

COSMETOLOGY



PURPOSE

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

First, refer to General Regulations, Page 9.

CLOTHING REQUIREMENT

For men: Official SkillsUSA white dress shirt, black dress slacks, black socks and black leather work or dress shoes.

For women: Official white top, black dress slacks, black socks or black or skin-tone hose, and black leather, work or dress shoes.

Note: A white cosmetology smock can be worn with the white dress shirt for men or white top for women.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with cosmetology as the occupational objective.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Vanities, mirrors, tables and styling chairs
 - b. Hair dryers, towels
 - c. Any and all pictures or literature of styles, haircuts and technicals
 - d. First aid kit
 - e. Blood spill kit

2. Supplied by the contestant:
 - a. Cutting shears
 - b. Thinning shears
 - c. Razor and spare blade
 - d. Clipper
 - e. Thermal tools (flat iron and/or curling iron)
 - f. Blow dryer
 - g. Styling products of choice
 - h. Finishing spray
 - i. Combs
 - j. Brushes
 - k. Spray bottle (filled with water)
 - l. Towel
 - m. Rollers
 - n. Clippies or hair clips
 - o. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: www.skillsusa.org/compete/updates.shtml

SCOPE OF THE CONTEST

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

The contest is divided into four separate skill performance tests and one written examination and an oral communications competition.

Knowledge Performance

The contest will include a written knowledge test of 50 multiple-choice questions assessing knowledge of cosmetology. Contestants will have 45 minutes to complete the exam.

Skill Performance

An oral communication test will assess contestant verbal presentation skills. The four separate skill performance tests 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 two women's and one men's haircut from a photograph.

Contest Guidelines

1. The contest rules will be reviewed the day before the contest. After the review session, contestants, in their required dress code, will take the oral communications and written test. Contestants will then be escorted to the contest site to receive final instructions. After they receive gifts from the sponsors, they may leave the area.
2. All contestants must keep their working area clean and organized.
3. All contestants must follow sanitation and safety procedures throughout the contest.
4. Professional attitude and communication is expected throughout the contest.
5. Once time is called, contestant must stop working. Touching the hair of the mannequin or model after time is called will result in 3 penalty points.
6. Cell phones must be turned off during the contest.
7. For the parade finale, a 3"x5" card will be given to a technical committee member listing the contestant's name, school, city and state. Contestants will present their completed mannequins to the audience and judges.
8. The technical committee will supply mannequins and holders for all areas of this contest. If this changes in any given year, contestants will be responsible for supplying their own mannequins and holders.
9. For the long-hair design station, no ornaments or hairpieces are allowed. No eyelashes will be allowed.

Standards and Competencies

CO 1.0 — Long Hair Design: Create a long-hair design of your choice within a one-hour time 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, bobbie pins and bands as applicable

- 1.4 Create a design that is clean, smooth, showing no back combing, and back brushing under the finished style
- 1.5 Check that hair pins, bobbie 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 — Men's or Women's Long Hair Cut and Design: Duplicate a haircut and style that has been pre-selected by the national technical committee within a 45-minute time period

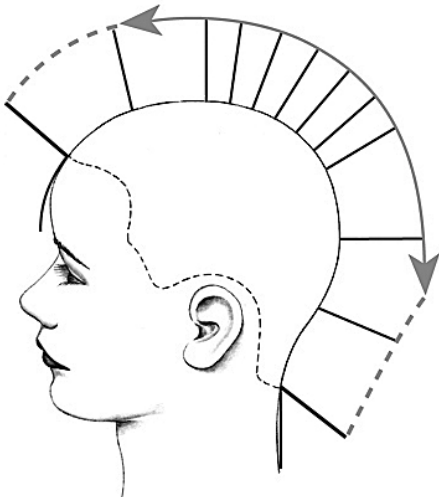
- 2.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clippers as needed.
- 2.2 Duplicate the length, design line and textured look of the selected cut
- 2.3 Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as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

CO 3.0 — Men's or Women's Short Cut and Design: Duplicate a predetermined haircut and design that has been selected by the national technical committee within a 45-minute time 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) and the Uniform 247* (see drawing at end) Haircut Procedure: Duplicate a uniform layer (90 degree) haircut and design selected by the national technical committee within a 45-minute time period, styling the hair with hair dryer and fingers only

- 4.1 Assemble tools (shears, comb and blow dryer) and prepare station
- 4.2 Create a four-section parting drop hairline guide
- 4.3 Establish the design length around the back perimeter
- 4.4 Establish the design length around the front perimeter
- 4.5 Establish the interior guide at the top of head (apex, crown)
- 4.6 Continue cutting guideline to front hairline from an established interior guide at the top of the head
- 4.7 Continue cutting guideline from crown to nape from an established interior guide at the top of the head
- 4.8 Use vertical partings to blend top guide to design line
- 4.9 Maintain a constant 90-degree elevation throughout the procedure
- 4.10 Follow a traveling guide to maintain uniformly layered lengths
- 4.11 Perform a cross check of procedure for accuracy
- 4.12 Check perimeter guideline and finish as necessary
- 4.13 Finished cut is uniformly blended
- 4.14 Blow hair dry to frame face
- 4.15 Clean and organize station



CO 5.0 — Hair Color and Highlighting: Demonstrate application procedures for hair coloring and highlighting

- 5.1 Create a color design of your choice on the long-hair mannequin
- 5.2 Identify the color pattern used by drawing on a sketch sheet

- 5.3 Explain level and tone and their role in formulating hair color
- 5.4 List the four basic categories of hair color, explain their chemical effect on the hair, and give examples of their use
- 5.5 Demonstrate the application techniques for: temporary colors, semipermanent colors, permanent colors and lighteners
- 5.6 Demonstrate special effects hair coloring techniques

CO 6.0 — Curling and Relaxing Hair: Demonstrate the application procedures to perm and relax hair

- 6.1 List and describe the various types of permanent waving solutions
- 6.2 Demonstrate basic wrapping procedure: straight set, curvature wrap, bricklay wrap, weave wrap, double tool wrap and spiral wrap
- 6.3 Demonstrate the procedure for chemical hair relaxing
- 6.4 Demonstrate the basic procedure for a soft curl permanent

CO 7.0 — Communication Skills: Follow oral and written instructions, respond to oral questions, and demonstrate customer service skills by phone in a two- to three-minute simulated work scenario

- 7.1 Use a pleasant voice
- 7.2 Introduce yourself to client
- 7.3 Use client's name
- 7.4 Verify client information
- 7.5 Offer salon services
- 7.6 Ask client if he or she has any questions
- 7.7 Rebook client
- 7.8 Be friendly, helpful and sincere

Committee Identified Academic Skills

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

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 purpose of 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 gases
- 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. To view high school standards, visit: standards.nctm.org/document/chapter7/index.htm. Select "Standards" from menu.

Science Standards

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

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks.

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.