

## Cataloging and Classification Competency Set Portfolio Development Suggestions March 29, 2011

Library Support Staff who work in cataloging and classification support library users by assisting with the processes that allow library users to use multiple ways of searching a library's collection, to find out what is in a library, to identify particular items and to locate these items in the library or in other libraries. Cataloging and classification work requires knowledge of standard systems of classification, cataloging and subject headings. This work also requires the ability to apply these standards to diverse types of materials.

These Portfolio Development Suggestions (PDS) includes examples of possible activities you might use to demonstrate your achievements for each competency in this set. These activities or activities that you design yourself will be the primary documentation of your achievements for your online portfolio.

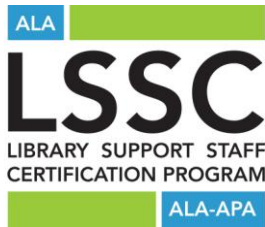
You might recognize some of these activities as experiences you have already had at work. You may also choose to use these as ideas for new self-directed learning projects and ways to demonstrate what you learned.

These are ONLY examples to help you get started thinking about both what experiences you already have related to specific competencies and what new learning you may want to pursue. While you may choose to use some of these suggestions for your Cataloging and Classification portfolio, you may also choose other relevant activities from your experience or new learning activities to demonstrate your proficiency in each competency.

The goal is to demonstrate that you have achieved the competencies. Your documentation may be a written narrative, a video, an audio recording or digitized copies of documents you have already prepared in your work experience. You may submit these documents in any format that can be uploaded into your online portfolio. Remember to make a clear link between the competency and the document so that evaluators will know what competency you are demonstrating. When appropriate, you may also apply documentation for one competency to another competency. If so, indicate that in your portfolio.

### Helpful Hints

In order to complete some of the activities you may need to conduct research. This research may be from print resources, web resources, visits to and observations of



other libraries and interviews with library staff or library users. If you need to conduct research to complete one of the activities listed below, be sure to cite the resources that you consulted and your personal opinion of what you learned.

Some of the PDSs ask for a bibliography. Usually a bibliography should include notations that are both descriptive and evaluative. Descriptive means your notation briefly describes what is relevant; evaluative means your opinion about what you read.

In some cases, we suggest that you compare and contrast what happens in at least two libraries or other settings. Compare and contrast means that you identify the similarities and differences between the way different libraries or other settings operate. If you currently work in a library, you may use that library as one of the examples. You may use the same type of library for comparison (public OR academic) or different types of libraries (public AND academic). Unless the suggested activity specifically indicates that you should look for examples in BOTH public and academic libraries, you may choose which types you would like to compare and contrast. You can discover how other libraries operate by conducting online research or by visiting another library and interviewing its staff.

You may also be asked to analyze or describe “your community.” Community is a broad term that could mean the community served by a public library or the higher education community served by an academic library.

### In Summary

In summary, in order to submit this competency set as completed, you are expected to demonstrate that you have achieved each of the 10 individual competencies in the Cataloging and Classification Set. However, you are NOT expected to complete all of the examples listed with each competency.

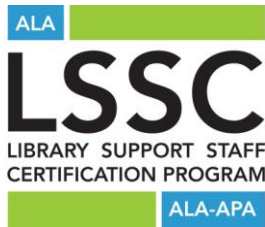
Good luck as you achieve this competency set.

### **Library Support Staff will know:**

#### **Competency 1: The functionality of integrated library systems.**

##### Portfolio Development Suggestions

1.1 List the cataloging functions of the integrated library system (ILS) in a library. Explain how the cataloging component relates to other functions, such as circulation, public access and/or acquisitions.



1.2 List the advantages and disadvantages of an LIS system's cataloging functions and explain what improvements and changes you would recommend to the vendor.

**Competency 2: Basic tools, both print and online, for cataloging.**

Portfolio Development Suggestions

2.1 Choose examples of at least three cataloging tools, either print or online, such as AACR2R, RDA, OCLC, Dublin Core, Cataloger's Desktop, WebDewey, Sears, LCSH or the Dewey Decimal System. Discuss why each of the three that you chose is important to cataloging functions in either an academic or public library.

2.2. Video, audio tape or write a script explaining one cataloging tool, as listed above, to someone who does not have any experience with cataloging.

**Competency 3: The basics of MARC format and cataloging rules.**

Portfolio Development Suggestions

3.1 Select a MARC record from a library catalog. Provide a copy of the entire MARC record. Explain the coding for at least 15 major fields. Explain how you would find informational about other fields, indicators or subfields.

3.2 Briefly discuss the organization and purpose of the current rules for descriptive cataloging, such as AACR2R or RDA. Explain in general how these rules are used to help prepare a cataloging record.

**Competency 4: The basics of classification and organization schemes for collections.**

Portfolio Development Suggestions

4.1 Compare and contrast the classification systems used by a library and a bookstore.

4.2 Choose one standard classification scheme, such as the Dewey Decimal Classification or Library of Congress classification. Explain how a classification number is created using the scheme you have chosen.

4.3 Find at least five articles on the web which discuss libraries abandoning classification systems. List the pros and cons that you find in these articles and give



your own opinion.

### **Competency 5: The basics of subject headings and authority control.**

#### Portfolio Development Suggestions

5.1 Choose one standard source for subject headings, such as LCSH (Library of Congress Subject Headings) or Sears. Explain how subject headings are created using this source. Provide three examples of subject headings for three different items and how these headings were chosen for these items. Include the full MARC record for these items.

5.2 Discuss the importance of authority control and compare and contrast two resources a library uses to insure authority control.

### **Competency 6: The value of cooperating with other libraries to enhance services.**

#### Portfolio Development Suggestions

6.1 Describe at least two cooperative cataloging or bibliographic network arrangements between public or academic libraries. These arrangements may be statewide, national or local networks or cooperatives. What are the arrangements' benefits and liabilities for their members and for the library user? How does the library promote these services?

6.2 Write a statement that answers a community member who suggests that a library pull out of cooperative arrangements and perform all cataloging and classification in-house.

#### Library Support Staff will be able to:

### **Competency 7: Use bibliographic utilities.**

#### Portfolio Development Suggestions

7.1 Describe how Library Support Staff can use a bibliographic utility, such as OCLC. Discuss how libraries use and search the utility for original or copy cataloging, why and how records are edited and how records are imported or downloaded.

7.2 Research other ways to purchase or legally obtain free cataloging information, including MARC records, from bibliographic sources other than OCLC.



## **Competency 8: Use the cataloging functions of integrated library systems.**

### Portfolio Development Suggestions

8.1 Describe the steps in the cataloging functions of a library's ILS. Explain how records are imported and from where, how and if records are edited and how original cataloging records are created. Include a flowchart to illustrate part of these functions.

8.2 Research the cataloging functions of one ILS that is not familiar to you. Compare and contrast it to the ILS that is most familiar to you.

## **Competency 9: Perform basic copy cataloging, including reviewing and editing cataloging records.**

### Portfolio Development Suggestions

9.1 Describe the steps involved in copy cataloging. Explain how you search and determine if a record is one that can be used, and what editing needs to be done. Include a flowchart of the steps to help explain.

9.2 Describe the differences between copy cataloging and full cataloging. Outline the differences in the procedures and any products used.

## **Competency 10: Explain the library's classification scheme to others and assist others to find desired resources.**

### Portfolio Development Suggestions

10.1 Develop a guide to teach other Library Support Staff the various classification methods in the library's departments.

10.2 Identify ten library terms or jargon that library users might find confusing in library catalogs. Create a help page or a brochure to explain these terms. Write a brief accompanying explanation explaining why you chose those particular terms to define.

10.3 Create a help page for a web or wiki or to use as a brochure for conducting a basic and advanced library catalog search and for finding items in the library's collection.