

2025 OK  
Regional



## COSMETOLOGY



SkillsUSA Championships Technical Standards

### PURPOSE

To evaluate each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of cosmetology.

First, download and review the General Regulations at [updates.skillsusa.org](https://updates.skillsusa.org).

### ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with cosmetology as an occupational objective. Each state may send one high school and one college/postsecondary entry.

### CLOTHING REQUIREMENT

#### **Class F: Competition Specific — Barbering, Cosmetology, Esthetics, Nail Care**

- White dress shirt or official white polo
- Black dress slacks
- Black work or dress shoes (non-skid and completely enclosed, no open-toe or open-heel)

*Note:* Wearing socks or hose is not required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to SkillsUSA Championships Clothing Classifications that are pictured and described at [skillsusastore.org](https://skillsusastore.org). If you have questions about competition uniforms, call the SkillsUSA Store at 888-501-2183.

## EQUIPMENT AND MATERIALS

1. Supplied by the regional host school and technical committee:
  - a. Mannequin for 2 haircut
  - b. Mirrors and tables
  - c. All pictures or literature of styles, haircuts and techniques, and/or specialized process details related to the competition's tasks. NOTE: Pictures will not be provided until competition time.
  - d. First aid kit
  - e. Blood spill kit
2. Supplied by the competitor:
  - a. Long hair mannequin should be at least 19" long, not colored or treated
  - b. Cutting shears
  - c. Thinning shears
  - d. Razor and spare blade w/ guard
  - e. Clipper
  - f. Thermal tools (flat iron and/or curling iron)
  - g. Blow dryer
  - h. Styling product(s) of choice
  - i. Combs
  - j. Brushes
  - k. Spray bottle (filled with water)
  - l. Towels (minimum of six)
  - m. Hair clips
  - n. Tripod stand for mannequin head
  - o. All competitors must create and submit a one-page single sided resume.

### PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition's national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

### Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

## SCOPE OF THE COMPETITION

The competition is defined by industry standards as identified by the SkillsUSA technical committee, which includes the following: Burmax Co. Inc., Fantastic Sam's, Marianna, Milady, Regis Corp./Supercuts, SportsClips, and Pivot Point International.

The competition is divided into three (3) separate skill performance tests.

### KNOWLEDGE PERFORMANCE

The competition will include a test assessing general knowledge of cosmetology. Competitors are required to take the SkillsUSA Professional Development Test.

### SKILL PERFORMANCE

The three separate skill performance test assess skills in haircutting, hair styling, and long hair design at multiple performance stations. Creativity is assessed in the long hair design test, while haircutting is tested in the re-creation of one long haircut from a picture (which will be provided at the time of the competition). The technical skills are assessed through a uniform layered haircut.

One hour for Long Hair Design

45-minutes for Haircut

45-minutes for 90 degree haircut

There will be 5 minutes between performance tasks to clean-up/set-up

### COMPETITION GUIDELINES

1. The competition rules will be reviewed during orientation. After the review session, competitors, in their required competition dress, will take the verbal communications.  
evaluation and knowledge test. Competitors will then be escorted to the competition site to receive final instructions.
2. The long hair mannequin must not be altered by color.
  - a. For the long hair design, no ornaments, hairpieces, or any type of enhancements made of hair are allowed.
  - b. No eyelashes are allowed.
  - c. Volume-based inserts such as donut buns will be allowed.
3. All competitors must keep their work area clean and organized.
4. Professional attitude and communication are expected throughout the competition.
5. Once time is called, competitors must stop working. Touching the hair of the mannequin or model after time is called will result in three penalty points.
6. Cell phones must be turned off during the competition. Smartwatches are prohibited.
7. A Professional attitude and communication are expected throughout the competition.
8. Once time is called, the competitor must stop working.
9. Cell phones, smart watches, and/or other forms of communication technology are prohibited in the competition area. If models and/or competitors are using any digital communication device

(other than when permitted), points will be deducted. See “Prohibited Devices” for more information.

## **STANDARDS AND COMPETENCIES**

### **CO 1.0 — Long Hair Design: Create a long hair design of your choice within a one-hour timed period**

- 1.1. Style hair to produce a range of special effects in an upswept position
- 1.2. Incorporate applicable techniques such as braiding, twisting, rolls, loops, etc.
- 1.3. Secure hair with hair pins, bobby pins and bands as applicable. Volume base inserts (donut bun) are allowed.
- 1.4. Create a design that is clean, smooth, showing no back combing, and back brushing under the finished style
- 1.5. Style hair so that hair pins, bobby pins and bands are not exposed
- 1.6. Demonstrate balance, proportion and form in the finished design
- 1.7. Show control of texture and control of hair direction in the finished design
- 1.8. Incorporate current trends

### **CO 2.0 — Long-Hair Cut and Design: Duplicate a haircut and style that has been selected by the national technical committee within a 45-minute timed period**

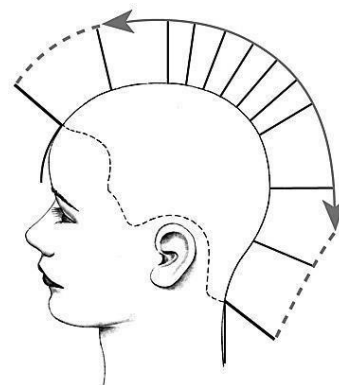
- 2.1. Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clippers as needed
- 2.2. Duplicate the length, design line and textured look of the selected cut
- 2.2. Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed
- 2.3. Use appropriate styling products to duplicate the selected haircut
- 2.4. Duplicate the balance of form, control of texture and the control of the hair direction

### **CO 3.0 — Short Hair Cut and Design: Duplicate a determined haircut and design that has been selected by the national technical committee within a 45-minute timed period**

- 3.1. Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clipper, as needed
- 3.2. Duplicate the length and design line of the selected cut
- 3.3. Duplicate the finished design using blow dryer, or thermal tools such as curling iron, flat iron, etc., as needed
- 3.4. Use appropriate styling products to duplicate the selected haircut
- 3.5. Duplicate the balance of form, control of texture and the control of hair direction

### **CO 4.0 — Uniform Layer Haircut (90 Degree) (see drawing) Haircut Procedure: Create a uniform layer (90 degree) haircut and design with criteria selected by the national technical committee within a 45-minute timed period, styling the hair with hair dryer and fingers only**

- 4.1. Assemble tools (shears, comb, clips, and blow dryer) and prepare station



- 4.2. Part and clip hair into four-sections
- 4.3. Drop a ½-inch hairline guide around the entire perimeter
- 4.4. Establish the design length around the back perimeter at a 0-degree elevation
- 4.5. Establish the design length around the front perimeter at a 0-degree elevation
- 4.6. Check to ensure that the front and back design lines are balanced and connect as needed.
- 4.7. Establish the same length interior guide at the top of head (apex, crown)
- 4.8. Continue cutting from the apex/crown to the front design line to established interior guide at the top of the head
- 4.9. Continue cutting from the apex/crown to the center back design line to complete the interior guide
- 4.10. Use vertical partings to connect guides to complete the cut
- 4.11. Maintain a constant 90-degree elevation throughout the procedure
- 4.12. Follow a traveling guide to maintain uniformly layered lengths
- 4.13. Perform a cross check of procedure for accuracy and finish if necessary
- 4.14. Finished cut is uniformly blended
- 4.15. Blow hair dry to frame face
- 4.16. Clean, sweep and organize station

### **CO 7.0 – SkillsUSA Framework**

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. For more, visit:

[www.skillsusa.org/who-we-are/skillsusa-framework/](http://www.skillsusa.org/who-we-are/skillsusa-framework/).

### **COMMITTEE IDENTIFIED ACADEMIC SKILLS**

The technical committee has identified that the following academic skills are embedded in this competition.

#### **Math Skills**

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percents
- Measure angles
- Find volume and surface area of three- dimensional objects
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Construct three-dimensional models
- Make predictions using knowledge of probability
- Solve problems using proportions, formulas and functions

Use basic math skills for marketing and bookkeeping: addition, subtraction, multiplication, division and percentages.

#### **Science Skills**

- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gasses
- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Describe and demonstrate simple compounds (formulas and the nature of bonding)
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of the nature and technological applications of light
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits

### **Language Arts Skills**

- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture, and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Understand source, viewpoint and purpose of texts
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles

### **CONNECTIONS TO NATIONAL STANDARDS**

State-level academic curriculum specialists identified the following connections to national academic standards.

#### **Math Standards**

- Geometry
- Measurement
- Problem solving
- Communication
- Connections
- Representation

*Source: NCTM Principles and Standards for School Mathematics. For more information, visit: [www.nctm.org](http://www.nctm.org).*

### **Science Standards**

- Understands the principles of heredity and related concepts
- Understands relationships among organisms and their physical environment
- Understands the nature of scientific inquiry

### **Language Arts Standards**

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

*Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: [www.ncte.org/standards](http://www.ncte.org/standards).*

## **Haircuts**

Choose between the 2 hair cuts

Option 1 (short)

<https://www.pinterest.com/pin/422281211011412/>

Option 2 (long)

[https://www.btcuniversity.com/courses/the-butterfly-haircut?\\_hstc=39340988.9f27e76e3c8742c9ff58b4f5fe96ef88.1731091124172.1731091124172.1731091124172.1&\\_hssc=39340988.1.1731091124172&\\_hsfp=2117850730](https://www.btcuniversity.com/courses/the-butterfly-haircut?_hstc=39340988.9f27e76e3c8742c9ff58b4f5fe96ef88.1731091124172.1731091124172.1731091124172.1&_hssc=39340988.1.1731091124172&_hsfp=2117850730)

Then on the same head they will cut the 90 degree haircut.

On a head that the student provided that is uncut and uncolored and 19 inches long they will create the updo.