the process of scheduling. Brainstorming ways to complete scheduling tasks is extremely beneficial when other counselors are involved. Knowing your administrative team and their beliefs regarding scheduling practices is significant to a school's operation. Working as a team ensures accuracy and "fair share" duties on the part of everyone.

#### *6. Recommendation to Limit Scheduling Duties*

Scheduling practices should be done in moderation. No counselor should spend more time scheduling than in other components of the development guidance program. Scheduling should be viewed as a goal with attainability and not as a "never-ending" cycle. Scheduling students for classes should not interfere with a counselor's ability to be the manager of the comprehensive guidance program or to interfere with important prevention programs that meet the needs of all students.

#### *7. Recommendation to Active Involvement in Professional Organizations*

Active involvement in a professional organization provides a basis for what various school counseling models deem as appropriate and inappropriate tasks for school counselors. It is the responsibility of counselors to be advocates for the profession and for all students. As professional school counselors advocate for their position as leader and advocate in a data-driven school counseling program, school



administrators will be more likely to search for new ways to assist counselors with the many hats that they wear.

### Conclusion

On the surface, it would seem that there is a discrepancy between what school counselors are actually doing and the most current thinking in the field regarding school counselors' roles. Reframing the day-to-day activities of school counselors to include facilitating student academic success in the seemingly mundane task of class scheduling provides a different and more positive way of thinking about that task. This is not to say that school counselors should isolate themselves from the main stream of their schools, nor should they consider themselves clerical workers. Streamlining scheduling tasks and asking for help in the data input are necessary steps for professional school counselors to take as they advocate for their leadership roles in schools. On the other hand, face-to-face scheduling sessions with students can assist counselors in their mission to be an important part of assuring access to strenuous academic courses for all students and to ensure that students are not "left behind" academically.

The present article has focused on the potential ways counselors can use scheduling to assist the actual counseling process itself. In a series of sevens, the article has enumerated the potential merits of scheduling from the perspective of benefits, challenges, considerations, and recommendations.

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