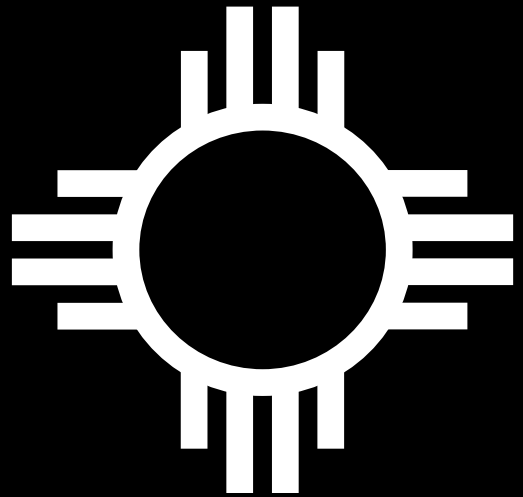


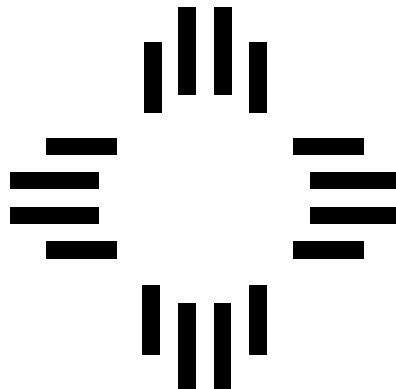
**NEW
MEXICO
REGISTER**



Volume XIV
Issue Number 5
March 14, 2003

New Mexico Register

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March 14, 2003



The official publication for all notices of rulemaking and filings of adopted, proposed and emergency rules in New Mexico

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2003

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New Mexico Register

Volume XIV, Number 5

March 14, 2003

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Effective Date and Validity of Rule Filings

Rules published in this issue of the New Mexico Register are effective on the publication date of this issue unless otherwise specified. "No rule shall be valid or enforceable until it is filed with the records center and published in the New Mexico register as provided by the State Rules Act. Unless a later date is otherwise provided by law, the effective date of a rule shall be the date of publication in the New Mexico register." Section 14-4-5 NMSA 1978.

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Telephone: (505) 476-7907; Fax (505) 476-7910; E-mail rules@rain.state.nm.us.

Notices of Rulemaking and Proposed Rules

NEW MEXICO CHILDREN, YOUTH AND FAMILIES DEPARTMENT PROTECTIVE SERVICES DIVISION

NOTICE OF PUBLIC HEARING

The Children, Youth and Families Department will hold a Public Hearing to get input on proposed policies for the Privacy Office, 8.8.5 NMAC, and related amendments to Protective Service Division policies 8.10.8 NMAC, 8.10.9 NMAC, 8.11.3 NMAC, and 8.11.4 NMAC. The Public Hearing will be held in Albuquerque on April 10, 2003 at 10:00 a.m. in the Desert Room, 8th floor, 300 San Mateo NE, Albuquerque, New Mexico.

The proposed policies may be reviewed, or a copy obtained, during regular business hours from the Privacy Office, 8:00 A.M. to 5:00 P.M. Monday through Friday, 300 San Mateo NE Suite 801, Albuquerque, New Mexico, phone number (505) 841-6337.

Interested persons may testify at the hearing or submit written comments to the Privacy Office, 300 San Mateo NE Suite 801, Albuquerque, New Mexico 87108 or via fax 841-2960 no later than 5:00 p.m., April 10, 2003. Written comments will receive the same consideration as oral testimony given at the Public Hearing.

If you are a person with a disability and you require this information in an alternative format or require special accommodation to participate in the public hearing, please contact the Department toll free at 505-841-6337. The Department requests at least 10 days advance notice to provide requested alternative formats and special accommodations.

NEW MEXICO BOARD OF EDUCATION

NEW MEXICO STATE BOARD OF EDUCATION NOTICE OF PROPOSED RULEMAKING

The New Mexico State Board of Education ("State Board") will convene on Monday, April 7, 2003. Committees will meet on Monday, April 7, 2003, and Tuesday, April 8, 2003. Final actions on the proposed rulemaking will be taken at the regular meeting of the State Board on Wednesday, April 9, 2003. The committee meetings and the regular meeting will be held in Mabry Hall, State Education Building, 300 Don Gaspar, Santa Fe, New Mexico. Information regarding any change in the location of the meetings, the addition or change of meeting days, and the agenda for the meeting, will be available at least twenty-four hours prior to the meeting from the Administrative Assistant to the State Board and on the State Board's web page of the State Department of Public Education's website (<http://sde.state.nm.us/>).

The State Board may consider the following items of rulemaking at the meeting:

| Rule Number | Rule Name | Proposed Action |
|-------------|---------------------------------------------------------------------------------------|-----------------|
| 6.20.2 NMAC | GOVERNING BUDGETING AND ACCOUNTING FOR NEW MEXICO PUBLIC SCHOOLS AND SCHOOL DISTRICTS | Amend rule* |
| 6.21.2 NMAC | AUDIT RESOLUTION PROCESS, APPLICATION HEARING PROCESS, ENFORCEMENT PROCESS | Amend rule* |
| 6.60.3 NMAC | ALTERNATIVE LICENSURE | Amend rule# |
| 6.60.5 NMAC | COMPETENCY TESTING FOR LICENSURE | Amend rule# |
| 6.61.2 NMAC | LICENSURE IN ELEMENTARY EDUCATION, GRADES K-8 | Amend rule# |
| 6.61.3 NMAC | LICENSURE IN MIDDLE LEVEL EDUCATION, GRADES 5-9 | Amend rule# |
| 6.61.4 NMAC | LICENSURE IN SECONDARY EDUCATION, GRADES 7-12 | Amend rule# |
| 6.61.5 NMAC | LICENSURE FOR GRADES KINDERGARTEN THROUGH 12 | Amend rule# |
| 6.61.8 NMAC | LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH - GRADE 3 | Amend rule# |
| 6.61.9 NMAC | SUBSTANDARD LICENSURE | Amend rule# |
| 6.62.2 NMAC | LICENSURE FOR EDUCATIONAL ADMINISTRATION, GRADES K-12 | Amend rule# |

| | | |
|-------------------------------|------------------------------------------------------------------------------------------|------------------------------------------|
| 6.62.3 NMAC (Proposed No.) | LICENSURE FOR SUPERINTENDENTS | Adopt new rule (effective July 1, 2004#) |
| 6.62.4 NMAC (Proposed No.) | LICENSURE FOR SCHOOL PRINCIPALS AND DISTRICT ADMINISTRATORS | Adopt new rule (effective July 1, 2004#) |
| 6.63.3 NMAC | LICENSURE FOR RELATED SERVICE PERSONNEL NOT COVERED IN OTHER ANCILLARY REGULATIONS | Amend rule# |
| 6.63.9 NMAC | LICENSURE FOR EDUCATIONAL ASSISTANTS | Amend rule# |
| 6.66.3 NMAC | CERTIFIED (LICENSED) SCHOOL ADMINISTRATOR CONTRACT | Amend rule# |

* Finance, Transportation and Administration Interest Committee
Quality Educators Committee.

A public hearing on the proposed rulemaking will be held on Wednesday, March 26, 2003, at 10:00 a.m. in Mabry Hall in the State Education Building at the address shown above. Please contact Linda Olivas, Professional Licensure Unit, at (505) 827-6581 for additional information.

Copies of the proposed rule changes identified with (#) may be obtained from Ms. Olivas or may be accessed on the State Department of Public Education's website (<http://sde.state.nm.us/>). Written comments concerning the rules identified with (#) should be submitted to James Ball, Director, Professional Licensure, State Department of Education, 300 Don Gaspar, Santa Fe, New Mexico 87501-2786. Comments may also be telefaxed to Mr. Ball at (505) 827-4148 or submitted electronically to <mailto:jball@sde.state.nm.us>. Comments will be accepted until 5 p.m. on March 28, 2003; however, submission of written comments as soon as possible is encouraged.

Copies of the proposed rule changes identified with (*) may be obtained from Logan Martin at (505) 827-6626. Written comments concerning the rules identified with (*) should be submitted to Logan Martin, School Budget & Finance Analysis Unit, State Department of Education, 300 Don Gaspar Santa Fe, NM 87501-2786. Comments may also be telefaxed to Mr. Martin at (505) 827-9931 or submitted electronically to lmartin@sde.state.nm.us. Comments will be accepted until 5 p.m. on March 26, 2003; however, submission of written comments as soon as possible is encouraged.

Individuals with disabilities who require this information in an alternative format or need any form of auxiliary aid to attend or participate in this meeting, please contact the State Board of Education Office at (505) 827-6571 as soon as possible.

The Board attempts to follow the order and date of items as listed on the Agenda; however, the order and date of specific items are tentative and may vary from the printed Agenda.

Comments, questions, or requests for copies of the Agenda should be directed to Mary Jo Bradley, State Department of Education, Education Building, 300 Don Gaspar, Santa Fe, New Mexico 87501-2786 or (505) 827-6571.

NEW MEXICO GAME COMMISSION

NEW MEXICO STATE GAME COMMISSION

NOTICE OF MEETING

The State Game Commission will meet at Santa Fe Community College, Jemez Room 6401 Richards Avenue, Santa Fe, New Mexico, 87505 on March 6, 2003, at 9:00a.m. -5:00p.m.

The proposed agenda may be found by accessing the web site of the New Mexico Department of Game and Fish at www.gmfsh.state.nm.us or by contacting the office of the Director, New Mexico Department of Game and Fish, P.O. Box 25112, Santa Fe, New Mexico or by calling (505) 476-8008.

OLD BUSINESS

AGENDA ITEM NO. 6. Marquez Wildlife Area Access

NEW BUSINESS

AGENDA ITEM NO. 7. Presentation of Appreciation Plaques

AGENDA ITEM NO. 8. Game and Fish Open Meetings Rule (19.30.3 NMAC)

AGENDA ITEM NO. 9. License Revocations-Presented by Dan Brooks

AGENDA ITEM NO. 10. Guide and Outfitter Registration (19.30.8 NMAC)-Presented by Dan Brooks

AGENDA ITEM NO. 11. Disposal of Fixed Assets - Presented by Patrick Block

AGENDA ITEM NO. 12. General Public Comments: (Comments limited to 3 minutes.)

AGENDA ITEM NO. 13. Legislative Update

AGENDA ITEM NO. 14. Biological Presentations

AGENDA ITEM NO. 15. Commission/Department Discussion

NOTE: The meeting will be adjourned upon completion of the agenda or up to those items that time allows. Any items not discussed will be on the following meeting's agenda.

The Agenda is subject to change up to 24 hours prior to the scheduled meeting date and time as deemed necessary by the Chairman. To inquire about agenda changes, please contact the Office of the Director at (505) 476-8008.

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Shirley Baker at (505) 476-8030. Please contact Ms. Baker at least 3 working days before the set meeting date. Public documents, including the agenda and minutes can be provided in various accessible forms. Please contact Shirley Baker if a summary or other type of accessible form is needed.

**NEW MEXICO
DEPARTMENT OF HEALTH
OFFICE OF EPIDEMIOLOGY**

NOTICE OF PUBLIC HEARING

The New Mexico Department of Health will hold a public hearing on 7.4.2 NMAC "Animal Control Requirements". The hearing will be held at 1:00 p.m. on Thursday, April 17, 2003, in the Harold Runnels Building, Auditorium, 1st Floor, located at 1190 St. Francis Dr., Santa Fe, NM 87502.

The public hearing will be conducted to amend existing regulations regarding antirabies vaccination of dogs and cats and quarantine regulations following possible rabies exposures.

A draft of the proposed regulation can be obtained from:

Cecelia Herrera
Office of Epidemiology
1190 St. Francis Drive, Suite N1350
Santa Fe, NM 87502
(505) 827-0006

Please submit any written comments regarding the proposed regulation to the attention of:

Paul Ettestad, State Public Health Veterinarian
Office of Epidemiology
1190 St. Francis Drive, Suite N1350
Santa Fe, NM 87502
(505) 827-0006

If you are an individual with a disability who is in need of special assistance or accommodations to attend or participate in the hearing, please contact Cecelia Herrera, Office of Epidemiology at (505) 827-0006. The Department requests at least ten (10) days advance notice to provide requested special accommodations.

**NEW MEXICO HUMAN
SERVICES DEPARTMENT
MEDICAL ASSISTANCE DIVISION**

NOTICE

The New Mexico Human Services Department (HSD) will hold a public hearing at 10:30 a.m., on April 16, 2003, at the State Personnel building, small conference room (2600 Cerrillos Road), Santa Fe, New Mexico. The subject of the hearing will be Assignment of Medical Support, Aliens Who Entered the United States After August 22, 1996, Qualified Aliens.

Eligibility requirements are discussed throughout the Medical Assistance Program Manual under Special Recipient Requirements, Assignment of Medical Support and Assignment of Parental Support. Because assignment of parental support is not a condition of Medicaid eligibility, all references to parental support are being removed.

Clarifying language is being added to Assignment of Medical Support regulations, explaining automatic assignment upon receipt of Medicaid benefits. The policy concerning automatic assignment will now be contained in one section, with references back to that section throughout the Manual where appropriate.

MAD proposes to add Amerasian Immigrants, as defined under Section 584 of the Foreign Operations, Export Financing and Related Programs Appropriations Act of 1988, to MAD-412.2, and three additional groups of Qualified Aliens to MAD-412.2.

A reference to Section MAD 412-2-Recipient Policies will be added to Section 8.202.400.15-NMAC and duplicate language describing Aliens will be removed from Section 8.202.400.15 NMAC.

Interested persons may submit written comments no later than 5:00 p.m., April 16, 2003, to Pamela S. Hyde, J.D., Secretary, Human Services Department, P.O. Box 2348, Santa Fe, New Mexico 87504-2348. All written and oral testimony will be considered prior to issuance of the final regulation.

If you are a person with a disability and you require this information in an alternative format or require a special accommodation to participate in any HSD public hearing, program or services, please contact the NM Human Services Department toll-free at 1-888-997-2583, in Santa Fe at 827-3156, or through the department TDD system, 1-800-609-4833, in Santa Fe call 827-3184. The Department requests at least 10 days advance notice to provide requested alternative formats and special accommodations.

Copies of the Human Services Register are available for review on our Website at www.state.nm.us/hsd/mad.html. or by sending a self-addressed stamped envelope to Medical Assistance Division, Planning & Program Operations Bureau, P.O. Box 2348, Santa Fe, NM. 87504-2348.

**NEW MEXICO
REGULATION AND
LICENSING DEPARTMENT
RESPIRATORY CARE
ADVISORY BOARD**

**RESPIRATORY CARE ADVISORY
BOARD**

**PUBLIC RULE HEARING AND
REGULAR BOARD MEETING**

Notice is hereby given that the New Mexico Respiratory Care Advisory Board will convene a public rule hearing at 9:00 a.m. on Friday, May 30, 2003. The hearing will be held in the large conference room at the Regulation and Licensing Department located at 725 St. Michaels Drive in Santa Fe, New Mexico.

The purpose of the rule hearing is to consider for adoption proposed amendments to the following Board Rules and Regulations in 16.23 NMAC 23: PART 1, "General Provisions"; PART 2, "Fees"; PART 3, "Qualifications for Practitioner License"; PART 4, "Application Procedures For Practitioner License"; PART 6, "Temporary Permits"; PART 8, "Renewal and Expiration Of Practitioner License"; PART 9, "Inactive Status For Practitioner License"; PART 11, "License Reactivation; License Lapse"; PART 12, "Continuing Education"; PART 16, "Disciplinary Proceedings"; PART 17, "Grounds For Disciplinary Action"; and PART 18, "Disciplinary Guidelines For Impaired Practitioner".

Persons desiring to present their views on the proposed rules may write to request draft copies from the Board office at 2055 S. Pacheco, Suite 400, Santa Fe, New Mexico 87505; or call (505) 476-7121 or 476-7122; or access them in the "News" link on the Board's Website at www.rld.state.nm.us/b&c/rcb. All written comments, mailed to the Board office or e-mailed to RespiratoryCareBd@state.nm.us, must be submitted no later than Friday, May 16, 2003, in order for the Board members to receive and review the comments before the rule hearing. Persons wishing to present their comments at the hearing will need eight (8) copies of any comments or proposed changes for distribution to the Board and staff.

A regular business meeting will follow the rule hearing during which action will be taken on the proposed rules. During the regular meeting, the Board may enter into Executive Session to discuss licensing matters.

If you have questions, or if you are an individual with a disability who wishes to attend the hearing or meeting, but

you need a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to participate, please call the Board office at (505) 476-7121 at least two weeks prior to the meeting or as soon as possible.

**End of Notices and
Proposed Rules Section**

Adopted Rules and Regulations

NEW MEXICO BOARD OF ACUPUNCTURE AND ORIENTAL MEDICINE

This is an amendment to 16.2.2.10 NMAC.

16.2.2.10 EXPANDED PRESCRIPTIVE AUTHORITY CERTIFICATION: The Board shall certify a Doctor of Oriental Medicine in good standing for Expanded Prescriptive Authority as provided herein.

A. The Doctor of Oriental Medicine shall file a completed and signed application form provided by the Board and shall pay the Administrative Fee for Expanded Prescriptive Authority Application specified in 16.2.10 NMAC (Part 10 of the Rules).

B. The Doctor of Oriental Medicine shall submit proof of completion of the following education, satisfactory to the Board, in the pharmacology and general use of the drugs authorized for use under the Expanded Prescriptive Authority Provisions of Section 61-14A-3.G(4) and (5) and Section 61-14A-8.1 of the Act. Such education shall have been earned in classes pre-approved by the Board and shall be taught by qualified teachers as approved by the Board. All pharmacology shall be taught by a licensed pharmacist, PharmD or a Ph.D. in pharmacology. The education in the therapeutic use of the drugs shall be taught by a licensed health care practitioner with appropriate training and a minimum of five years experience using the drugs. The Board shall have final authority for approval of classes and teachers. All classes may be video recorded and transcribed for approval by the Board for future presentation of the class. Testing shall be administered as approved by the Board to insure that the material presented in the classes has been learned. The entire educational program shall be completed within two (2) years. Doctors of Oriental Medicine who wish to be certified in the Expanded Prescriptive Authority shall be educated to such a level of knowledge, understanding, skill and expertise that they shall be able to evaluate the material, have a deep grasp of the application of it in various settings, and be able to generate new thinking about the subject matter. They shall be required to demonstrate their skill in performing the necessary tasks and documenting the outcomes in writing. The above education shall be in addition to the education required to meet the minimum Educational Program requirements for licensure as a Doctor of Oriental Medicine.

The education shall include a minimum of one hundred forty-five (145) hours in the following areas:

(1) Forty (40) hours in the theory and practice of injection therapy such as trigger point injection therapy, neural injection therapy, prolo therapy, nerve blocks, and intravenous therapy, including the injection of therapeutic biological products, therapeutic serum, sterile water, sterile saline, Sarapin or its generic, caffeine, procaine, epinephrine, and all injectable forms of any herbal medicine, homeopathic medicine, vitamins, minerals, enzymes, glandular products, natural substances, protomorphogens, live cell products, gerovital, amino acids, dietary and nutritional supplements. The course shall include classes in: anatomy, physiology, pathology, biochemistry, pharmacology, diagnostic methodology, clinical strategies, contraindications and safeguards as well as vapocoolant spray and stretch techniques.

(2) Fourteen (14) hours in orthopedic and neurological evaluation.

(3) Fourteen (14) hours in the use of oxygen therapeutically

(4) Fourteen (14) hours in chelation therapy using vitamins, natural substances, ~~and~~ amino acids and those substances used for chelation therapy listed in the Expanded Prescriptive Authority formulary approved by the Board.

(5) Thirty (30) hours in the theory and practice of bioidentical hormone therapy. The course shall include classes in: anatomy, physiology, endocrinology, pathology, biochemistry, pharmacology, diagnostic imaging, clinical strategies, contraindications, safeguards, and specialist referral.

(6) Twelve (12) hours in blood, urine and saliva hormone diagnostic testing and evaluation.

(7) Fourteen (14) hours in biomedical differential diagnosis relative to the prescription or administration of the authorized drugs.

(8) Five (5) hours in the pharmacology, application and clinical use of cosmetics and over-the-counter drugs.

(9) One (1) hour of pharmaceutical law as provided by the New Mexico Board of Pharmacy.

(10) One (1) hour in oriental medicine scope of practice.

C. The education and training completed by a doctor of oriental medicine who is certified for Extended Prescriptive Authority may be credited towards the education required for Expanded Prescriptive Authority Certification.

D. Those Doctors of Oriental Medicine who have been previously certified for Extended Prescriptive Authority may continue to prescribe or administer the drugs authorized by the Extended Prescriptive Authority until December 31, 2011, but they may not prescribe or administer caffeine, procaine, oxygen, epinephrine or bioidentical hormones. All Extended Prescriptive Authority certifications will expire on December 31, 2011. A Doctor of Oriental Medicine certified for the Extended Prescriptive Authority shall complete all continuing education required by 16.2.9 NMAC (Part 9 of the Rules).

E. The Board shall notify the applicant in writing by mail postmarked no more than thirty (30) days after the receipt of the complete application whether the application is accepted or rejected. If the application is rejected, the notice of rejection shall state the reason the application was rejected.

F. The Extended or Expanded Prescriptive Authority certification shall automatically terminate when the license lapses, is suspended, revoked or terminated for any reason.

G. A Doctor of Oriental Medicine certified for Expanded Prescriptive Authority shall be designated as such by the addition of "Rx" after his or her license number. The board shall issue a wallet size license card to each Doctor of Oriental Medicine that shall contain the licensee's name, and license number followed by "Rx" if applicable. The board shall maintain a list of each Doctor of Oriental Medicine who is certified for Expanded Prescriptive Authority and shall notify the New Mexico Board of Pharmacy of all licensees certified for Expanded Prescriptive authority.

H. A Doctor of Oriental Medicine certified for the Expanded Prescriptive Authority shall register with the Federal DEA (Drug Enforcement Agency) to authorize the use of testosterone, a controlled substance, and any other drug that is currently, or in the future, classified as a controlled substance and that is within the prescriptive authority of a doctor of oriental medicine as defined in the Act and this Rule and as listed in the Expanded Prescriptive Authority formulary approved by the Board.

I. A Doctor of Oriental Medicine certified for the Expanded Prescriptive Authority shall complete all continuing education required by 16.2.9 NMAC (Part 9 of the Rules).

NEW MEXICO CHILDREN, YOUTH AND FAMILIES DEPARTMENT
 PREVENTION AND INTERVENTION DIVISION

This is an emergency amendment to 8.15.2.17 NMAC

8.15.2.17 PAYMENT FOR SERVICES: The department pays child care providers on a monthly basis, according to standard practice for the child care industry. Payment is based upon the child’s enrollment with the provider as reflected in the child care placement agreement, rather than daily attendance. As a result, most placements reflect a month of service provision and are paid on this basis. However, placements may be closed at any time during the month. The following describes circumstances when placements may be closed and payment discontinued at a time other than the end of the month:

A. When the eligibility period as indicated by the child care placement agreement expires during the month, including the end of a school semester; or when the provider requests that the client change providers or the provider discontinues services; payment will be made through the last day that care is provided.

B. When the client requests a change of provider, regardless of the reason, payment will be made through the final day of the expiration of the fourteen (14) calendar day notice issued to the provider. Payment to the new provider begins on the day care begins.

C. The amount of the payment is based upon the average number of hours per week needed per child during the certification period. The number of hours of care needed is determined with the parent at the time of certification and is reflected in the provider agreement. Providers are paid according to the units of service needed which are reflected in the child care agreement covering the certification period.

D. The department pays for care based upon the following units of service:

| Full time | Part time 1 | Part time 2 | Part time 3 |
|---------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------|
| Care provided for an average of 30 or more hours per week per month | Care provided for an average of 20-29 hours per week per month | Care provided for an average of 6 -19 hours per week per month | Care provider for an average of 5 or less hours per week per month |
| Pay at 100% of full time rate | Pay at 75 % of full time rate | Pay at 50 % of full time rate | Pay at 25% of full time rate |

E. Out of School Time Care provided by licensed child care providers who provide care for 6-19 hours per week are paid at the 75% rate (Part time 1).

F. Out of School Time Care provided by licensed child care providers who provide care for 20 or more hours per week are paid at the 100% rate (Full time).

G. Out of School Time Care provided for 5 hours or less per week are paid at the 25% rate (Part time 3) regardless of provider type.

H. Monthly Reimbursement Rates

| Licensed Child Care Centers | | | | | | | | |
|---------------------------------------|-----------|----------|-------------|----------|-------------|----------|-------------|---------|
| | Full Time | | Part Time 1 | | Part Time 2 | | Part Time 3 | |
| | Metro | Rural | Metro | Rural | Metro | Rural | Metro | Rural |
| Infant | \$467.84 | \$352.60 | \$350.88 | \$264.45 | \$233.92 | \$176.30 | \$116.96 | \$88.15 |
| Toddler | \$417.19 | \$345.00 | \$312.89 | \$258.75 | \$208.60 | \$172.50 | \$104.30 | \$86.25 |
| Pre-School | \$386.48 | \$322.50 | \$289.86 | \$241.88 | \$193.24 | \$161.25 | \$96.62 | \$80.63 |
| School Age | \$337.11 | \$311.75 | \$252.83 | \$233.81 | \$168.56 | \$155.88 | \$84.28 | \$77.94 |
| Licensed Group Homes (Capacity: 7-12) | | | | | | | | |
| | Full Time | | Part Time 1 | | Part Time 2 | | Part Time 3 | |
| | Metro | Rural | Metro | Rural | Metro | Rural | Metro | Rural |
| Infant | \$370.48 | \$324.38 | \$277.86 | \$243.29 | \$185.24 | \$162.19 | \$92.62 | \$81.10 |
| Toddler | \$335.40 | \$320.00 | \$251.55 | \$240.00 | \$167.70 | \$160.00 | \$83.85 | \$80.00 |

| | | | | | | | | |
|---------------------------------------------|-----------|----------|-------------|----------|-------------|----------|-------------|---------|
| Pre-School | \$329.55 | \$315.00 | \$247.16 | \$236.25 | \$164.78 | \$157.50 | \$82.39 | \$78.75 |
| School Age | \$325.00 | \$305.00 | \$243.75 | \$228.75 | \$162.50 | \$152.50 | \$81.25 | \$76.25 |
| Licensed Family Homes (Capacity: 6 or less) | | | | | | | | |
| | Full Time | | Part Time 1 | | Part Time 2 | | Part Time 3 | |
| | Metro | Rural | Metro | Rural | Metro | Rural | Metro | Rural |
| Infant | \$365.20 | \$320.00 | \$273.90 | \$240.00 | \$182.60 | \$160.00 | \$91.30 | \$80.00 |
| Toddler | \$325.08 | \$315.00 | \$243.81 | \$236.25 | \$162.54 | \$157.50 | \$81.27 | \$78.75 |
| Pre-School | \$324.17 | \$310.00 | \$243.13 | \$232.50 | \$162.09 | \$155.00 | \$81.04 | \$77.50 |
| School Age | \$319.28 | \$300.00 | \$239.46 | \$225.00 | \$159.64 | \$150.00 | \$79.82 | \$75.00 |
| Registered Homes and In-Home Child Care | | | | | | | | |
| | Full Time | | Part Time 1 | | Part Time 2 | | Part Time 3 | |
| | Metro | Rural | Metro | Rural | Metro | Rural | Metro | Rural |
| Infant | \$278.74 | \$258.00 | \$209.06 | \$193.50 | \$139.37 | \$129.00 | \$69.69 | \$64.50 |
| Toddler | \$264.00 | \$217.69 | \$198.00 | \$163.27 | \$132.00 | \$108.85 | \$66.00 | \$54.42 |
| Pre-School | \$242.00 | \$220.00 | \$181.50 | \$165.00 | \$121.00 | \$110.00 | \$60.50 | \$55.00 |
| School Age | \$242.00 | \$198.00 | \$181.50 | \$148.50 | \$121.00 | \$99.00 | \$60.50 | \$49.50 |

I. The department pays a differential rate according to the location of the provider, license or registration status of the provider, national accreditation status of the provider if applicable, and in accordance with the rate established for metro or rural location of the provider. Providers located in the three metropolitan statistical areas of the state as determined by the U.S. census bureau receive the metropolitan rate. These include Bernalillo, Sandoval, Valencia, Santa Fe, Los Alamos and Dona Ana counties. All other providers receive the rural rate.

J. The department pays a differential rate to former gold and silver licensed providers and providers holding national accreditation status. Former gold and silver licensed providers receive an additional \$66.00 per month and \$33.00 per month, respectively, for full time care above the base reimbursement standard. In order to continue at these reimbursement rates a provider must meet and maintain former gold and silver licensing requirements. If a former gold or silver licensed provider fails to meet the former gold and silver licensing requirements this could result in the provider reimbursement reverting to a lower level of reimbursement. Providers holding national accreditation status receive an additional \$66.00 per month for full time care above the ~~[base reimbursement standard]~~ **metro rate for type of child care (licensed center, group home or family home) and age of child. All licensed**

nationally accredited providers will be paid at the metro rates for the appropriate age group and type of care. In order to continue at this accredited reimbursement rate, a provider holding national accreditation status must meet and maintain licensing standards and maintain national accreditation status without a lapse. If a provider holding national accreditation status fails to maintain these requirements, this will result in the provider reimbursement reverting to a lower level of reimbursement.

K. AIM HIGH is a voluntary quality child care improvement pilot program that is open to all registered and licensed child care providers. The department pays a differential rate to providers achieving AIM HIGH levels as follows: Level 3 at \$16.50 per month per child for full time care above the base reimbursement rate; Level 4 at \$33.00 per month per child for full time care above the base reimbursement rate, and Level 5 at \$66.00 per month per child for full time care above the base reimbursement rate.

L. The department pays a differential rate equivalent to 10% of the applicable full-time rate to providers who provide full-time care during non-traditional hours. Providers who provide part-time care during non-traditional hours will be paid a differential rate subject to the proration schedule delineated in 8.15.2.17 (D) NMAC.

M. If a significant change occurs in the client's circumstances, (for

example, an increase or decrease in income or a change in work schedule) the child care placement agreement is modified and the rate of payment is adjusted. The department monitors attendance and reviews the placement at the end of the certification period when the child is re-certified.

N. The department may conduct provider or parent audits to assess that the approved service units are consistent with usage. Providers found to be defrauding the department are sanctioned. Providers must provide all relevant information requested by the department during an audit.

O. Payments are made to the provider for the period covered in the placement agreement or based on the availability of funds, which may be shorter than the usual six month certification period. The client's certification period may be established for a period less than six months, if applicable to their need for care.

[8.15.2.17 NMAC - Rp 8.15.2.17 NMAC, 11-01-02; A, 03-01-03]

NEW MEXICO BOARD OF EDUCATION

This is an amendment to 6.30.2 NMAC, Section 14. The amendment replaces Section 14 (CONTENT STANDARDS: MATHEMATICS) in its entirety.

6.30.2.14 CONTENT STANDARDS: MATHEMATICS

A. K-4 MATHEMATICS

(1) Strand: NUMBER AND OPERATIONS - Standard: Students will understand numerical concepts and mathematical operations.

(a) K-4 Benchmark: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

(i) Grade K
Performance Standards: Demonstrate an understanding of the place-value structure of the base-ten number system: count with understanding and recognize "how many" in sets of objects up to 20; read and write whole numbers up to 20; compare and order whole numbers up to 20; connect numerals to the quantities they represent using various physical models; use an organized counting method to keep track of quantities while counting (one-to-one correspondence) (e.g., touch object once and only once as counting a set); order sets of objects and numbers from least to most or most to least.

(ii) Grade 1
Performance Standards: Demonstrate an understanding of the place-value structure of the base-ten number system: read, write, model, and sequence whole numbers up to 100 (including filling in missing numbers in a sequence); count with understanding and recognize "how many" in sets of objects up to 50; count orally by 2s to 20 and by 5s and 10s to 100; count orally backward from 100; compare and order numbers up to 100; decompose and recombine numbers using manipulatives (e.g., by breaking numbers apart and recombining) to create and construct equivalent representations for the same number (e.g., $10 = 3 + 7$ or $1 + 2 + 7$ or $3 + 2 + 5$); group objects by 10s and 1s to explore place value (e.g., 24 equals two tens and four ones); use ordinal numbers (e.g., what position?) and cardinal numbers (e.g., how many?) appropriately; connect number words and numbers to the quantities they represent.

(iii) Grade 2
Performance Standards: a) Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000 and develop flexible ways of thinking about numbers: use multiple models to explore place value and the base-ten number system; represent whole numbers and use them in flexible ways including decomposing, and recombining numbers and see their relationships (e.g., 3 is one less than 4, one more than 2, two less than 5); identify whether a set of objects has an odd or even number of elements; compare and order numbers using a variety of terms (e.g., tens, less than, odd numbers); apply strategies for computation utilizing an understanding of

place value (e.g., $48 + 25$ would be $40 + 20$ is 60, $8 + 5$ is 13, $60 + 13$ is 73); and b) Apply counting skills and number sense through meaningful activities: count and recognize "how many" in sets of objects up to 1,000; count forward and backward from given numbers to 1,000; connect number words and numerals to the quantities they represent using physical models and other representations (e.g., 23 can be twenty-three 1s, one 10 and thirteen 1s, or two 10s and three 1s); model how many parts make a whole using equal fractional parts (e.g., $1/2$, $1/3$, $1/4$, and $1/6$ as equal parts of a whole).

(iv) Grade 3
Performance Standards: a) Exhibit an understanding of the place-value structure of the base-ten number system by: reading, modeling, writing, and interpreting whole numbers up to 10,000; comparing and ordering numbers up to 1,000; recognizing the position of a given number in the base-ten number system and its relationship to benchmark numbers such as 10, 50, 100, 500; b) Use whole numbers by using a variety of contexts and models (e.g., exploring the size of 1,000 by skip-counting to 1,000 using hundred charts or strips 10 or 100 centimeters long); c) Identify some representations for some numbers and generate them by decomposing and recombining numbers (e.g., $853 = 8 \times 100 + 5 \times 10 + 3$; $85 \times 10 + 3 = 853$; $853 = 900 - 50 + 3$); d) Identify the relationship among commonly encountered factors and multiples (e.g., factor pairs of 12 are 1×12 , 2×6 , 3×4 ; multiples of 12 are 12, 24, 36); e) Use visual models and other strategies to recognize and generate equivalents of commonly used fractions and mixed numbers (e.g., halves, thirds, fourths, sixths, eighths, and tenths); f) Demonstrate an understanding of fractions as parts of unit wholes, parts of a collection or set, and as locations on a number line; and g) Use common fractions for measuring and money (e.g., using fractions and decimals as representations of the same concept, such as half of a dollar = 50 cents).

(v) Grade 4
Performance Standards: a) Exhibit an understanding of the place-value structure of the base-ten number system by reading, modeling, writing, and interpreting whole numbers up to 100,000; compare and order the numbers: recognize equivalent representations for the same number and generate them by decomposing and combining numbers (e.g., $853 = 8 \times 100 + 5 \times 10 + 3$; $853 = 85 \times 10 + 3$; $853 = 900 - 50 + 3$); identify the numbers less than 0 by extending the number line and using negative numbers through familiar applications (e.g., temperature, money); b) Identify fractions as parts of unit wholes, as parts of groups, and as locations on number lines: use visu-

al models and other strategies to compare and order commonly used fractions; use models to show how whole numbers and decimals (to the hundredths place) relate to simple fractions (e.g., $1/2$, $5/10$, 0.5); identify different interpretations of fractions (division of whole numbers by whole numbers, ratio, equivalence, ordering of fractions, parts of a whole or parts of a set); c) Add and subtract fractions with common and uncommon denominators using a variety of strategies (e.g., manipulatives, numbers, pictures); recognize and generate equivalent decimal forms of commonly used fractions (e.g., halves, quarters, tenths, fifths); identify the numbers less than 0 by extending the number line and using negative numbers through familiar applications (e.g., temperature, money); and d) Recognize classes of numbers (e.g., odd, even, factors, multiples, square numbers) and apply these concepts in problem-solving situations.

(b) K-4 Benchmark: Understand the meaning of operations and how they relate to one another.

(i) Grade K
Performance Standards: a) Represent numbers using pictures, objects, or numerals; b) Use concrete objects to solve simple addition and subtraction story problems (e.g., oral not written);

(ii) Grade 1
Performance Standards: a) Use a variety of models to demonstrate an understanding of addition and subtraction of whole numbers; b) Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = ?$); c) Find the sum of three one-digit numbers to the sum of 15; d) Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions (e.g., $8 + 6 = 14$ is related to $14 - 6 = 8$); e) Use concrete materials to investigate situations that relate to multiplication and division (e.g., equal groupings of objects, sharing equally); and f) Given simple story problems, explain verbally how to select and use appropriate operations.

(iii) Grade 2
Performance Standards: a) Find the sum of two whole numbers up to three digits long (e.g., $235 + 476 = ?$; $564 - 273 = ?$); b) Find the difference of two whole numbers up to three digits long; c) Understand and use the inverse relationships between addition and subtraction to solve problems and check solutions ($28 + 31 = 59$; therefore, $59 - 31 = 28$); and d) Identify and describe situations that require multiplication and division and develop strategies to solve problems for repeated joining of groups and partitioning into equal subgroups or shares (e.g., repeated addition and subtraction, counting by

multiples, equal sharing).

(iv) Grade 3

Performance Standards: a) Use a variety of models to show an understanding of multiplication and division of whole numbers (e.g., charts, arrays, diagrams, and physical models [i.e., modeling multiplication with a variety of pictures, diagrams, and concrete tools to help students learn what the factors and products represent in various contexts]); b) Find the sum or difference of two whole numbers between 0 and 10,000; c) Solve simple multiplication and division problems (e.g., $135 \div 5 = ?$); d) Identify how the number of groups and the number of items in each group equal a product; e) Demonstrate the effects of multiplying and dividing on whole numbers (e.g., to find the total number of legs on 12 cats, 4 represents the number of each [cat] unit, so $12 \times 4 = 48$ [leg] units; f) Identify and use relationship between multiplication and division (e.g., division is the inverse of multiplication) to solve problems; and g) Select and use operations (e.g., addition, multiplication, subtraction, division) to solve problems.

(v) Grade 4

Performance Standards: a) Demonstrate an understanding of and the ability to use standard algorithms for the addition and subtraction of multi-digit numbers; standard algorithms for multiplying a multi-digit number by a two-digit number and for dividing a multi-digit number by a one-digit number; b) Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems; c) Extend the uses of whole numbers to the addition and subtraction of simple decimals (positive numbers to two places); d) Demonstrate commutative, associative, identity, and zero properties of operations on whole numbers (e.g., $37 \times 46 = 46 \times 37$ and $(6 \times 2) \times 5 = 6 \times (2 \times 5)$); and e) Demonstrate the concept of distributivity of multiplication over addition and subtraction (e.g., 7×28 is equivalent to $(7 \times 20) + (7 \times 8)$ or $(7 \times 30) - (7 \times 2)$).

(c) K-4 Benchmark: Compute fluently and make reasonable estimates.

(i) Grade K

Performance Standards: Estimate quantities of objects up to 20.

(ii) Grade 1

Performance Standards: a) Use strategies for whole-number computation, with a focus on addition and subtraction (e.g., counting on or counting back, doubles, sums that make 10, direct modeling with pictures or objects, numerical reasoning based on number combinations and relationships); b) Demonstrate a variety of methods to compute (e.g., objects, mental computation, paper and pencil, and estimation); c) Perform addition and subtraction

with whole number combinations; and d) Use and explain estimation strategies to determine the reasonableness of answers involving addition and subtraction.

(iii) Grade 2

Performance Standards: a) Use and explain strategies for addition and subtraction of multi-digit whole numbers; b) Model and solve problems representing adding and subtracting amounts of money using dollars and coins; c) Use addition combinations (addends through 10) and related subtraction combinations, and develop strategies for computing based on number sense (e.g., $25 + 37$: Take 3 from the 25 and use it to turn 37 into 40; then add 40 and 22 to get 62); d) Select and use a variety of appropriate strategies and methods to compute (e.g., objects, mental computation, estimation, paper and pencil); and e) Skip-count by 2, 5, and 10 to develop multiplicative reasoning and notational representations (e.g., 5, 10, 15, 20; $4 \times 5 = 20$; four groups of 5 equal 20).

(iv) Grade 3

Performance Standards: a) Choose computational methods based on understanding the base-ten number system, properties of multiplication and division, and number relationships; b) Use strategies (e.g., 6×8 is double 3×8) to become fluent with the multiplication pairs up to 10×10 ; c) Compute with basic number combinations (e.g., multiplication pairs up to 10×10 and their division counterparts); and d) Demonstrate reasonable estimation strategies for measurement, computation, and problem solving.

(v) Grade 4

Performance Standards: a) Demonstrate multiplication combinations through 12×12 and related division facts, and use them to solve problems mentally and compute related problems (e.g., 4×5 is related to 40×50 , 400×5 , and 40×500); b) Add, subtract, and multiply up to two double-digits accurately and efficiently; c) Use a variety of strategies (e.g., rounding and regrouping) to estimate the results of whole number computations and judge the reasonableness of the answers; and d) Use strategies to estimate computations involving fractions and decimals.

(2) Strand: ALGEBRA - Standard: Students will understand algebraic concepts and applications.

(a) K-4 Benchmark: Understand patterns, relations, and functions.

(i) Grade K

Performance Standards: a) Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying); b) Sort, classify, and order objects by size, number, and other properties; and c) Recognize, reproduce,

describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers).

(ii) Grade 1

Performance Standards: a) Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers) and translate from one representation to another (e.g., red, red, blue, blue to step, step, clap, clap); b) Skip-count on a hundreds chart (e.g., by 2s up to 20 and 5s and 10s up to 100) to identify, describe, and predict number patterns; and c) Identify number patterns on the hundreds chart.

(iii) Grade 2

Performance Standards: a) Recognize, reproduce, describe, extend, and create repeating and growing patterns, and translate from one representation to another; b) Skip-count using calculators or a hundreds chart to identify, describe, predict, and make generalizations about number patterns to differentiate rote counting versus the meaning of the numbers; c) Construct and solve open sentences that have variables (e.g., $10 = ? + 7$); and d) Relate everyday problem situations to number sentences involving addition and subtraction (e.g., 25 students are going to the store. Five students can ride in a car. How many cars will be needed?).

(iv) Grade 3

Performance Standards: a) Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities; b) Solve problems involving numeric equations; c) Select appropriate operational and relational symbols to make an expression true (e.g., "If $4 ? 3 = 12$, what operational symbol goes in the box?"); d) Use models of feet and inches to express simple unit conversions in symbolic form (e.g., 36 inches = ? feet $\times 12$) that develop conceptual understanding versus procedural skills; e) Recognize and use the commutative property of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ?); f) Create, describe, and extend numeric and geometric patterns including multiplication patterns; and g) Represent simple functional relationships: solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit); extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s, by multiplying the number of horses by 4, or through the use of tables).

(v) Grade 4

Performance Standards: a) Represent and analyze patterns and simple functions using words, tables, and graphs; b) Create and describe numeric and geometric patterns

including multiplication and division patterns; c) Express mathematical relationships using equations; and d) Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences: use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding of the concept of a variable); interpret and evaluate mathematical expressions using parentheses; use and interpret formulas (e.g., $\text{Area} = \text{Length} \times \text{Width}$ or $A = L \times W$) to answer questions about quantities and their relationships.

(b) K-4 Benchmark: Represent and analyze mathematical situations and structures using algebraic symbols.

(i) Grade K
Performance Standards: Use concrete, pictorial, and verbal representation to develop an understanding of invented and conventional symbols.

(ii) Grade 1
Performance Standards: a) Write number sentences that use concrete objects, pictorial, and verbal representations to express mathematical situations using invented and conventional symbols (e.g., $+$, $-$, $=$); b) Demonstrate and describe the concept of equal (e.g., using objects, balance scales); and c) Solve open number sentences that have variables representing numbers up to 10 (e.g., $10 = ? + 2$).

(iii) Grade 2
Performance Standards: a) Use mathematical language to describe a variety of representations and mathematical ideas and situations; b) Explain the concept of equal (e.g., quantities on both sides of equation are the same) by using objects or giving examples; c) Construct and solve open number sentences that have variables representing numbers up to 20 (e.g., $20 = ? + 6$); and d) Use objects, words, and symbols to explain the concept of addition.

(iv) Grade 3
Performance Standards: a) Determine the value of variables in missing part problems (e.g., $139 + ? = 189$); b) Recognize and use the commutative and associative properties of addition and multiplication (e.g., "If $5 \times 7 = 35$, then what is 7×5 ? And if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?"); and c) Explore the ways that commutative, distributive, identity, and zero properties are useful in computing with numbers.

(v) Grade 4
Performance Standards: a) Identify symbols and letters that represent the concept of a variable as an unknown quantity; b) Explore the uses of properties (commutative, distributive, associative) in the computation of whole numbers; c) Express mathematical relationships using equations; d) Determine the value of variables in simple

equations (e.g., $80 \times 15 = 40 \times ?$); and e) Develop simple formulas in exploring quantities and their relationships (e.g., $A = L \times W$).

(c) K-4 Benchmark: Use mathematical models to represent and understand quantitative relationships.

(i) Grade K
Performance Standards: Model situations that involve whole numbers using objects or pictures.

(ii) Grade 1
Performance Standards: a) Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions to 20 (e.g., $3 + 5 = 8$, $2 + 6 = 8$); and b) Describe situations that involve addition and subtraction of whole numbers including objects, pictures, and symbols (e.g., Robert has four apples, Maria has five more).

(iii) Grade 2
Performance Standards: a) Model situations of addition and subtraction of whole numbers using objects, pictures, and symbols; b) Solve problems related to trading (e.g., coin trading, measurement trading); and c) Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

(iv) Grade 3
Performance Standards: a) Model problem situations with objects and use representations such as pictures, graphs, tables, and equations to draw conclusions; b) Solve problems involving proportional relationships including unit pricing (e.g., four apples cost 80 cents; therefore, one apple costs 20 cents); c) Describe relationships of quantities in the form of mathematical expressions, equations, or inequalities; and d) Select appropriate operational and relational symbols to make an expression true (e.g., "If $4 \times 3 = 12$, what operational symbol goes in the box?").

(v) Grade 4
Performance Standards: a) Solve problems involving proportional relationships (including unit pricing and map interpretations; e.g., one inch = five miles; therefore, five inches = ? miles); b) Model problem situations and use graphs, tables, pictures, and equations to draw conclusions (e.g., different patterns of change); and c) Use and interpret formulas (e.g., $\text{Area} = \text{Length} \times \text{Width}$ or $A = L \times W$) to answer questions about quantities and their relationships.

(d) K-4 Benchmark: Analyze changes in various contexts.

(i) Grade K
Performance Standards: Verbally describe changes in various contexts (e.g., plants or animals growing over time).

(ii) Grade 1
Performance Standards: Describe qualita-

tive change (e.g., a student growing taller, trees getting bigger, ice melting).

(iii) Grade 2
Performance Standards: Describe quantitative change (e.g., a student growing two inches in one year, water heating up to boil).

(iv) Grade 3
Performance Standards: Demonstrate how change in one variable can relate to a change in a second variable (e.g., input-output machines, data tables).

(v) Grade 4
Performance Standards: a) Identify and describe situations with constant or varying rates of change and compare them; b) Determine how a change in one variable relates to a change in a second variable (e.g., data tables, input-output machines); c) Find and analyze patterns using data tables (e.g., T tables); and d) Demonstrate and describe varying rates of change in relation to real-world situations (e.g., plant growth, students' heights).

(3) Strand: GEOMETRY - Standard: Students will understand geometric concepts and applications.

(a) K-4 Benchmark: Analyze characteristics and properties of two- and three-dimension geometric shapes and develop mathematical arguments about geometric relationships.

(i) Grade K
Performance Standards: Identify common objects in their environments and describe their geometric features: describe, identify, model, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone); compare familiar plane and solid objects by common attributes (e.g., shape, size, number of corners).

(ii) Grade 1
Performance Standards: Identify common geometric figures and classify them by common attributes: recognize, name, build, and draw both polygonal (up to six sides) and curved shapes; sort two- and three-dimensional shapes into categories based on common attributes; use the attributes of shapes to analyze and identify examples and non-examples of geometric shapes; participate in discussions comparing, identifying, and analyzing attributes to develop the vocabulary needed to describe two- and three-dimensional geometric shapes and their attributes (e.g., sides, corners, edges, faces).

(iii) Grade 2
Performance Standards: Identify and describe the attributes of common figures in a plane and common objects in space: sort, describe, and analyze plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) based on various attributes (e.g., faces, edges, and corners); put shapes

together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle); explore lines of symmetry in two-dimensional shapes.

(iv) Grade 3

Performance Standards: Describe and compare the attributes of plane and solid geometric figures to show relationships and solve problems: identify, describe, and classify polygons (e.g., pentagons, hexagons, and octagons); identify lines of symmetry in two-dimensional shapes; explore attributes of quadrilaterals (e.g., parallel and perpendicular sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square); identify right angles; identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

(v) Grade 4

Performance Standards: a) Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes: build, draw, create, and describe geometric objects; identify lines that are parallel or perpendicular; identify and compare congruent and similar figures; b) Classify two- and three-dimensional shapes according to their properties and develop definitions of classes like triangles and pyramids: visualize, describe, and make models of geometric solids in terms of the number of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and c) Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.

(b) K-4 Benchmark: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

(i) Grade K

Performance Standards: a) Follow simple directions to find a specific location in space; and b) Use spatial vocabulary (e.g., left, right, above, below) to describe relative position.

(ii) Grade 1

Performance Standards: Participate in group and individual activities based on the concepts of space and location: describe direction, location, space, and shape (e.g., left, right, over, under, near, far, between); visualize, describe, and record directions for navigating from one location to another to develop the vocabulary needed to describe direction, distance, location, and representation; use materials to create representations of the surrounding environment (e.g., three-dimensional models, maps of the classroom);

develop estimates and measure distances using nonstandard measurements.

(iii) Grade 2

Performance Standards: a) Find and name locations with simple relationships like "near to" and apply ideas about relative position; b) Describe, name, and interpret direction in navigating space and apply ideas about direction and distance; c) Use maps to locate points and navigate through mazes or maps; d) Visualize, justify, and create paths using landmarks, space, shapes, and descriptive language; and e) Make and draw rectangular arrays of squares.

(iv) Grade 3

Performance Standards: a) Describe location and movement using common language and geometric vocabulary (e.g., directions from classroom to gym); b) Use ordered pairs to graph, locate specific points, create paths, and measure distances within a coordinate grid system; and c) Use a two-dimensional grid system (e.g., a map) to locate positions representing actual places.

(v) Grade 4

Performance Standards: a) Describe location and movement using common language and geometric vocabulary; b) Use ordered pairs to graph, locate, identify points, and describe paths in the first quadrant of the coordinate plane; and c) Use a variety of methods for measuring distances between locations on a grid.

(c) K-4 Benchmark: Apply transformation and use symmetry to analyze mathematical situations.

(i) Grade K

Performance Standards: a) Use manipulatives (e.g., puzzles, tangrams, blocks) to demonstrate rotation (i.e., turns), translations (i.e., slides), and reflection (i.e., flips); and b) Investigate the symmetry of two-dimensional shapes (e.g., by folding or cutting paper, using mirrors).

(ii) Grade 1

Performance Standards: a) Predict the results of changing a shape's position or orientation by using rotation (i.e., turns), reflection (i.e., flips), and translations (i.e., slides); b) Create simple symmetrical shapes and pictures; and c) Recognize and describe the symmetric characteristics of designs (e.g., geometric designs made with pattern blocks).

(iii) Grade 2

Performance Standards: a) Use systematic thinking to solve geometric puzzles (e.g., pentominoes); and b) Use materials to investigate rotational and line symmetry and create shapes that have symmetry.

(iv) Grade 3

Performance Standards: a) Predict and describe the results of sliding, flipping, and turning two-dimensional shapes; and b)

Identify and describe the line of symmetry in two- and three-dimensional shapes.

(v) Grade 4

Performance Standards: a) Create and describe rotational designs using language of transformational symmetry; and b) Describe a motion or set of motions that will show that two shapes are congruent.

(d) K-4 Benchmark: Use visualization, spatial reasoning, and geometric modeling to solve problems.

(i) Grade K

Performance Standards: a) Describe how to get from one location to another (e.g., how to get to the library); and b) Find and describe geometric shapes in nature or architecture.

(ii) Grade 1

Performance Standards: a) Use combinations of shapes to make a new shape to demonstrate relationships between shapes (e.g., a hexagon can be made from six triangles); b) Create three-dimensional shapes based on two-dimensional representations; c) Participate in activities to develop mental visualization and spatial memory (e.g., "quick image" activities that require students to recall or reproduce a configuration of dots on a card or to determine the number of dots without counting); d) Describe how to get from one location to another by visualizing the landmarks along the route; and e) Identify structures from different views or match views of the same structure portrayed from different perspectives.

(iii) Grade 2

Performance Standards: a) Demonstrate relationships of different attributes with concrete materials (e.g., change one characteristic of a shape while preserving others such as increasing number of sides while perimeter stays the same); b) Select and use visualization skills to create mental images of geometric shapes; c) Describe geometric shapes and structures from different perspectives; d) Relate geometric ideas to numbers (e.g., seeing rows in array as a model of repeated addition); and e) Recognize geometric shapes and structures in the environment and specify their location.

(iv) Grade 3

Performance Standards: a) Visualize, build, and draw geometric objects; b) Create and describe mental images of objects, patterns, and paths; c) Recognize geometric shapes and structures (e.g., in the environment); d) Use geometric models to solve problems in other areas of mathematics (e.g., using arrays as models of multiplication or area); e) Identify and build three-dimensional objects from two-dimensional representations of that object; f) Investigate two-dimensional representations of three-dimensional shapes; and g) Explore geometric ideas and relationships as they apply

to other disciplines and to problems that arise in the classroom or in everyday life.

(v) Grade 4

Performance Standards: a) Develop and use mental images of geometric shapes to solve problems (e.g., represent three-dimensional shapes in two dimensions); b) Use geometric models such as number lines, arrays, and computer simulations to investigate number relationships (e.g., patterns); and c) Explore relationships involving perimeter and area: measure area of rectangular shapes and use appropriate units; recognize that area can have the same perimeter but different areas and vice versa; use models and formulas to solve problems involving perimeter and area of rectangles and squares (e.g., arrays).

(4) Strand: MEASUREMENT - Standard: Students will understand measurement systems and applications.

(a) K-4 Benchmark: Understand measurable attributes of objects and the units, systems, and process of measurement.

(i) Grade K

Performance Standards: a) Describe and compare, using appropriate concepts and vocabulary, the measurable properties of length (e.g., shorter, longer, taller), volume (e.g., full, empty), weight (e.g., heavy, light), and time (e.g., before, after, morning, afternoon, days of week); b) Use tools to make predictions (e.g., using a balance scale, predicting how many cups a container will hold and then filling it to check the prediction); c) Measure using non-standard units of measurement (e.g., use pencils to measure desk top, use different lengths of rope to measure distance in classroom); and dd) Use digital and analog (face) clocks to tell time to the hour.

(ii) Grade 1

Performance Standards: a) Develop an understanding of measurable properties (e.g., length, volume, weight, area, and time) using appropriate concepts and vocabulary: length by measuring and estimating (e.g., longer, shorter, meter, centimeter, inch, yard); weight by measuring, estimating, and weighing (e.g., heavy [-ier], light [-er]); volume by measuring, estimating, and weighing (e.g., full, empty); area by measuring and estimating (e.g., perimeter, rectangles, squares); time by estimating (e.g., minutes, hours, days, weeks); and b) Use digital and analog (face) clocks to tell time to the half hour.

(iii) Grade 2

Performance Standards: a) Identify a unit of measure (e.g., nearest inch) and repeat that unit comparing it to the item being measured; b) Use direct comparison to compare and order objects according to length, mass, and area; c) Measure and compare common objects using standard and non-standard units of length; d) Find and repre-

sent the value of a collection of coins and dollars up to \$5.00, using appropriate notation; e) Identify and use time intervals (e.g., hours, days, weeks, months); f) Select and use appropriate measurement tools (e.g., ruler, yardstick, meter stick); and g) Tell time to the nearest quarter hour.

(iv) Grade 3

Performance Standards: a) Demonstrate understanding of the need for measuring with standard units and become familiar with standard units in the U.S. customary system; b) Choose and use the appropriate units and measurement tools to quantify the properties of objects (e.g., length [ruler], width [ruler], or mass [balance scale]); c) Identify time to the nearest minute (elapsed time) and relate time to everyday events; d) Identify and use time intervals (e.g., hours, days, weeks, months, years); e) Identify properties (e.g., length, area, weight, volume) and select the appropriate type of unit for measuring each property; and f) Demonstrate understanding that measurements are approximations, investigate differences in units and their effect on precision, and consider the degree of accuracy for different situations.

(v) Grade 4

Performance Standards: a) Select the appropriate type of unit for measuring perimeter and size of an angle; b) Understand the need for measuring with standard units and become familiar with the standard units in customary and metric system; c) Identify the inverse relationship between the size of the units and the number of units; d) Develop formulas to determine the surface areas of rectangular solids; e) Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms; and f) Carry out simple conversions within a system of measurement (e.g., hours to minutes, meters to centimeters).

(b) K-4 Benchmark: Apply appropriate techniques, tools, and formulas to determine measurements.

(i) Grade K

Performance Standards: Explore measuring objects using a repeating non-standard unit of measurement (e.g., paper clips, cubes, etc.).

(ii) Grade 1

Performance Standards: a) Measure with multiple copies of units the same size (e.g., paper clips); and b) Use repetition of a single unit to measure something larger than the unit (e.g., a yardstick/meterstick to measure a room).

(iii) Grade 2

Performance Standards: a) Develop common referents to make comparisons and estimates of length, volume, weight, area, and time; b) Develop an understanding that

different measuring tools will yield different numerical measurements of the same object (e.g., ruler, yardstick, meterstick, paper clip); and c) Estimate measurements and develop precision in measuring objects.

(iv) Grade 3

Performance Standards: a) Find the area of rectangles using appropriate tools (e.g., grid paper, tiles); b) Estimate measurements; c) Use appropriate standard units and tools to estimate, measure, and solve problems (e.g., length, area, weight); and d) Recognize a 90-degree angle and use it as a strategy to estimate the size of other angles.

(v) Grade 4

Performance Standards: a) Estimate perimeters, areas of rectangles, triangles, and irregular shapes; b) Find the area of rectangles, related triangles, and parallelograms; c) Estimate, measure, and solve problems involving length, area, mass, time, and temperature using appropriate standard units and tools; d) Identify common measurements of turns (e.g., 360 degrees in one turn, 90 degrees in a quarter-turn); e) Compute elapsed time and make and interpret schedules; and f) Use tools to measure angles (e.g., protractor, compass).

(5) Strand: DATA ANALYSIS AND PROBABILITY - Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.

(a) K-4 Benchmark: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

(i) Grade K

Performance Standards: Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).

(ii) Grade 1

Performance Standards: Collect, organize, represent, and compare data by category on graphs and charts to answer simple questions: answer questions about "how" data can be gathered; gather data by interviewing, surveying, and making observations; organize data into appropriate categories by sorting based on shared properties; participate in discussions about selecting an appropriate way to display the data; represent data using objects, pictures, tables, and simple bar graphs.

(iii) Grade 2

Performance Standards: a) Collect numerical data systematically; b) Represent data by using concrete objects, pictures, tables, numbers, tallies, and graphs (e.g., pictographs); c) Pose questions about students' selves and their surroundings and gather data by interviewing, surveying, and making observations to answer the questions

posed; and d) Identify patterns and explain the relationships of the units in the pattern (e.g., the number of ears on one dog, two dogs, etc., or linear numerical patterns).

(iv) Grade 3

Performance Standards: a) Collect and organize data using observations, measurements, surveys, or experiments; b) Represent data using tables and graphs (e.g., line plots, bar graphs, and line graphs); and c) Conduct simple experiments by determining the number of possible outcomes and make simple predictions: identify whether events are certain, likely, unlikely, or impossible; record the outcomes for a simple event and keep track of repetitions; summarize and record the results in a clear and organized way; use the results to predict future events.

(v) Grade 4

Performance Standards: a) Organize, represent, and interpret numerical and categorical data and clearly communicate findings; choose and construct representations that are appropriate for the data set; recognize the differences in representing categorical and numerical data; and b) Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).

(b) K-4 Benchmark: Select and use appropriate statistical methods to analyze data.

(i) Grade K

Performance Standards: Describe simple data and pose questions about the data.

(ii) Grade 1

Performance Standards: Analyze simple data: interpret what the graph or other representation shows; determine whether or not the data gathered helps answer the specific question that was posed; compare parts of the data (e.g., "How many students have lost none, one, two, or three teeth?") to make statements about the data as a whole (e.g., "Most students in the class have lost only two teeth.").

(iii) Grade 2

Performance Standards: a) Describe and interpret data by drawing conclusions and making conjectures based on the data collected; and b) Display data in a variety of formats.

(iv) Grade 3

Performance Standards: Apply and explain the uses of sampling techniques (e.g., observations, polls, tally marks) for gathering data.

(v) Grade 4

Performance Standards: a) Compare and describe related data sets; b) Use the concepts of median, mode, maximum, minimum, and range and draw conclusions about a data set; and c) Use data analysis to

make reasonable inferences/predictions and to develop convincing arguments from data described in a variety of formats (e.g. bar graphs, Venn diagrams, charts, tables, line graphs, and pictographs).

(c) K-4 Benchmark: Develop and evaluate inferences and predictions that are based on data.

(i) Grade K

Performance Standards: Make simple predictions.

(ii) Grade 1

Performance Standards: Make conclusions based on data (e.g., whether or not other groups would reach similar conclusions based on the same data).

(iii) Grade 2

Performance Standards: a) Discuss events related to students' experiences as "likely" or "unlikely" and "possible" or "certain"; b) Recognize appropriate conclusions generated from the data collected; and c) Recognize inappropriate descriptions of the data set.

(iv) Grade 3

Performance Standards: Analyze data displayed in a variety of formats to make reasonable inferences and predictions, answer questions, and make decisions.

(v) Grade 4

Performance Standards: a) Propose and justify conclusions and predictions based on data; and b) Develop convincing arguments from data displayed in a variety of formats.

(d) K-4 Benchmark: Understand and apply basic concepts of probability.

(i) Grade K

Performance Standards: Answer questions that relate to the possibility of familiar events happening or not.

(ii) Grade 1

Performance Standards: a) Discuss the likelihood of events (based on student experiences or from books) using terminology such as "more likely", "less likely", "possible", or "certain"; and b) Observe, explore, and discuss whether some events occur more often than others (e.g., tossing two die and recording the sum after each toss to explore whether or not certain sums occur more frequently than others).

(iii) Grade 2

Performance Standards: a) Investigate concepts of chance (e.g., outcomes of a simple experiment); and b) Investigate whether outcomes of a simple event are equally likely to occur.

(iv) Grade 3

Performance Standards: a) Discuss the degree of likelihood of events and use terminology such as "certain," "likely," "unlikely"; b) Predict the outcomes of simple experiments (e.g., coin tossing) and test the predictions using concrete objects (e.g., coins, counters, number cubes, spinners);

and c) Record the probability of a specific outcome for a simple probability situation (e.g., probability is three out of seven for choosing a black ball; 3/7).

(v) Grade 4

Performance Standards: a) Describe events as "likely," "unlikely," or "impossible" and quantify simple probability situations: represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams); express outcomes of experimental probability situations verbally and numerically (e.g., three out of four, 3/4); and b) List all the possible combinations of objects from three sets (e.g., spinners, number of outfits from three different shirts, two skirts, and two hats).

B. 5-8 MATHEMATICS

(1) Strand: NUMBER OF OPERATIONS - Standard: Students will understand numerical concepts and mathematical operations.

(a) 5-8 Benchmark: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

(i) Grade 5

Performance Standards: a) Compare and order using concrete or illustrated models: whole numbers (to millions); common fractions (halves, thirds, fourths, eighths); decimals (thousandths); b) Demonstrate understanding of the magnitude of the value of numbers from thousandths to millions, including common fractions; c) Represent place value using concrete or illustrated models up to one billion (1,000,000,000); d) Interpret percents as part of a hundred (i.e., find decimal and percent equivalents for common fractions, explain how they represent the same value, and compute a given percent of a whole number); e) Identify and represent on a number line decimals, fractions, and mixed numbers; and f) Identify prime and composite numbers to 50.

(ii) Grade 6

Performance Standards: a) Compare and order rational numbers; b) Use equivalent representations for rational numbers (e.g., integers, decimals, fractions, percents, ratios, numbers with whole-number exponents); c) Use appropriate representations of positive rational numbers in the context of real-life applications; d) Identify greatest common factor and least common multiples for a set of whole numbers; and e) Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.

(iii) Grade 7

Performance Standards: a) Determine the absolute value of rational numbers; b) Illustrate the relationships among natural (i.e., counting) numbers, whole numbers, integers, rational and irrational numbers; c)

Use properties of the real-number system to explain reasoning and to formulate and solve real-world problems; d) Read, write, and compare rational numbers in scientific notation (e.g., positive and negative powers of 10) with approximate numbers using scientific notation; and e) Simplify numerical expressions using order of operations.

(iv) Grade 8

Performance Standards: a) Sort numbers by their properties (e.g., prime, composite, square, square root); and b) Demonstrate the magnitude of rational numbers (e.g., trillions to millions).

(b) 5-8 Benchmark: Understand the meaning of operations and how they relate to one another.

(i) Grade 5

Performance Standards: a) Explain and perform whole number division and express remainders as a whole number or a fractional part as appropriate to the context of real-life problems; b) Add and subtract decimals; c) Add and subtract fractions and mixed numbers without regrouping and express answers in simplest form; d) Find the factors and multiples of whole numbers; e) Use arithmetic operations and inverse relationships to represent and solve real-world problems; f) Identify and represent on a number line decimals, fractions, and mixed numbers; g) Demonstrate proficiency with division, including one- and two-digit divisors; h) Solve simple problems involving the addition and subtraction of fractions and mixed numbers; and i) Represent and use fractions and decimals in equivalent forms.

(ii) Grade 6

Performance Standards: a) Calculate multiplication and division problems using contextual situations; b) Factor a whole number into a product of its primes; c) Demonstrate the relationship and equivalency among ratios and percents; d) Use proportions to solve problems; e) Explain and perform: whole number division and express remainders as decimals or appropriately in the context of the problem; addition, subtraction, multiplication, and division with decimals; addition and subtraction with integers; addition, subtraction, and multiplication with fractions and mixed numerals; and f) Determine the least common multiple and the greatest common divisor of whole numbers and use them to solve problems with fractions.

(iii) Grade 7

Performance Standards: a) Add, subtract, multiply, and divide rational numbers (e.g., integers, fractions, terminating decimals) and take positive rational numbers to whole-number powers; b) Convert terminating decimals into reduced fractions; c) Calculate given percentages of quantities and use them to solve problems (e.g., dis-

counts of sales, interest earned, tips, markups, commission, profit, simple interest); d) Add and subtract fractions with unlike denominators; e) Multiply, divide, and simplify rational numbers by using exponent rules; f) Understand the meaning of the absolute value of a number: interpret the absolute value as the distance of the number from zero on a number line; determine the absolute value of real numbers; g) Find square roots of perfect whole-number squares; h) Simplify and evaluate positive rational numbers raised to positive whole number powers; and i) Solve addition, subtraction, multiplication, and division problems that use positive and negative integers and combinations of these operations.

(iv) Grade 8

Performance Standards: a) Use real number properties (e.g., commutative, associative, distributive) to perform various computational procedures; b) Perform arithmetic operations and their inverses (e.g., addition/subtraction, multiplication/division, square roots of perfect squares, cube roots of perfect cubes) on real numbers; and c) Find roots of real numbers using calculators.

(c) 5-8 Benchmark: Compute fluently and make reasonable estimates.

(i) Grade 5

Performance Standards: a) Add, subtract, multiply, and divide whole numbers; b) Add and subtract decimals; c) Use estimation strategies to verify the reasonableness of calculated results; d) Explain how the estimation strategy impacts the result; e) Relate the basic arithmetic operations to one another (e.g., multiplication and division are inverse operations); f) Simplify numerical expressions using order of operations; and g) Recognize and explain the differences between exact and approximate values.

(ii) Grade 6

Performance Standards: a) Estimate quantities involving rational numbers using various estimations; b) Use estimates to check reasonableness of results and make predictions in situations involving rational numbers; c) Determine if a problem situation calls for an exact or approximate answer and perform the appropriate computation; d) Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line; e) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications; f) Interpret and use ratios in different contexts; and g) Compute and perform multiplication and division of fractions and decimals and apply these procedures to solving problems.

(iii) Grade 7

Performance Standards: a) Use estimation to check reasonableness of results, and use

this information to make predictions in situations involving rational numbers, pi, and simple algebraic equations; b) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications; c) Read, write, and compare rational numbers in scientific notation (e.g., positive and negative powers of 10) with approximate numbers using scientific notation; d) Calculate the percentage of increases and decreases of a quantity; e) Add and subtract fractions with unlike denominators; and f) Use the inverse relationship between rising to a power and extracting the root of a perfect square integer.

(iv) Grade 8

Performance Standards: a) Formulate algebraic expressions that include real numbers to describe and solve real-world problems; b) Use a variety of computational methods to estimate quantities involving real numbers; c) Differentiate between rational and irrational numbers; d) Use real number properties to perform various computational procedures and explain how they were used; e) Perform and explain computations with rational numbers, pi, and first-degree algebraic expressions in one variable in a variety of situations; f) Select and use appropriate forms of rational numbers to solve real-world problems including those involving proportional relationships; g) Approximate, mentally and with calculators, the value of irrational numbers as they arise from problem situations; h) Express numbers in scientific notation (including negative exponents) in appropriate problem situations using a calculator; and i) Estimate answers and use formulas to solve application problems involving surface area and volume.

(2) Strand: ALGEBRA - Standard: Students will understand algebraic concepts and applications.

(a) 5-8 Benchmark: Understand patterns, relations, and functions.

(i) Grade 5

Performance Standards: a) Identify and graph ordered pairs in the first quadrant of the coordinate plane; b) Describe, represent, and analyze patterns and relationships; c) Identify, describe, and continue patterns presented in a variety of formats (e.g., numeric, visual, oral, written, kinesthetic, pictorial); and d) Generate a pattern using a written description.

(ii) Grade 6

Performance Standards: a) Solve problems involving proportional relationships; b) Graph ordered pairs in the coordinate plane; c) Explain and use symbols to represent unknown quantities and variable relationships; d) Explain and use the relationships among ratios, proportions, and percents;

and e) Make generalizations based on observed patterns and relationships.

(iii) Grade 7

Performance Standards: a) Identify and continue patterns presented in a variety of formats; b) Represent a variety of relationships using tables, graphs, verbal rules, and possible symbolic notation, and recognize the same general pattern presented in different representations; c) Simplify numerical expressions by applying properties of rational numbers, and justify the process used; d) Interpret and evaluate expressions involving integer powers and simple roots; e) Graph and interpret linear functions; and f) Solve problems involving rate, average speed, distance, and time.

(iv) Grade 8

Performance Standards: a) Move between numerical, tabular, and graphical representations of linear relationships; and b) Use variables to generalize patterns and information presented in tables, charts, and graphs; graph linear functions noting that the vertical change per unit of horizontal change (the slope of the graph) is always the same; plot the values of quantities whose ratios are always the same, fit a line to the plot, and understand that the slope of the line equals the quantities.

(b) 5-8 Benchmark: Represent and analyze mathematical situations and structures using algebraic symbols.

(i) Grade 5

Performance Standards: a) Compute the value of the expression for specific numerical values of the variable; b) Use a letter to represent an unknown number; and c) Understand the differences between the symbols for "less than," "less than or equal to," "greater than," and "greater than or equal to."

(ii) Grade 6

Performance Standards: a) Solve problems involving proportional relationships; b) Use letters to represent an unknown in an equation; c) Solve one-step linear equations and inequalities in one variable with positive whole-number solutions; d) Demonstrate that a variable can represent a single quantity that changes; and e) Demonstrate how changes in one variable affect other variables.

(iii) Grade 7

Performance Standards: a) Write verbal expressions and sentences as algebraic expressions and equations; evaluate algebraic expressions; solve simple linear equations; graph and interpret results; b) Use variables and appropriate operations to write an expression, an equation, or an inequality that represents a verbal description; c) Use the order of operations to evaluate algebraic expressions; d) Simplify numerical expressions by applying proper-

ties of rational numbers; e) Graph linear functions and identify slope as positive or negative; and f) Use letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes.

(iv) Grade 8

Performance Standards: a) Demonstrate the difference between an equation and an expression; b) Solve two-step linear equations and inequalities in one variable with rational solutions; c) Evaluate formulas using substitution; d) Demonstrate understanding of the relationships between ratios, proportions, and percents and solve for a missing term in a proportion; e) Graph solution sets of linear equations in two variables on the coordinate plane; f) Formulate and solve problems involving simple linear relationships, find percents of a given number, variable situations, and unknown quantities; and g) Use symbols, variables, expressions, inequalities, equations, and simple systems of equations to represent problem situations that involve variables or unknown quantities.

(c) 5-8 Benchmark: Use mathematical models to represent and understand quantitative relationships.

(i) Grade 5

Performance Standards: a) Use mathematical models to represent and explain mathematical concepts and procedures; b) Understand and use mathematical models such as: the number line to model the relationship between rational numbers and rational number operations; pictorial representation of addition and subtraction of rational numbers with regrouping; manipulatives or pictures to model computational procedures; graphs, tables, and charts to describe data; diagrams or pictures to model problem situations; and c) Demonstrate how a situation can be represented in more than one way.

(ii) Grade 6

Performance Standards: a) Develop and use mathematical models to represent and justify mathematical relationships found in a variety of situations; and b) Create, explain, and use mathematical models such as: Venn diagrams to show the relationships between the characteristics of two or more sets; equations and inequalities to model numerical relationships; three-dimensional geometric models; graphs, tables, and charts to interpret and analyze data.

(iii) Grade 7

Performance Standards: a) Create scale models and use them for dimensional drawings; b) Understand and use the coordinate plane to graph ordered pairs and linear equations; and c) Select and use an appropriate model for a particular situation.

(iv) Grade 8

Performance Standards: Generate different representations to model a specific numerical relationship given one representation of data (e.g., a table, a graph, an equation, a verbal description).

(d) 5-8 Benchmark: Analyze changes in various contexts.

(i) Grade 5

Performance Standards: a) Recognize and create patterns of change from everyday life using numerical or pictorial representations; and b) Generalize patterns of change and recognize the same general patterns presented in different representations.

(ii) Grade 6

Performance Standards: a) Represent and explain changes using one-step equations with one variable; b) Solve problems that involve change using proportional relationships; c) Use ratios to predict changes in proportional situations; d) Use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, and perimeter; and e) Generate formulas to represent relationships involving changes in perimeter.

(iii) Grade 7

Performance Standards: a) Use variables and appropriate operations to write an expression, an equation, and/or an inequality that represents a verbal description involving change; b) Interpret and evaluate expressions involving integer powers and simple roots as they relate to change; c) Graph and interpret linear functions as they are used to solve problems; and d) Solve two-step equations and inequalities with one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

(iv) Grade 8

Performance Standards: a) Use graphs, tables, and algebraic representations to make predictions and solve problems that involve change; b) Estimate, find, and justify solutions to problems that involve change using tables, graphs, and algebraic expressions; c) Use appropriate problem-solving strategies (e.g., drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table or graph, working a simpler problem, writing an algebraic expression or working backward) to solve problems that involve change; d) Solve multi-step problems that involve changes in rate, average speed, distance, and time; e) Analyze problems that involve change by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing, and observing patterns; f) Generalize a pattern of change using algebra and show the relationship among the equation, graph, and table of values; and g)

Recognize the same general pattern of change presented in different representations.

(3) Strand: GEOMETRY - Standard: Students will understand geometric concepts and applications.

(a) 5-8 Benchmark: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematics arguments about geometric relationships.

(i) Grade 5
Performance Standards: a) Identify, describe, and classify two-dimensional shapes and three-dimensional figures by their properties; b) Recognize and describe properties of regular polygons having up to ten sides; and c) Identify faces, edges, and bases on three-dimensional objects.

(ii) Grade 6
Performance Standards: a) Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures: measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software); understand that the sum of angles of any triangle is 180 degrees and the sum of the angles of any quadrilateral is 360 degrees and use this information to solve problems; visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids; b) Classify angles as right, obtuse, or straight; c) Describe the properties of geometric figures that include regular polygons, circles, ellipses, cylinders, cones, spheres, and cubes; d) Classify polygons as regular or irregular; e) Classify triangles as scalene, isosceles, or equilateral and by angles (i.e., right, acute, and obtuse); f) Identify angle, line, segment, and ray and use the symbols for each; and g) Describe the relationship between radius, diameter, and circumference of a circle.

(iii) Grade 7
Performance Standards: a) Classify geometric figures as similar or congruent; b) Understand the concept of a constant (e.g., π) and use the formulas for the circumference and area of a circle; c) Explain and use the Pythagorean theorem; d) Determine the radius, diameter, and circumference of a circle and explain their relationship; and e) Use properties to classify solids including pyramids, cones, prisms, and cylinders.

(iv) Grade 8
Performance Standards: a) Recognize, classify, and discuss properties of all geometric figures including point, line, and plane; b) Identify arc, chord, and semicircle and explain their attributes; and c) Use the Pythagorean theorem and its converse to find the missing side of a right triangle and

the lengths of the other line segments.

(b) 5-8 Benchmark: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

(i) Grade 5
Performance Standards: Recognize perpendicular and parallel lines.

(ii) Grade 6
Performance Standards: a) Use coordinate geometry to describe location on a plane; and b) Recognize skewed lines in space.

(iii) Grade 7
Performance Standards: Construct and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine the image under translations and reflections.

(iv) Grade 8
Performance Standards: Represent, formulate, and solve distance and geometry problems using the language and symbols of algebra and the coordinate plane and space (e.g., ordered triplets).

(c) 5-8 Benchmark: Apply transformations and use symmetry to analyze mathematical situations.

(i) Grade 5
Performance Standards: Identify line of symmetry in simple geometric figures.

(ii) Grade 6
Performance Standards: Identify line of symmetry with rotation and scaling.

(iii) Grade 7
Performance Standards: Determine how perimeter and area are affected by changes of scale.

(iv) Grade 8
Performance Standards: a) Describe the symmetry of three-dimensional figures; and b) Describe and perform single and multiple transformations that include rotation, reflection, translation, and dilation (i.e., shrink or magnify) to two-dimensional figures.

(d) 5-8 Benchmark: Use visualization, spatial reasoning, and geometric modeling to solve problems.

(i) Grade 5
Performance Standards: a) Understand and compute the perimeter of regular polygons; and b) Identify and explain circumference, radius, and diameter.

(ii) Grade 6
Performance Standards: Use appropriate technology, manipulatives, constructions, or drawings to recognize or compare geometric figures.

(iii) Grade 7
Performance Standards: a) Compute the perimeter and area of common geometric shapes and use the results to find measures of less common objects; and b) Identify and describe the properties of two-dimensional figures: identify angles as vertical, adjacent, complementary, or supplementary and pro-

vide descriptions of these terms;

use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle; draw quadrilaterals and triangles from given information.

(iv) Grade 8
Performance standards: a) Understand angle relationships formed by parallel lines cut by a transversal; b) Recognize and apply properties of corresponding parts of similar and congruent triangles and quadrilaterals; c) Represent and solve problems relating to size, shape, area, and volume using geometric models; d) Develop and use formulas for area, perimeter, circumference, and volume; and e) Construct two-dimensional patterns for three-dimensional models (e.g., cylinders, prisms, cones).

(4) Strand: MEASUREMENT - Standard: Students will understand measurement systems and applications.

(a) 5-8 Benchmark: Understand measurable attributes of objects and the units, systems, and processes of measurement.

(i) Grade 5
Performance Standards: a) Understand properties (e.g., length, area, weight, volume) and select the appropriate type of unit for measuring each using both U.S. customary and metric systems; b) Select and use appropriate units and tools to measure according to the degree of accuracy required in a particular problem-solving situation; c) Solve problems involving linear measurement, weight, and capacity (e.g., measuring to the nearest sixteenth of an inch or nearest millimeter; using ounces, milliliters, or pounds and kilograms) to the appropriate degree of accuracy; and d) Perform one-step conversions within a system of measurement (e.g., inches to feet, centimeters to meters).

(ii) Grade 6
Performance Standards: a) Perform multi-step conversions of measurement units to equivalent units within a given system (e.g., 36 inches equals 3 feet or 1 yard); b) Estimate measurement in both U.S. customary and metric units; c) Select and use units of appropriate size and type to measure angles (e.g., degrees, radians), perimeter, area, and capacity in both U.S. customary and metric systems; and d) Use standard units of linear measurement to the nearest sixteenth of an inch; metric measurements to the nearest millimeter.

(iii) Grade 7
Performance Standards: a) Choose appropriate units of measure and ratios to recognize new equivalences (e.g., 1 square yard equals 9 square feet) to solve problems; b) Select and use the appropriate size and type

of unit for a given measurement situation; c) Compare masses, weights, capacities, geometric measures, times, and temperatures within measurement systems; d) Approximate the relationship between standard and metric measurement systems (e.g., inches and centimeters, pounds and kilograms, quarts and liters); and e) Use measures expressed as rates and measures expressed as products to solve problems, check the units of the solutions, and analyze the reasonableness of the answer.

(iv) Grade 8

Performance Standards: a) Understand the concept of volume and use the appropriate units in common measuring systems (e.g., cubic centimeter, cubic inch, cubic yard) to compute the volume of rectangular solids; and b) Use changes in measurement units (e.g., square inches, cubic feet) to perform conversions from one-, two-, and three-dimensional shapes.

(b) 5-8 Benchmark: Apply appropriate techniques, tools, and formulas to determine measurements.

(i) Grade 5

Performance Standards: a) Solve measurement problems using appropriate tools involving length, perimeter, weight, capacity, time, and temperature; b) Select and use strategies to estimate measurements including length, distance, capacity, and time; and c) Apply strategies and use tools for estimating and measuring the perimeter of regular and irregular shapes.

(ii) Grade 6

Performance Standards: a) Apply various measurement techniques and tools, units of measure, and degrees of accuracy to find accurate rational number representations for length, liquid, weight, perimeter, temperature, and time; b) Select and use formulas for perimeters of squares and rectangles; c) Select and use strategies to estimate measurements including angle measure and capacity; and d) Select and justify the selection of measurement tools, units of measure, and degrees of accuracy appropriate to the given situation.

(iii) Grade 7

Performance Standards: a) Apply strategies and formulas to find missing angle measurements in triangles and quadrilaterals; b) Select and use formulas to determine the circumference of circles and the area of triangles, parallelograms, trapezoids, and circles; and c) Solve problems involving scale factors, ratios, and proportions.

(iv) Grade 8

Performance Standards: a) Use ratios and proportions to measure hard-to-measure objects; b) Use estimation to solve problems; c) Use proportional relationships in similar shapes to find missing measurements; d) Apply strategies to determine the

surface area and volume of prisms, pyramids, and cylinders; e) Perform conversions with multiple terms between metric and U.S. standard measurement systems; f) Estimate volume in cubic units; and g) Solve simple problems involving rates and derived measurements for such properties as velocity and density.

(5) Strand: DATA ANALYSIS AND PROBABILITY - Standard: Students will understand how formulate questions, analyze data, and determine probabilities.

(a) 5-8 Benchmark: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

(i) Grade 5

Performance Standards: a) Construct, read, analyze, and interpret tables, charts, graphs, and data plots; b) Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams; c) Display, analyze, compare, and interpret different data sets, including data sets of different sizes; d) Organize and display single-variable data in appropriate graphs and representations; e) Organize, read, and display numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including correct titles, labels, and intervals or categories including: frequency tables; stem and leaf plots; bar, line, and circle graphs; Venn diagrams; pictorial displays; charts and tables; and f) Formulate questions and identify data to be collected to correctly answer a question.

(ii) Grade 6

Performance Standards: a) Use statistical representations to analyze data; b) Draw and compare different graphical representations of the same data; c) Use mean, median, mode, and range to describe data; d) Sketch circle graphs to display data; e) Solve problems by collecting, organizing, displaying and interpreting data; f) Compare different samples of a population with the entire population and determine the appropriateness of using a sample; g) Conduct and explain sampling techniques such as observations, surveys, and random sampling for gathering data; h) Determine the median for a rational number data set containing an odd number of data points; i) Calculate and explain the median for a whole number data set containing an even number of data points; j) Explain advantages and disadvantages of using various display formats for a specific data set; and k) Formulate and solve problems by collecting, organizing, displaying, and interpreting data.

(iii) Grade 7

Performance Standards: a) Describe how data representations influence interpretation; b) Select and use appropriate representation for presenting collected data and justify the selection; c) Use measures of central tendency and spread to describe a set of data; d) Choose between median and mode to describe a set of data and justify the choice for a particular situation; e) Determine the quartiles of a data set; f) Identify ordered pairs of data from a graph and interpret the data in terms of the situation depicted by the graph; g) Use various scales and formats to display the same data set; h) Identify and explain the misleading representations of data; i) Collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set; j) Compute the minimum, lower quartile, median, upper quartile, and maximum of a data set; k) Identify and explain the effects of scale and/or interval changes on graphs of whole number data sets; l) Use and explain sampling techniques (e.g., observations, surveys, and random sampling) for gathering data; and m) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, and selecting, collecting, and displaying appropriate data to address the problem.

(iv) Grade 8

Performance Standards: a) Represent two numerical variables on a plot, describe how the data points are distributed, and identify relationships that exist between the two variables; b) Generate, organize, and interpret real numbers in a variety of situations; c) Organize, analyze, and display appropriate quantitative and qualitative data to address specific questions including: frequency distributions; plots; histograms; bar, line, and pie graphs; diagram and pictorial displays; charts and tables; d) Select the appropriate measure of central tendency to describe a set of data for a particular problem situation; e) Simulate an event selecting and using different models; and f) Develop an appropriate strategy using a variety of data from surveys, samplings, estimations, and inferences to address a specific problem.

(b) 5-8 Benchmark: Select and use appropriate statistical methods to analyze data.

(i) Grade 5

Performance Standards: a) Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets; b) Use fractions and percentages to compare data sets of different sizes; and c) Correctly rank the values of a numerical data set containing simple frac-

tions and decimals, identify maximum and minimum data values, and calculate the range for a data set.

(ii) Grade 6

Performance Standards: a) Choose an appropriate graphical format to organize and represent data; b) Describe the effects of missing or incorrect data; c) Compute and analyze statistical measurements for data sets; understand how additional data added to data sets may affect the computations of central tendency; understand how the inclusion or exclusion of outliers affects measures of central tendency; know why a specific measure of central tendency provides the most useful information in a given context; d) Use data samples of a population and describe the characteristics and limitations of the sample; e) Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population; f) Explain how the way a question is asked in a survey might influence the results obtained; g) Identify data that represent sampling errors and explain why the sample and the display might be biased; and h) Identify claims based on statistical data and, in sample cases, evaluate the validity and usefulness of the claims.

(iii) Grade 7

Performance Standards: a) Choose and justify appropriate measures of central tendencies (e.g., mean, median, mode, range) to describe given or derived data; b) Know various ways to display data sets (e.g., stem and leaf plot, box and whisker plot, scatter plots) and use these forms to display a single set of data or to compare two sets of data; c) Use the analysis of data to make convincing arguments; d) Use appropriate technology to gather and display data sets and identify the relationships that exist among variables within the data set; e) Use data samples of a population and describe the characteristics and limitations of the sample; f) Identify data that represent sampling errors and explain why the sample and the display might be biased; and g) Identify claims based on statistical data and evaluate the validity of the claims.

(iv) Grade 8

Performance Standards: a) Use changes in scales, intervals, or categories to help support a particular interpretation of data; b) Generate, organize, and interpret real number and other data in a variety of situations; c) Analyze data to make decisions and to develop convincing arguments from data displayed in a variety of formats that include: plots; distributions; graphs; scatter plots; diagrams; pictorial displays; charts and tables; Venn diagrams; d) Interpret and analyze data from graphical representations

and draw simple conclusions (e.g., line of best fit); e) Evaluate and defend the reasonableness of conclusions drawn from data analysis; f) Use appropriate central tendency and spread as a means for effective decision-making in analyzing data and outliers; g) Identify simple graphic misrepresentations and distortions of sets of data (e.g., unequal interval sizes, omission of parts of axis range, scaling); and h) Use appropriate technology to display data as lists, tables, matrices, graphs, and plots and to analyze the relationships of variables in the data displayed.

(c) 5-8 Benchmark: Develop and evaluate inferences and predictions that are based on data.

(i) Grade 5

Performance Standards: a) Make and justify valid inferences, predictions, and arguments based on statistical analysis; b) Compare a given prediction with the results of an investigation; c) Use counting strategies to determine all the possible outcomes of a particular familiar event; d) Find all possible outcome sets involving four or more sets of objects; e) Evaluate the reasonableness of inferences that are based on data in the context of the original solution; f) Identify the method used to make an inference and/or a prediction on a given data set and solve similar problems; g) Determine the accuracy of a prediction or an inference based on the accuracy of the data in a given data set; and h) List all possible outcomes of simple events.

(ii) Grade 6

Performance Standards: a) Identify claims based on statistical data and evaluate the validity of the claim; b) Conduct observations, surveys, experiments and/or simulations, record the results in charts, tables, or graphs, and use the results to draw conclusions and make predictions; c) Find all possible combinations in a given set (e.g., the number of ways a set of books can be arranged on a shelf); and d) Compare expected results with actual results in a simple experiment.

(iii) Grade 7

Performance Standards: a) Formulate and justify mathematical conjectures based on data and a general description of the mathematical question or problem posed; b) Analyze data to make accurate inferences, predictions, and to develop convincing arguments from data displayed in a variety of forms; and c) Approximate a line of best fit for a data set in a scatter plot form and make predictions using the simple equation of that line.

(iv) Grade 8

Performance Standards: a) Describe how changes in scale, intervals, or categories influence arguments for a particular inter-

pretation of the data; b) Describe how reader bias, measurement errors, and display distortion can affect the interpretation of data, predictions, and inferences based on data; c) Conduct simple experiments and/or simulations, record results in charts, tables, or graphs, and use the results to draw conclusions and make predictions; and d) Compare expected results with experimental results and information used in predictions and inferences.

(d) 5-8 Benchmark: Understand and apply basic concepts of probability.

(i) Grade 5

Performance Standards: a) Determine probabilities through experiments and/or simulations and compare the results with mathematical expressions; b) Make predictions from the results of student-generated experiments of single events; c) Identify simple experiments where the probabilities of all outcomes are equal; d) Describe and predict the results of a probability experiment; e) Use fractions to describe the results of an experiment; and f) Use probability to generalize from a simple pattern or set of examples and justify why the generalization is reasonable.

(ii) Grade 6

Performance Standards: a) List all possible outcomes for a compound event composed of two independent events and recognize whether an outcome is certain, impossible, likely, or unlikely; b) Determine and compare experimental (empirical) and mathematical (theoretical) probabilities (e.g., flipping two color counters); c) Determine theoretical and experimental probabilities and use them to make predictions about events; d) Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome; e) Use data to estimate the probability of future events (e.g., batting averages); f) Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of the event not occurring; and g) Describe the difference between independent and dependent events and identify situations involving independent or dependent events.

(iii) Grade 7

Performance Standards: a) Determine the probability of a compound event composed of two independent events; b) Identify examples of events having the probability of one or zero; c) Describe the probability of events using fractions, decimals, and percents; d) Express probability as a fraction, zero, or one; e) Use probability to generate convincing arguments, draw conclusions,

and make decisions in a variety of situations; f) Make predictions based on theoretical probabilities of compound events; and g) Determine the probability of a simple event or a compound event composed of simple, independent events.

(iv) Grade 8

Performance Standards: a) Calculate the odds of a desired outcome in a simple experiment; b) Design and use an appropriate simulation to estimate the probability of a real-world event (e.g., disk toss, cube toss); c) Explain the relationship between probability and odds and calculate the odds of a desired outcome in a simple experiment; d) Use theoretical or experimental probability to make predictions about real-world events; e) Use probability to generate convincing arguments, draw conclusions, and make decisions in a variety of situations; and f) Understand that the probability of two unrelated events occurring is the sum of the two individual possibilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.

C. 9-12 MATHEMATICS

(1) Strand: ALGEBRA, FUNCTIONS, AND GRAPHS - Standard: Students will understand algebraic concepts and applications.

(a) 9-12 Benchmark: Represent and analyze mathematical situations and structures using algebraic symbols.

(i) Grade 9-12

Performance Standards: Classify numbers and members of the following sets: natural; whole; integers; rationals; irrationals.

(ii) Grade 9-12

Performance Standards: Simplify numerical expressions using the order of operations, including exponents.

(iii) Grade 9-12

Performance Standards: Evaluate the numerical value of expressions of one or more variables that are: polynomial; rational; radical.

(iv) Grade 9-12

Performance Standards: Simplify algebraic monomial expressions raised to a power (e.g., $[5xy^2]^3$) and algebraic binomial (e.g., $[5x^2 + y]^2$) expressions raised to a power.

(v) Grade 9-12

Performance Standards: Compare and order polynomial expressions by degree.

(vi) Grade 9-12

Performance Standards: Represent and analyze relationships using written and verbal expressions, tables, equations, and graphs, and describe the connections among those representations: translate from verbal expression to algebraic formulae (e.g., "Set up the equations that represent the data in the following equation: John's father is 23

years older than John. John is 4 years older than his sister Jane. John's mother is 3 years younger than John's father. John's mother is 9 times as old as Jane. How old are John, Jane, John's mother, and John's father?"); given data in a table, construct a function that represents these data (linear only); given a graph, construct a function that represents the graph (linear only).

(vii) Grade 9-12

Performance Standards: Know, explain, and use equivalent representations for the same real number including: integers; decimals; percents; ratios; scientific notation; numbers with integer exponents; inverses (reciprocal); prime factoring.

(viii) Grade 9-12

Performance Standards: Simplify algebraic expressions using the distributive property.

(ix) Grade 9-12

Performance Standards: Explain and use the concept of absolute value.

(x) Grade 9-12

Performance Standards: Know, explain, and use equivalent representations for algebraic expressions.

(xi) Grade 9-12

Performance Standards: Simplify square roots and cube roots with monomial radicands that are perfect squares or perfect cubes (e.g., $9a^2x^4$).

(xii) Grade 9-12

Performance Standards: Calculate powers and roots of real numbers, both rational and irrational.

(xiii) Grade 9-12

Performance Standards: Solve: formulas for specified variables; radical equations involving one radical.

(xiv) Grade 9-12

Performance Standards: Factor polynomials, difference of squares and perfect square trinomials, and the sum and difference of cubes.

(xv) Grade 9-12

Performance Standards: Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

(xvi) Grade 9-12

Performance Standards: Manipulate simple expressions with + and - exponents.

(xvii) Grade 9-12

Performance Standards: Use the four basic operations (+, -, x, ÷) with: linear expressions; polynomial expressions; rational expressions.

(b) 9-12 Benchmark: Understand patterns, relations, functions, and graphs.

(i) Grade 9-12

Performance Standards: Distinguish between the concept of a relation and a function.

(ii) Grade 9-12

Performance Standards: Determine

whether a relation defined by a graph, a set of ordered pairs, a table of values, an equation, or a rule is a function.

(iii) Grade 9-12

Performance Standards: Describe the concept of a graph of a function.

(iv) Grade 9-12

Performance Standards: Translate among tabular, symbolic, and graphical representations of functions.

(v) Grade 9-12

Performance Standards: Explain and use function notation.

(vi) Grade 9-12

Performance Standards: Determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

(vii) Grade 9-12

Performance Standards: Identify the independent and dependent variables from an application problem (e.g., height of a child).

(viii) Grade 9-12

Performance Standards: Describe the concept of a graph of an equation.

(ix) Grade 9-12

Performance Standards: Understand symmetry of graphs.

(x) Grade 9-12

Performance Standards: Analyze and describe middle and end (asymptotic) behavior of linear, quadratic, and exponential functions, and sketch the graphs of functions.

(xi) Grade 9-12

Performance Standards: Work with composition of functions (e.g., find f of g when $f(x) = 2x - 3$ and $g(x) = 3x - 2$), and find the domain, range, intercepts, zeros, and local maxima or minima of the final function.

(xii) Grade 9-12

Performance Standards: Use the quadratic formula and factoring techniques to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.

(xiii) Grade 9-12

Performance Standards: Apply quadratic equations to physical phenomena (e.g., the motion of an object under the force of gravity).

(c) 9-12 Benchmark: Use mathematical models to represent and understand quantitative relationships.

(i) Grade 9-12

Performance Standards: Model real-world phenomena using linear and quadratic equations and linear inequalities (e.g., apply algebraic techniques to solve rate problems, work problems, and percent mixture problems; solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest; apply quadratic equations to model throw-

ing a baseball in the air).

(ii) Grade 9-12

Performance Standards: Use a variety of computational methods (e.g., mental arithmetic, paper and pencil, technological tools).

(iii) Grade 9-12

Performance Standards: Express the relationship between two variables using a table with a finite set of values and graph the relationship.

(iv) Grade 9-12

Performance Standards: Express the relationship between two variables using an equation and a graph: graph a linear equation and linear inequality in two variables; solve linear

inequalities and equations in one variable; solve systems of linear equations in two variables and graph the solutions; use the graph of a system of equations in two variables to help determine the solution.

(v) Grade 9-12

Performance Standards: Solve applications involving systems of equations.

(vi) Grade 9-12

Performance Standards: Evaluate numerical and algebraic absolute value expressions.

(vii) Grade 9-12

Performance Standards: Create a linear equation from a table of values containing co-linear data.

(viii) Grade 9-12

Performance Standards: Determine the solution to a system of equations in two variables from a given graph.

(ix) Grade 9-12

Performance Standards: Generate an algebraic sentence to model real-life situations.

(x) Grade 9-12

Performance Standards: Write an equation of the line that passes through two given points.

(xi) Grade 9-12

Performance Standards: Understand and use: such operations as taking the inverse, finding the reciprocal, taking a root, and raising to a fractional power; the rules of exponents.

(xii) Grade 9-12

Performance Standards: Verify that a point lies on a line, given an equation of the line, and be able to derive linear equations by using the point-slope formula.

(d) 9-12 Benchmark: Analyze changes in various contexts.

(i) Grade 9-12

Performance Standards: Analyze the effects of parameter changes on these functions: linear (e.g., changes in slope or coefficients); quadratic (e.g., $f[x-a]$ changes coefficients and constants); exponential (e.g., changes caused by increasing $x[x+c]$ or $[a^x]$); polynomial (e.g., changes caused by

positive or negative values of a , or in a constant c).

(ii) Grade 9-12

Performance Standards: Solve routine two- and three-step problems relating to change using concepts such as: exponents; factoring; ratio; proportion; average; percent.

(iii) Grade 9-12

Performance Standards: Calculate the percentage of increase and decrease of a quantity.

(iv) Grade 9-12

Performance Standards: Analyze the general shape of polynomial expressions and equations for different degree polynomials (e.g., positive and negative general shapes for third-, fourth-, and fifth-degree polynomials).

(v) Grade 9-12

Performance Standards: Estimate the rate of change of a function or equation by finding the slope between two points on the graph.

(vi) Grade 9-12

Performance Standards: Evaluate the estimated rate of change in the context of the problem.

(vii) Grade 9-12

Performance Standards: Know Pascal's triangle and use it to expand binomial expressions that are raised to positive integer powers.

(2) Strand: GEOMETRY AND TRIGONOMETRY - Standard: Students will understand geometric concepts and applications.

(a) 9-12 Benchmark: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

(i) Grade 9-12

Performance Standards: Interpret and draw two-dimensional objects and find the area and perimeter of basic figures (e.g., rectangles, circles, triangles, other polygons [e.g., rhombi, parallelograms, trapezoids]).

(ii) Grade 9-12

Performance Standards: Find the area and perimeter of a geometric figure composed of a combination of two or more rectangles, triangles, and/or semicircles with just edges in common.

(iii) Grade 9-12

Performance Standards: Find and use measures of sides and interior and exterior angles of triangles and polygons to classify figures (e.g., scalene, isosceles, and equilateral triangles; rectangles [square and non-square]; other convex polygons).

(iv) Grade 9-12

Performance Standards: Interpret and draw three-dimensional objects and find the surface area and volume of basic figures (e.g., spheres, rectangular solids, prisms, polygo-

nal cones), and calculate the surface areas and volumes of these figures as well as figures constructed from unions of rectangular solids and prisms with faces in common, given the formulas for these figures.

(v) Grade 9-12

Performance Standards: Demonstrate an understanding of simple aspects of a logical argument: identify the hypothesis and conclusion in logical deduction; use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

(vi) Grade 9-12

Performance Standards: Demonstrate an understanding of inductive and deductive reasoning, explain the difference between inductive and deductive reasoning, and identify and provide examples of each: for inductive reasoning, demonstrate understanding that showing a statement is true for a finite number of examples does not show it is true for all cases unless the cases verified are all cases; for deductive reasoning, prove simple theorems.

(vii) Grade 9-12

Performance Standards: Write geometric proofs (including proofs by contradiction), including: theorems involving the properties of parallel lines cut by a transversal line and the properties of quadrilaterals; theorems involving complementary, supplementary, and congruent angles; theorems involving congruence and similarity; the Pythagorean theorem (tangram proof).

(b) 9-12 Benchmark: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

(i) Grade 9-12

Performance Standards: Demonstrate understanding of the construction of the coordinate plane, know the names of the origin, coordinate axes and four quadrants, draw and label them correctly, find the coordinates of an indicated point, and plot a point with given coordinates.

(ii) Grade 9-12

Performance Standards: Determine the midpoint and distance between two points within a coordinate system and relate these ideas to geometric figures in the plane (e.g., find the center of a circle given two endpoints of a diameter of the circle).

(iii) Grade 9-12

Performance Standards: Given two linear equations, determine whether the lines are parallel, perpendicular, or coincide.

(iv) Grade 9-12

Performance Standards: Use basic geometric ideas (e.g., the Pythagorean theorem, area, and perimeter of objects) in the context of the Euclidean Plane, calculate the perimeter of a rectangle with integer coordinates and sides parallel to the coordinate

axes and with sides not parallel.

(c) 9-12 Benchmark: Apply transformations and use symmetry to analyze mathematical situations.

(i) Grade 9-12 Performance Standards: Describe the effect of rigid motions on figures in the coordinate plane and space that include rotations, translations, and reflections;

determine whether a given pair of figures on a coordinate plane represents the effect of a translation, reflection, rotation, and/or dilation; sketch the planar figure that is the result of a given transformation of this type.

(ii) Grade 9-12 Performance Standards: Deduce properties of figures using transformations that include translations, rotations, reflections, and dilations in a coordinate system; identify congruency and similarity in terms of transformations; determine the effects of the above transformations on linear and area measurements of the original planar figure.

(d) 9-12 Benchmark: Use visualization, spatial reasoning, and geometric modeling to solve problems.

(i) Grade 9-12 Performance Standards: Solve real-world problems using congruence and similarity relationships of triangles (e.g., find the height of a pole given the length of its shadow).

(ii) Grade 9-12 Performance Standards: Solve problems involving complementary, supplementary, and congruent angles.

(iii) Grade 9-12 Performance Standards: Solve problems involving the perimeter, circumference, area, volume, and surface area of common geometric figures (e.g., "Determine the surface area of a can of height h and radius r . How does the surface area change when the height is changed to $3h$? How does the surface area change when the radius is changed to $3r$? How does the surface area change when both h and r are doubled?").

(iv) Grade 9-12 Performance Standards: Solve problems using the Pythagorean theorem (e.g., "Given the length of a ladder and the distance of the base of the ladder from a wall, determine the distance up the wall to the top of the ladder").

(v) Grade 9-12 Performance Standards: Understand and use elementary relationships of basic trigonometric functions defined by the angles of a right triangle (e.g., "What is the radius of a circle with an inscribed regular octagon with the length of each side being exactly 2 feet?").

(vi) Grade 9-12 Performance Standards: Use trigonometric functions to solve for the length of the sec-

ond leg of a right triangle given the angles and the length of the first leg. (e.g., "A surveyor determines that the angle subtended by a two-foot stick at right angles to his transit is exactly one degree. What is the distance from the transit to the base of the measuring stick?").

(vii) Grade 9-12 Performance Standards: Know and use angle and side relationships in problems with special right triangles (e.g., 30-, 45-, 60-, and 90-degree triangles).

(3) Strand: DATA ANALYSIS AND PROBABILITY - Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.

(a) 9-12 Benchmark: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

(i) Grade 9-12 Performance Standards: Understand the differences between the various methods of data collection.

(ii) Grade 9-12 Performance Standards: Know the characteristics of a well-designed and well-conducted survey: differentiate between sampling and census; differentiate between a biased and an unbiased sample.

(iii) Grade 9-12 Performance Standards: Know the characteristics of a well-designed and well-conducted experiment: differentiate between an experiment and an observational study; recognize sources of bias in poorly designed experiments.

(iv) Grade 9-12 Performance Standards: Understand the role of randomization in well-designed surveys and experiments.

(b) 9-12 Benchmark: Select and use appropriate statistical methods to analyze data.

(i) Grade 9-12 Performance Standards: Understand the meaning of measurement data and categorical data, and of the term "variable."

(ii) Grade 9-12 Performance Standards: Understand the meaning of "univariate" (i.e., one variable) and "bivariate" (i.e., two variable) data.

(iii) Grade 9-12 Performance Standards: For univariate data, be able to display the distribution and describe its shape using appropriate summary statistics, and understand the distinction between a statistic and a parameter; construct and interpret frequency tables, histograms, stem and leaf plots, and box and whisker plots; calculate and apply measures of central tendency (mean, median, and mode) and measures of variability (range, quartiles, standard deviation); compare distributions of univariate data using back-to-

back stem and leaf plots and parallel box and whisker plots.

(iv) Grade 9-12 Performance Standards: For bivariate data, be able to display a scatter plot and describe its shape; fit a linear model to a set of data using technological tools; describe and interpret the relationship/correlation between two variables using technological tools.

(c) 9-12 Benchmark: Develop and evaluate inferences and predictions that are based on data.

(i) Grade 9-12 Performance Standards: Compare and draw conclusions between two or more sets of univariate data using basic data analysis techniques and summary statistics.

(ii) Grade 9-12 Performance Standards: Draw conclusions concerning the relationships among bivariate data; make predictions from a linear pattern in data; determine the strength of the relationship between two sets of data by examining the correlation; understand that correlation does not imply a cause-and-effect relationship.

(iii) Grade 9-12 Performance Standards: Use simulations to explore the variability of sample statistics from a known population and construct sampling distributions.

(iv) Grade 9-12 Performance Standards: Understand how sample statistics reflect the values of population parameters and use sampling distributions as the basis for informal inference.

(v) Grade 9-12 Performance Standards: Evaluate published reports that are based on data by examining the design of the study, the appropriateness of the data analysis, and the validity of conclusions.

(d) 9-12 Benchmark: Understand and apply basic concepts of probability.

(i) Grade 9-12 Performance Standards: Explain the concept of a random variable.

(ii) Grade 9-12 Performance Standards: Understand the concept of probability as relative frequency.

(iii) Grade 9-12 Performance Standards: Use simulations to compute the expected value and probabilities of random variables in simple cases.

(iv) Grade 9-12 Performance Standards: Distinguish between independent and dependent events.

(v) Grade 9-12 Performance Standards: Understand how to compute the probability of an event using the basic rules of probability: complement rule; addition rule (disjoint and joint events); multiplication rule (independent events); conditional probability.

D. 9-12 Topics for further study:

(1) Strand: ALGEBRA, FUNCTIONS, AND GRAPHS - Guidance for Further Study

(a) 9-12 Topics for further study: Solving equations, inequalities and systems: (As students encounter ever more sophisticated mathematical situations, they will need to be able to generate and solve a variety of equations, inequalities, and systems. They begin by studying more complex linear and quadratic equations and systems.) Students will be able to:

(i) solve three-by-three linear systems.

(ii) solve two-by-two linear quadratic and quadratic-quadratic systems.

(iii) solve and graph equations and inequalities involving absolute value.

(iv) solve quadratic inequalities by factoring.

(b) 9-12 Topics for further study - Polynomials (Students will extend the concept of solving linear equations to higher degree polynomials. These polynomials can be used to more accurately describe real-world phenomena.) Students will be able to:

(i) factor polynomials of degree higher than two using the fundamental theorem of algebra (e.g. an nth degree polynomial has at most n distinct linear factors), integral and rational zero theorems, and factor and remainder theorems.

(ii) perform the four basic operations on complex numbers.

(iii) factor polynomials using complex numbers.

(iv) graph polynomials using the intermediate value theorem.

(v) graph and interpret the conic sections.

(c) 9-12 Topics for further study - Functions (The language and properties of functions are essential to understanding the components of higher mathematics. Functions are the fundamental objects on which students operate in some higher mathematics and are among the building blocks of higher mathematics.) Students will be able to:

(i) find and use inverse functions involving ordered pairs, graphs, and explicit statements of a function rule.

(ii) examine and graph piece-wise defined functions, including the use of the properties of continuity and discontinuity.

(iii) graph rational functions and locate zeros and horizontal and vertical asymptotes.

(2) Strand: GEOMETRY AND

TRIGONOMETRY - Guidance for Further Study

(a) 9-12 topics for further study - Logs and exponential functions (Logs and exponential functions provide tools for more sophisticated modeling and applications for understanding real-life phenomena. Higher mathematics requires regular and successful use of logs and exponents to move beyond polynomials.) Students will be able to:

(i) operate with logs and exponential functions on the basis of their inverse relationship.

(ii) identify the concept of e .

(iii) use exponential functions and common and natural logs to understand real-life situations (e.g., half-life, amortization, logistic growth).

(iv) use logs and exponents to solve equations.

(b) 9-12 topics for further study - Trigonometry concepts (Trigonometry allows a student to consider periodic functions.) Students will be able to:

(i) graph all six trigonometric functions using radian measure, their domains and ranges, and the exact values of the five angles of the six trigonometric functions.

(ii) demonstrate an understanding of trigonometric functions as circular functions using symmetry.

(iii) solve trigonometric equations.

(iv) verify trigonometric identities.

(v) apply trigonometric functions to solve physical problems, including the use of the laws of sines and cosines.

(c) 9-12 Topics for further study - Series and sequences (As students progress toward higher mathematics, they will need an understanding of sequences and functions whose domains are sets of whole numbers as opposed to sets of real numbers [e.g., discrete functions versus continuous functions. Infinite geometric series provide one way to begin a discussion about limits.]) Students will be able to:

(i) use algebraic techniques to generate the specific formulas for arithmetic and geometric sequences and series.

(ii) extend the concept of series to infinite geometric series.

(iii) use the language and notation of limits.

(iv) use mathematical induction to prove various mathematical statements.

[10-31-96; 6.30.2.14 NMAC - Rn, 6 NMAC 3.2.11, 11-14-00; A, 03-14-03]

NEW MEXICO ENERGY, MINERALS AND NATURAL RESOURCES DEPARTMENT

TITLE 3 TAXATION
CHAPTER 13 BUSINESS TAX
CREDITS
PART 19 R E N E W A B L E
ENERGY PRODUCTION TAX CRED-
IT

3.13.19.1 ISSUING AGENCY:
Energy, Minerals and Natural Resources
Department.

[3.13.19.1 NMAC - N, 3-15-03]

3.13.19.2 SCOPE: This part
applies to the application and certification
procedures for administration of the renew-
able energy production tax credit.

[3.13.19.2 NMAC - N, 3-15-03]

3.13.19.3 S T A T U T O R Y
AUTHORITY: These rules are established
under the authority of NMSA 1978,
Sections 7-2A-19 (2002) and 9-1-5E.

[3.13.19.3 NMAC - N, 3-15-03]

3.13.19.4 D U R A T I O N :
Permanent.

[3.13.19.4 NMAC - N, 3-15-03]

3.13.19.5 EFFECTIVE DATE:
March 15, 2003 unless a later date is cited at
the end of a section.

[3.13.19.5 NMAC - N, 3-15-03]

3.13.19.6 OBJECTIVE: The
objective of this part is to establish proce-
dures for administering the renewable ener-
gy production tax credit.

[3.13.19.6 NMAC - N, 3-15-03]

3.13.19.7 DEFINITIONS:

A. "Applicant" means a
corporate entity that is planning to develop
a qualified energy generator and that desires
to receive the renewable energy production
tax credit pursuant to this part.

B. "Certified Taxpayer"
means the owner of a qualified energy gen-
erator who is certified pursuant to this part
to be eligible to receive the renewable ener-
gy production tax credit.

C. "Confidential
Information" means information included
in the renewable energy production tax
credit application package or required to be
submitted as part of the approval process
that the applicant requests in writing to be
held confidential.

D. "Department" means
the energy, minerals and natural resources

department.

E. "Director" means the director or head of the energy conservation and management division of the department.

F. "Division" means the energy conservation and management division of the department.

G. "Generating Capacity" means the nominal rated electrical power output (nameplate capacity) in megawatts of a qualified energy generator during optimum resource conditions, as specified by the generator's manufacturer. Generating capacity shall be at least 20 megawatts. If the prevailing resource conditions at a project site are insufficient for a facility to attain full nameplate capacity output at the time of certification, the power output shall be that which corresponds to at least 20 megawatts nominal rating according to the equipment manufacturer's published performance ratings for those prevailing conditions.

H. "Interconnection Agreement" means an agreement allowing the applicant to interconnect the qualified energy generator, of a specified type and size, to a suitable electric transmission or distribution line.

I. "Land Rights Agreement" means an agreement providing to the applicant the control of land and the rights necessary to construct and operate a qualified energy generator.

J. "Owner" means a taxpayer that owns at least five percent of the qualified energy generator. The owner may be a different entity than the applicant.

K. "Power Purchase Agreement" means an agreement that binds an applicant to provide power at a specified price and a buyer to purchase power from the qualified energy generator.

L. "Project Finance Agreement" means an agreement that binds a capable entity to provide the financing necessary for construction of a qualified energy generator.

M. "Qualified Energy Generator" means a facility with at least 20 megawatts generating capacity located in New Mexico that produces electricity using a qualified energy resource and that sells electricity to an unrelated person.

N. "Qualified Energy Resource" means a resource that generates electrical energy by means of a zero-emissions generation technology that has substantial long-term production potential and that uses only the following energy sources: solar light, solar heat or wind.

O. "Related Person" means a partner, joint venture participant, shareholder, subsidiary, affiliate or parent company.

P. "Renewable Energy Production Tax Credit Application Package" or "Application Package" means the application documents submitted by an applicant to the division for certification to receive the renewable energy production tax credit.

Q. "Secretary" means the head of the department.

R. "Unrelated Person" means a person who is not a related person, including a customer to whom a utility sells electricity.

[3.13.19.7 NMAC - N, 3-15-03]

3.13.19.8 GENERAL PROVISIONS:

A. Only a qualified energy generator located within New Mexico is eligible for a renewable energy production tax credit.

B. The proposed project shall meet these required milestones. If a project fails to meet a milestone, the division shall reject the application.

(1) Applicant submits a complete renewable energy production tax credit application package to the division.

(2) Construction of a qualified energy generator shall commence within 12 months of approval of the application. This requirement shall be met by entering into a construction contract and by the placement of a permanent, physical part of the facility, such as a poured concrete foundation. Applicant shall submit to the division a copy of the contract accompanied by a letter certifying that such construction has occurred.

(3) A qualified energy generator shall generate electrical power and achieve commercial operation, demonstrating at least 20 megawatts generating capacity, within 24 months of approval of the application.

(4) Within 24 months of approval of the application, the owner shall submit to the division:

(a) the name of the qualified energy generator;

(b) electric output meter readings documenting commercial operation and indicating at least 20 megawatts output;

(c) a copy of the bill of sale or other documentation sufficient to evidence a sale of the power indicating the amount of electrical energy produced, precise time period of production and the name of the buyer of the electricity;

(d) records to verify that the owner is selling to unrelated persons; and

(e) evidence of ownership (whole or partial) of the facility.

C. NMSA 1978, Section 7-2A-19 limits the power production of a

qualified energy generator eligible for a tax credit to 400,000 megawatt-hours per year. It also limits the eligible power production of all qualified energy generators to 800,000 megawatt-hours per year. When the 800,000 megawatt-hours limit is reached based on the total of applications approved, the division will no longer approve applications, but will accept them for future consideration in the event that approved facilities are not completed on schedule and tax credit becomes available. The division shall keep a record of the order of receipt of all applications.

[3.13.19.8 NMAC - N, 3-15-03]

3.13.19.9 APPLICATION:

A. A renewable energy production tax credit application form can be obtained from the division.

B. An applicant shall submit an application package to the division. The division will accept applications beginning March 15, 2003.

C. The application package shall consist of a completed renewable energy production tax credit application form, with the following required attachments:

(1) a copy of the land rights agreement;

(2) a copy of the interconnection agreement or a system impact study agreement between the applicant and the interconnect utility, or its functional equivalent; and

(3) a copy of the power purchase agreement, project finance agreement or evidence of self-financing.

D. The division shall return an incomplete application to the applicant.

[3.13.19.9 NMAC - N, 3-15-03]

3.13.19.10 APPLICATION REVIEW PROCESS

A. Applications shall be considered in the order received, according to the day they are received, but not the time of day. Applications received on the same day will receive equal consideration. If applications received on the same day are approved and would exceed the overall limit of credit availability, then the available credit will be divided among those applications on a prorated, per megawatt-hour basis.

B. The division shall approve or reject an application within 30 days following receipt of the package, or if more time is required the division shall notify the applicant of the reason and shall approve or reject the application as soon as possible.

C. The division shall

review the application package to determine if the proposed generator will be a qualified energy generator and if the requisite documentation specified in Subsection C of 3.13.19.9, above, is valid.

D. The division shall check the accuracy of the applicant's estimate of annual production and make any necessary adjustments to ensure the estimate is reasonably achievable in an average year. The division will approve an estimate that shall be the limit of the qualified energy generator's energy production eligible for the tax credit for the taxable year.

E. If the division finds that the application package meets the required criteria and production tax credit is available, the division shall approve the application. The division's approval is given by the issuance of a letter to the applicant. This letter shall include the estimate of the qualified energy generator's annual production approved by the division.

F. The division shall reject an application that is not complete or correct, does not meet the criteria for approval or fails to meet a required milestone. The division's rejection letter shall state the reasons why the application was rejected. The applicant may resubmit the application package for the rejected project. The division shall place the resubmitted application in the review schedule as if it were a new project.

[3.13.19.10 NMAC - N, 3-15-03]

3.13.19.11 CONFIDENTIALITY REQUESTS, WAIVERS, REVIEWS AND APPEALS

A. An applicant may request in writing that the department hold confidential materials submitted as part of the application package and certification process pursuant to NMSA 1978, Section 71-2-8. The request shall be addressed to the director.

B. An applicant may request in writing a waiver of any provision of the application unless the provision is required by NMSA 1978, Section 7-2A-19 (2002). The request shall be addressed to the director. The applicant shall include in the request for waiver the facts and circumstances to support a waiver.

C. The applicant shall have the right to request in writing review of the decision to reject an application or review of the estimate of annual production. The request shall be addressed to the director and include the reasons that the decision should be reviewed.

D. Any person having an interest that is or may be adversely affected has the right to oppose the request to hold confidential materials submitted as part of

an application package or the granting of a waiver of a provision of the application. The opposition shall be in writing, within ten days of the request, addressed to the director with a copy sent to the applicant and shall include the reasons that the information should not be held confidential or that a waiver should not be granted.

(1) The director shall consider the request and the opposition, if any. The director may hold a hearing and appoint a hearing officer to conduct the hearing. The director shall send a final decision to the applicant and any person or entity opposing the request within 20 days of receipt of the request, the opposition, if the request is opposed or the date the hearing is held.

(2) The applicant or the person or entity opposing the request may appeal in writing an adverse decision from the director to the secretary. The notice of appeal shall include the reasons that the decision should be overturned.

E. The secretary shall consider any appeal from a decision of the director. The appeal and the reasons for it must be filed with the secretary within ten working days of the issuance of the director's decision. The secretary may hold a hearing and appoint a hearing officer to conduct the hearing. The secretary shall send a final decision to the appellant within 20 days of receipt of the request or the date the hearing concludes.

[3.13.19.11 NMAC - N, 3-15-03]

3.13.19.12 CERTIFICATION:

A. When a qualified energy generator, for which the division has approved a renewable energy production tax credit application package, produces power and it is sold to an unrelated person, then the owner is eligible to receive certification from the division. If the owner of the generator is different from the original applicant then a revised application form shall be submitted to the division indicating the name of the owner who is eligible for the credit. The qualified energy generator must demonstrate at least 20 megawatts generating capacity. The owner shall submit:

(1) the name of the qualified energy generator;

(2) electric power output meter readings indicating at least 20 megawatts generating capacity;

(3) a copy of the bill of sale or equivalent documentation indicating the amount of electrical energy produced, precise time period of production and the name and relationship, if any, of the buyer of the electricity; and

(4) evidence of ownership (whole or partial) of a qualified energy generator.

B. For purposes of monitoring compliance with this part, the division or its authorized representative shall have the right to visit a qualified energy generator upon five days notice being given to the owner.

C. If the division finds that a qualified energy generator, for which an application package has been approved, meets the criteria of this part, the division shall issue a certificate to the taxpayer stating that the facility is an eligible qualified energy generator and the estimated annual production potential of the facility, which shall be the limit of that facility.

[3.13.19.12 NMAC - N, 3-15-03]

3.13.19.13 CLAIMING THE TAX CREDIT:

A. To claim the renewable energy production tax credit, a taxpayer who has been certified as eligible shall submit to the New Mexico taxation and revenue department, the certificate issued by the department, documentation of the amount of energy produced by the taxpayer's facility in the taxable year and any other information the taxation and revenue department may require to determine the amount of the credit due to the taxpayer.

B. If the amount of tax credit claimed exceeds the certified taxpayer's corporate tax liability, the excess may be carried forward for up to five consecutive taxable years.

C. Once a taxpayer has been certified for a renewable energy production tax credit for a given facility, that taxpayer shall be allowed to retain its original date of application for tax credits for that facility until either the facility is out of production for more than six consecutive months in a year or until the facility's ten-year eligibility has expired.

[3.13.19.13 NMAC - N, 3-15-03]

HISTORY OF 3.13.19 NMAC:

Pre-NMAC History: None.

History of Repealed Material:

[RESERVED]

**NEW MEXICO
DEPARTMENT OF
GAME AND FISH**

**TITLE 19 N A T U R A L
RESOURCES AND WILDLIFE
CHAPTER 31 HUNTING AND
FISHING REGULATIONS
PART 8 BIG GAME AND
TURKEY**

19.31.8.1 ISSUING AGENCY:
New Mexico Department of Game and Fish.

[19.31.8.1 NMAC – Rp 19.31.8.1 NMAC, 4-1-2003]

19.31.8.2 SCOPE: Hunters of big game. Additional requirements may be found in Chapter 17, NMSA 1978, and Chapters 30, 31, 32 and 33 of Title 19.

[19.31.8.2 NMAC – Rp 19.31.8.2 NMAC, 4-1-2003]

**19.31.8.3 S T A T U T O R Y
AUTHORITY:** 17-1-14 and 17-1-26 NMSA 1978 provide that the New Mexico state game commission has the authority to establish rules and regulations that it may deem necessary to carry out the purpose of Chapter 17 NMSA 1978 and all other acts pertaining to protected mammals, birds, and fish.

[19.31.8.3 NMAC – Rp 19.31.8.3 NMAC, 4-1-2003]

19.31.8.4 DURATION: April 1, 2003 through March 31, 2005.

[19.31.8.4 NMAC – Rp 19.31.8.4 NMAC, 4-1-2003]

19.31.8.5 EFFECTIVE DATE:
April 1, 2003, unless different date is cited at the end of individual sections.

[19.31.8.5 NMAC – Rp 19.31.8.5 NMAC, 4-1-2003]

19.31.8.6 O B J E C T I V E :
Establishing open seasons on deer, turkey, bear, cougar, elk, antelope, Barbary sheep, bighorn sheep, javelina, oryx, and Persian ibex.

[19.31.8.6 NMAC – Rp 19.31.8.6 NMAC, 4-1-2003]

19.31.8.7 DEFINITIONS:

A. “antelope management units” or “AMU” shall mean those areas as documented in the state game commission’s rule **19.30.4 NMAC Boundary Descriptions for Wildlife Management Areas.**

B. “antlerless deer” shall mean a deer without or with antlers less

than two inches in length.

C. “A or antlerless elk” shall mean any one elk without antlers.

D. “bearded turkey” shall mean a turkey with a visible beard.

E. “big game species” shall mean deer, bear, cougar, elk, antelope (American pronghorn), Barbary sheep, bighorn sheep, javelina, oryx, and Persian ibex.

F. “bighorn ram” shall mean any male bighorn sheep.

G. “cougar zones” as used herein, shall define hunt areas consisting of one or more game management units as documented in the state game commission’s rule **19.30.4 NMAC Boundary Descriptions for Wildlife Management Areas.**

H. “deer license” shall mean a resident deer, nonresident deer, resident general hunting, resident general hunting and fishing, resident senior general hunting, resident junior general hunting, or resident handicapped general hunting license issued for hunting deer in New Mexico during the current license year.

I. “department” shall mean the New Mexico department of game and fish.

J. “ES or either sex” shall mean any one animal of the species.

K. “entry permit” shall entitle the holder of a valid deer license to hunt deer when special permission is required.

L. “FAD or forked antlered deer” shall mean a deer possessing antlers, one of which shall have a definite fork showing two or more distinct points. A burr at the base does not constitute a point or fork.

M. “F-IM or female or immature antelope” shall mean an antelope without horns or with both horns shorter than its ears.

N. “F-IM or female or immature Persian ibex” shall mean a Persian ibex with horns less than 15 inches long.

O. “game management unit” or “GMU” shall mean those areas as described in the state game commission’s rule **19.30.4 NMAC Boundary Descriptions for Wildlife Management Areas.**

P. “license year” shall mean the period from April 1 through March 31.

Q. “male Persian ibex” shall mean any male Persian ibex.

R. “MB or mature bull” shall mean a male elk with at least one brow tine extending six or more inches from the main beam or at least one forked antler with

both branches six or more inches long.

S. “MB or mature buck antelope” shall mean an antelope with at least one horn longer than its ears.

T. “MB-A or mature bull -antlerless” shall mean a male elk with at least one brow tine extending six or more inches from the main beam or at least one forked antler with both branches six or more inches long, or any one elk without antlers.

U. “NT or non-typical oryx” shall mean an oryx of either sex with at least one horn broken off at the halfway point, or horns that deviate significantly from normal.

V. “unlimited” shall mean there is no set limit on the number of permits or licenses established for the described hunt areas.

[19.31.8.7 NMAC – Rp 19.31.8.7 NMAC, 4-1-2003]

**19.31.8.8 P O P U L A T I O N
REDUCTION HUNTS:**

A. Public land population reduction hunts:

(1) The respective area chief may authorize population reduction hunts for antelope, deer, elk, javelina or oryx when justified in writing by department personnel.

(2) The respective area chief shall designate the sporting arms, season dates, season lengths, bag limits, hunt boundaries, and number of licenses. No qualifying license holder shall take more than one animal of each species per license year.

(3) The specific hunt dates, hunt area, the name of the department representative providing the information and the date and time of notification shall be written on the license after notification by telephone.

(4) Applications will only be accepted at the Santa Fe office on the special hunt application form provided by the department. Applications shall be received by the department up to 5:00 P.M. on the first Saturday in February. Applications postmarked by the deadline date, will be accepted up to five working days after the deadline.

(5) Applications of licenses may be rejected, and fees returned to an applicant, if such applications are not on the proper form, or do not supply adequate information.

(6) In the event that an applicant is not able to hunt on the dates specified, the applicant’s name shall be moved to the bottom of the list and another applicant may be contacted for the hunt.

(7) Not more than one person may apply under each application.

(8) An applicant shall be restricted to one administrative area of the state (NE, NW, SE, SW).

(9) For each scheduled hunt at least one, but not more than 10 percent, of the total license holders will be designated by the affected landowner, except oryx hunts.

(10) The population reduction hunts for deer, elk, antelope, oryx and javelina shall be as indicated below:

(a) Deer population reduction hunts shall be scheduled by department representative for each of the following areas, each with the following specific hunt code, an unlimited number of hunters may apply for only one hunt code per year: northwest area, DER-5-060; northeast area, DER-5-061; southwest area, DER-5-062; southeast area, DER-5-063.

(b) Elk population reduction hunts shall be scheduled by department representative for each of the following areas, each with the following specific hunt code, an unlimited number of hunters may apply for only one hunt code per year: northwest area, ELK-5-465; northeast area, ELK-5-466; southwest area, ELK-5-467; southeast area, ELK-5-468.

(c) Antelope population reduction hunts shall be scheduled by department representative for each of the following areas, each with the following specific hunt code, an unlimited number of hunters may apply for only one hunt code per year: northeast area, ANT-5-575; southeast area, ANT-5-576.

(d) Oryx population reduction hunt dates, hunt codes, licenses available, and bag limit shall be as indicated: ORX-5-510, up to 500 ES permits are available, hunt areas and dates shall be determined by hunt officials, ORX-5-511, up to 30 ES permits are available to Ft. Bliss military personnel only, hunt area shall be the Dona Ana live fire area, hunt dates shall be determined by hunt officials, or, statewide (off-range) hunts, ORX-5-550 through ORX-5-561, hunt dates, hunt codes, licenses available, and bag limits are described below. Hunters drawn for the statewide (off-range) hunts can not apply for the regular season (on-range) hunts or for the standard oryx population reduction hunt, ORX-5-510. The hunt off-range hunt areas open are public lands statewide and private lands with written permission. Areas closed include White Sands missile range, Holloman air force base, Jornada experimental station, Ft. Bliss areas in GMU's 19 and 28, other public lands closed to hunting and private land without permission:

| | | | |
|---------------------|-----------|----|-----|
| (i) Apr. 1 - 30, | ORX-5-550 | 40 | ES. |
| (ii) May 1 - 31, | ORX-5-551 | 40 | ES. |
| (iii) June 1 - 30, | ORX-5-552 | 40 | ES. |
| (iv) July 1 - 31, | ORX-5-553 | 40 | ES. |
| (v) Aug 1 - 31, | ORX-5-554 | 40 | ES. |
| (vi) Sept. 1 - 30, | ORX-5-555 | 40 | ES. |
| (vii) Oct. 1 - 31, | ORX-5-556 | 40 | ES. |
| (viii) Nov. 1 - 30, | ORX-5-557 | 40 | ES. |
| (ix) Dec. 1 - 31, | ORX-5-558 | 40 | ES. |
| (x) Jan 1 - 31, | ORX-5-559 | 40 | ES. |
| (xi) Feb. 1 - 29, | ORX-5-560 | 40 | ES. |
| (xii) Mar. 1 - 31, | ORX-5-561 | 40 | ES. |

(e) Javelina population reduction hunts shall be scheduled by department representative for the follow hunt code: JAV-5-500, unlimited ES permits, dates and hunt areas to be determined by hunt officials.

B. Private land population reduction hunts:

(1) The respective area chief may authorize population reduction hunts for antelope, deer, elk, or oryx management when justified in writing by department personnel. The department shall enter into a written hunt agreement with the landowner or leasee to obtain permission for hunting these species on the property and issue landowner authorization certificates so the landowner may designate any eligible hunter of his choice.

(2) The respective area chief shall designate the sporting arms, season dates, season lengths, bag limits, hunt boundaries, and number of licenses available for each private land population reduction hunt based on input from the district officer and the landowner.

(3) The private landowner requesting the hunt may designate any eligible hunter of his choice. The prospective hunter will submit the authorization certificate along with the correct license fee to the appropriate area office for a license.

(4) Private land oryx population reduction hunts shall be as follows: each ranch shall receive 4 private oryx authorization certificates valid within the boundaries of that ranch including deeded property and leased public lands. Licenses will be valid for any 30 consecutive days as determined by the landowner. Those landowners that receive 4 private oryx authorization certificates shall allow access to those public lands within the boundaries of their ranch for any legally licensed public off-range oryx hunter.

[19.31.8.8 NMAC – Rp 19.31.8.8 NMAC, 4-1-2003]

19.31.8.9 DEER (2003-2004):

A. Over-the-counter deer hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indicated below:

- (1) Oct. 27 - 29, DER-1-001, unlimited, FAD, 8 (except Sandia ranger district of the Cibola national forest).
- (2) Oct. 31 - Nov. 2, DER-1-002, unlimited, FAD, 8 (except Sandia ranger district of the Cibola national forest).
- (3) Nov. 5 - 7, DER-1-003, unlimited, FAD, 12, 13, 16, 18, 20, 21, 22, 23 (except the Burro mountain hunt area), 24, 25, 26, 29, 30, 34, 39, 41, 42, 43, 47.
- (4) Nov. 12 - 16, DER-1-004, unlimited, FAD, 12, 13, 16, 18, 20, 21, 22, 23 (except the Burro mountain hunt area), 24, 25, 26.
- (5) Nov. 14 - 16, DER-1-005, unlimited, FAD, 29, 30, 34.
- (6) Nov. 11 - 13, DER-1-006, unlimited, FAD, 31 (including Brantley wildlife management area (WMA)), excluding Seven rivers waterfowl management area), 32, 33 (excluding the W. S. Huey waterfowl management area), 36, 37, 38, and 40.
- (7) Nov. 20 - 23, DER-1-007, unlimited, FAD, 31 (including Brantley WMA, excluding Seven rivers waterfowl management area), 32, 33 (excluding the W. S. Huey waterfowl management area), 36, 37, 38, and 40.
- (8) Nov. 1 - 3, DER-1-008, unlimited, FAD, 39.
- (9) Nov. 1 - 2, DER-1-009, unlimited, FAD, 41, 42, 43, 46, 47, 54, 55, 56 (except Sierra Grande hunt area), 57, 58.
- (10) Nov. 5 - 9, DER-1-010, unlimited, FAD, 46, 54, 55, 56 (except Sierra Grande hunt area), 57, 58.
- (11) Nov. 12 - 18, DER-1-011, unlimited, FAD, 54, 55, 56 (except the Sierra Grande hunt area), 57, 58.

B. Over-the-counter deer hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indi-

cated below:

(1) Aug. 30 – Sept. 18 and Jan. 10 - 18, 2004, DER-2-001, unlimited, FAD, 12, 13, 15, 16, 18, 20, 21, 22, 23 (except Burro mountain hunt area), 24, 25, 26, 29, 30, 31 (including Brantley WMA, excluding Seven rivers waterfowl management area), 32, 33 (excluding the W. S. Huey waterfowl management area), 34, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 54, 55, 56 (except Sierra Grande hunt area), 57 (except Sugarite canyon state park), 58. Hunters unsuccessful in the September hunt may hunt during the January hunt only in the same GMU validated on their license for the September hunt.

(2) Aug. 30 - Sept. 18, DER-2-002, unlimited, FAD, 48, 49, 50, 51, 52, 53.

C. Over-the-counter deer hunts for muzzle-loaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indicated below:

(1) Sept. 27 - Oct. 3, DER-3-001, unlimited, FAD, 8 (except Sandia ranger district of the Cibola national forest), 12, 13, 15, 16, 18, 20, 21, 22, 23 (except the Burro mountain hunt area), 24, 25, 26.

(2) Oct. 25 - 29, DER-3-002, unlimited, FAD, 29, 30, 31 (including Brantley WMA, excluding Seven rivers waterfowl management area), 32, 33 (excluding the W. S. Huey waterfowl management area), 37, 38, 40.

(3) Oct. 4 - 8, DER-3-003, unlimited, FAD, 34, 36.

(4) Sept. 20 - 29, DER-3-004, unlimited, FAD, 39, 41, 42, 43, 46, 47, 54, 55, 56 (except Sierra Grande hunt area), 57 (except Sugarite canyon state park), 58.

D. Deer entry hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indicated below:

(1) Nov. 1 - 2, DER-1-101, 450, FAD, 2A.

(2) Nov. 1 - 2, DER-1-102, 50, FAD, 2A (youth only, must provide hunter education certification number on application).

(3) Oct. 25 - 26, DER-1-103, 620, FAD, 2B.

(4) Oct. 25 - 26, DER-1-104, 75, FAD, 2B (youth only, must provide hunter education certification number on application).

(5) Oct. 29 - Nov. 2, DER-1-105, 665, FAD, 2B.

(6) Nov. 5 - 11, DER-1-106, 665, FAD, 2B.

(7) Oct. 25 - 29, DER-1-107, 20, FAD, 4: Humphries-Rio Chama WMA's.

(8) Nov. 1 - 5, DER-1-108, 20, FAD, 4: Humphries-Rio Chama WMA's.

(9) Oct. 25 - 29, DER-1-109, 5, FAD, 4: Humphries-Rio Chama WMA's (youth only, must provide hunter education certification number on application).

(10) Nov. 1 - 5, DER-1-110, 5, FAD, 4: Humphries-Rio Chama WMA's (youth only, must provide hunter education certification number on application).

(11) Oct. 25 - 29, DER-1-111, 175, FAD, 4 private land only (application must be by special application obtained from a landowner).

(12) Nov. 1 - 5, DER-1-112, 175, FAD, 4 private land only (application must be by special application obtained from a landowner).

(13) Nov. 11 - 17, DER-1-113, 30, FAD, 5A public land only.

(14) Nov. 11 - 17, DER-1-114, 220, FAD, 5A private land only (application must be by special application obtained from a landowner).

(15) Oct. 11 - 15, DER-1-115, 15, FAD, 5B.

(16) Oct. 11 - 15, DER-1-116, 5, FAD, 5B. (youth only, must provide hunter education certification number on application).

(17) Nov. 1 - 5, DER-1-117, 50, FAD, 6A and 6C.

(18) Oct. 18 - 19, DER-1-118, 25, FAD, 7.

(19) Oct. 25 - 26, DER-1-119, 90, FAD, 10.

(20) Oct. 29 - Nov. 2, DER-1-120, 90, FAD, 10.

(21) Nov. 5 - 9, DER-1-121, 90, FAD, 10.

(22) Oct. 29 - Nov. 2, DER-1-122, 25, FAD, 14 (bow only Sandia ranger district of the Cibola national forest).

(23) Oct. 4 - 5, DER-1-123, 25, FAD, 17 (youth only, must provide hunter education certification number on application).

(24) Oct. 25 - 29, DER-1-124, 400, FAD, 17.

(25) Oct. 25 - 29, DER-1-125, 25, FAD, 23: Burro mountain portion of the Gila national forest (youth only, must provide hunter education number on application).

(26) Nov. 20 - 22, DER-1-126, 25, FAD, 23: Burro mountain portion of the Gila national forest.

(27) Dec. 6 - 8, DER-1-127, 75, FAD, 27.

(28) Nov. 1 - 2, DER-1-128, 50, FAD, 28: McGregor range.

(29) Nov. 1 - 2, DER-1-129, 15, FAD, 28: McGregor range (youth only, must provide hunter education certification number on application).

(30) Nov. 1 - 2, DER-1-130, 20, FAD, 28: McGregor range (military only, must be full time active military and proof of military status must accompany application).

(31) Nov. 1 - 3, DER-1-131, 300, FAD, 44/45.

(32) Nov. 7 - 9, DER-1-132, 300, FAD, 44/45.

(33) Sept. 22 - 24, DER-1-133, 100, FAD, 48.

(34) Sept. 26 - 28, DER-1-134, 100, FAD, 48.

(35) Sept. 22 - 24, DER-1-135, 100, FAD, 49.

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| (36) | Sept. 26 - 28, | DER-1-136, | 100, | FAD, | 49. |
| (37) | Sept. 22 - 24, | DER-1-137, | 100, | FAD, | 50. |
| (38) | Sept. 26 - 28, | DER-1-138, | 100, | FAD, | 50. |
| (39) | Sept. 22 - 24, | DER-1-139, | 100, | FAD, | 51. |
| (40) | Sept. 26 - 28, | DER-1-140, | 100, | FAD, | 51. |
| (41) | Sept. 22 - 24, | DER-1-141, | 100, | FAD, | 52. |
| (42) | Sept. 26 - 28, | DER-1-142, | 100, | FAD, | 52. |
| (43) | Sept. 22 - 24, | DER-1-143, | 100, | FAD, | 53. |
| (44) | Sept. 26 - 28, | DER-1-144, | 100, | FAD, | 53. |
| (45) | Nov. 1 - 2, | DER-1-145, | 15, | FAD, | 54/55: Colin Neblett WMA. |
| (46) | Nov. 5 - 9, | DER-1-146, | 15, | FAD, | 54/55: Colin Neblett WMA. |
| (47) | Nov. 12 - 18, | DER-1-147, | 15, | FAD, | 54/55: Colin Neblett WMA. |
| (48) | Nov. 1 - 2, | DER-1-148, | 5, | FAD, | 55: E. S. Barker WMA. |
| (49) | Nov. 5 - 9, | DER-1-149, | 5, | FAD, | 55: E.S. Barker WMA (youth only, must provide hunter education certification number on application). |
| (50) | Nov. 1 - 2, | DER-1-150, | 10, | FAD, | 55: Urraca WMA. |
| (51) | Nov. 5 - 9, | DER-1-151, | 10, | FAD, | 55: Urraca WMA. |
| (52) | Nov. 12 - 18, | DER-1-152, | 10, | FAD, | 55: Urraca WMA. |
| (53) | Nov. 1 - 2, | DER-1-153, | 10, | FAD, | 56: Sierra Grande hunt area. |
| (54) | Nov. 5 - 9, | DER-1-154, | 10, | FAD, | 56: Sierra Grande hunt area. |
| (55) | Nov. 12 - 18, | DER-1-155, | 10, | FAD, | 56: Sierra Grande hunt area. |
| E. Deer entry hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below: | | | | | |
| (1) | Aug. 30 - Sept. 18, | DER-2-101, | 200, | FAD, | 2. |
| (2) | Jan. 10 - 18, 2004, | DER-2-102, | 50, | FAD, | 2A. |
| (3) | Jan. 10 - 18, 2004, | DER-2-103, | 150, | FAD, | 2B. |
| (4) | Aug. 30 - Sept. 18, | DER-2-104, | 150, | FAD, | 4 private land only (application must be by special application obtained from a landowner). |
| (5) | Aug. 30 - Sept. 18, | DER-2-105, | 30, | FAD, | 5A public land only. |
| (6) | Aug. 30 - Sept. 18, | DER-2-106, | 220, | FAD, | 5A private land only (application must be by special application obtained from a landowner). |
| (7) | Aug. 30 - Sept. 18, | DER-2-107, | 100, | FAD, | 6A and 6C. |
| (8) | Aug. 30 - Sept. 18, | DER-2-108, | 10, | FAD, | 7. |
| (9) | Nov. 22 - Dec. 5, | DER-2-109, | 50, | FAD, | 8 (including Sandia ranger district, youth only, must provide hunter education certification number on application). |
| (10) | Jan. 10 - 18, 2004, | DER-2-110, | 50, | FAD, | 8 (including Sandia ranger district). |
| (11) | Aug. 30 - Sept. 18, | DER-2-111, | 90, | FAD, | 10. |
| (12) | Aug. 30 - Sept. 18, | DER-2-112, | 25, | FAD, | 14 (including Sandia ranger district). |
| (13) | Aug. 30 - Sept. 18, | DER-2-113, | 400, | FAD, | 17. |
| (14) | Jan. 10 - 18, 2004, | DER-2-114, | 50, | FAD, | 23: Burro mountain portion of the Gila national forest. |
| (15) | Jan. 10 - 18, 2004, | DER-2-115, | 10, | ES, | 31/33: Brantley WMA and Seven rivers and Huey waterfowl management area's (youth only, must provide hunter education certification number on application). |
| (16) | Aug. 30 - Sept. 18, | DER-2-116, | 100, | FAD, | 44/45. |
| (17) | Aug. 30 - Sept. 18, | DER-2-117, | 10, | FAD, | 56: Sierra Grande hunt area. |
| (18) | Nov. 1 - 30, | DER-2-118, | 40, | FAD, | 57: Sugarite canyon state park. |
| F. Deer entry hunts for muzzle-loaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below: | | | | | |
| (1) | Sept. 20 - 29, | DER-3-101, | 350, | FAD, | 2. |
| (2) | Sept. 20 - 29, | DER-3-102, | 100, | FAD, | 4 private land only (application must be by special application obtained from a landowner). |
| (3) | Sept. 20 - 29, | DER-3-103, | 50, | FAD, | 6A and 6C. |
| (4) | Sept. 20 - 29, | DER-3-104, | 10, | FAD, | 7. |
| (5) | Sept. 20 - 29, | DER-3-105, | 90, | FAD, | 10. |
| (6) | Sept. 20 - 29, | DER-3-106, | 50, | FAD, | 14 (except Sandia ranger district of the Cibola national forest). |
| (7) | Sept. 27 - Oct. 2, | DER-3-107, | 400, | FAD, | 17. |
| (8) | Oct. 25 - 29, | DER-3-108, | 25, | FAD, | 19: Organ mountains. |
| (9) | Oct. 25 - 29, | DER-3-109, | 25, | FAD, | 27. |
| (10) | Nov. 28 - 30, | DER-3-110, | 30, | ES, | 31/33: Brantley WMA and Seven rivers and Huey waterfowl management area's (youth only, must provide hunter education certification number on application). |
| (11) | Sept. 20 - 29, | DER-3-111, | 150, | FAD, | 44/45. |
| (12) | Sept. 20 - 29, | DER-3-112, | 10, | FAD, | 56: Sierra Grande hunt area. |

19.31.8.10 TURKEY (2003-2004):

- A.** Spring turkey hunts shall be as indicated below:
- (1) Seasons shall be April 15 through May 10.
 - (2) The bag limit shall be two turkeys with a visible beard in GMU's 4 (including the Sargent, Humphries, and Rio Chama WMA's), 5, 6, 7, 9 (including Marquez and Water canyon WMA's), 10, 12, 13, 14 (bow only Sandia ranger district of the Cibola national forest), 15, 16 (except 16E), 17, 18, 20 (except Dona Ana county), 21 (except Dona Ana county), 22, 23, 24, 29, 30, 34, 36, 37, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 53, 54 (including Colin Neblett south), and 55 (including Colin Neblett north and E.S. Barker WMA's and excluding Urraca, Valle Vidal, and Greenwood wildlife areas), 56, 57 (bow only in Sugarite canyon state park) and 58.
- B.** Fall turkey hunt seasons shall be as indicated below:
- (1) Seasons shall be September 15 through September 23.
 - (2) The bag limit shall be any one turkey in GMU's 4, 6, 7, 9, 10, 12, 13, 15, 16 (except 16E), 17, 21 (except Dona Ana county), 22, 23, 24, 29, 34, 36, 37, 41, 42, 45, 46, 47, 48, 54 (including Colin Neblett south), 55 (including Colin Neblett north and excluding Urraca, Valle Vidal, Greenwood, and E.S. Barker wildlife areas), 56, 57 (excluding Sugarite canyon state park), 58.
- C.** Turkey entry hunt dates shall be April 15 through April 30, hunt codes are: TUR-1-100, maximum number of available licenses is 80, with a bag limit of one turkey with a visible beard, hunt area is GMU 2; and TUR-1-101, maximum number of available licenses is 20, with a bag limit of one turkey with a visible beard, hunt area is the Valle Vidal area of the Carson national forest.
- [19.31.8.10 NMAC – Rp 19.31.8.10 NMAC, 4-1-2003]

19.31.8.11 BEAR (2003-2004):

- A.** The bear seasons shall be as stated below, open areas are GMU's 4, 5, 6, 7, 8 (Sandia ranger district of the Cibola national forest shall be open for hunting with bow only), 9 (including Marquez and Water canyon WMA's), 10, 12, 13, 14 (bow only Sandia ranger district of the Cibola national forest), 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 34, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58. Dogs shall not be used to pursue bears in any WMA.
- (1) Bear season for bows shall be August 30 – September 22. No dogs allowed.
 - (2) Bear season for any legal weapon shall be August 1 – 29 and September 25 through November 15, except in GMU's 8 and 14.
 - (3) Bear season for any legal weapon in GMU's 8 and 14 shall be October 15 through November 15, and shall only be allowed with the use of dogs to pursue the bear. The bag limit shall be one bear except any female and except any cub less than a year old.
 - (4) Bear entry hunts, listing the hunt date, hunt code, maximum number of licenses available, and open areas shall be as indicated below. Dogs may not be used to pursue bears during bear entry hunts.
 - (a) August 1 - 31, BER-1-101, 10, Sargent WMA.
 - (b) August 1 - 31, BER-1-102, 5, William A. Humphries WMA.
 - (c) August 1 - 29, BER-1-103, 12, Elliot Barker/Colin Neblett WMA's.
 - (5) Any licensed bear hunter who is a recipient of a muzzleloader or rifle elk permit for the Valle Vidal area may harvest one bear during their allotted elk hunt period. Dogs shall not be allowed.
- B.** Bag limit shall be one bear except any female accompanied by a cub or cubs, and except any cubs less than a year old, unless otherwise indicated.
- C.** Legal weapons for taking bear in any open GMU, except in the Valle Vidal area, shall be any legal weapon. Legal weapons for taking bear in the Valle Vidal area shall be the legal weapon for the corresponding elk hunt.
- D.** Bear hunters shall purchase their bear license at least two days prior to hunting bear.
- E.** All bear taken shall be tagged with both the tag from the hunting license and the pelt tag furnished free of charge from the department. A hunter who takes a bear must present the skull for tooth removal and pelt for tagging to a department representative within five days of taking the animal or before taking the pelt out of New Mexico, whichever comes first. The pelt tag shall remain attached to the pelt until the pelt is processed.
- [19.31.8.11 NMAC – Rp 19.31.8.11 NMAC, 4-1-2003]

19.31.8.12 COUGAR (2003-2004):

- A.** Cougar season within each cougar zone shall be October 1 through March 31, or until the cougar harvest objective has been met within the specific cougar zone, whichever occurs first. Exceptions shall be as follows:
- (1) Cougar season shall be April 1 through March 31 in GMU's 29, 30, and 34 and in the bighorn sheep range of cougar zones G, H, K, and L. These ranges include Ladron, Manzano, Peloncillo, Little and Big Hatchets, Animas, Alamo Hueco, Saliz, Mogollon, Organ, and San Andres mountains as described in 19.30.4 NMAC. Cougars taken in those bighorn sheep ranges shall not count against the quota for that zone.
 - (2) The Sandia ranger district of the Cibola national forest portion of zone F shall be open for hunting with bow only.
 - (3) Cougar season on private land shall be April 1 through March 31 (season bag limits still apply). Private landowners (if legally licensed) and their employees (if legally licensed) may hunt on the owner's private property only and cougar taken shall not count against the quota for that zone.
- B.** The harvest objective for each cougar zone is indicated below:
- (1) Zone A, 18 cougars, GMU's 2 and 7.
 - (2) Zone B, 20 cougars, GMU's 5, 50, and 51.
 - (3) Zone C, 38 cougars, GMU's 43, 44, 45, 46, 48, 49, 53, 54, and 55.
 - (4) Zone D, 9 cougars, GMU's 41, 42, and 47.
 - (5) Zone E, 16 cougars, GMU's 9 and 10.
 - (6) Zone F, 16 cougars, GMU's 6 and 8 (bow only in the Sandia ranger district of the Cibola national forest).
 - (7) Zone G, 17 cougars, GMU's 13, 14 (bow only Sandia ranger district of the Cibola national forest), and 17.

- (8) Zone H, 3 cougars, GMU's 19, 20, 28, and 29.
- (9) Zone I, 20 cougars, GMU's 18, 30, 34, 36, 37, and 38.
- (10) Zone J, 38 cougars, GMU's 15, 16, 21, and 25.
- (11) Zone K, 22 cougars, GMU's 22, 23, and 24.
- (12) Zone L, no quota, GMU's 26 and 27.
- (13) Zone M, 5 cougars, GMU's 31, 32, 33, 39, and 40.
- (14) Zone N, 3 cougars, GMU's 4 and 52.
- (15) Zone O, 3 cougars, GMU 12.
- (16) Zone P, 5 cougars, GMU's 56, 57, and 58.

C. Bag limits shall be as indicated below:

(1) One cougar, except any female accompanied by a spotted kitten(s) and except any spotted kitten.

(2) A second cougar, except any female accompanied by a spotted kitten(s) and except any spotted kitten, may be taken in any of the bighorn sheep ranges outlined in subsection A of 19.31.8.12 NMAC and in GMU's 29, 30, and 34.

D. Hunters shall purchase a cougar license at least two days prior to hunting cougar.

E. All cougar taken shall be tagged with both the tag from the hunting license and the pelt tag furnished free of charge from the department. A hunter who takes a cougar must present the skull for tooth removal and pelt for tagging to a department representative within five days of taking the animal or before taking the pelt out of New Mexico, whichever comes first. The pelt tag shall remain attached to the pelt until the pelt is processed. Immediately following the pelt tagging the department employee shall call the division of wildlife with the information regarding the take of cougar.

F. When the number of cougars equaling the cougar harvest objective for a given cougar zone has been met, that zone will close 72 hours thereafter. Hunters shall call the toll-free telephone number, provided by the department, before hunting to determine which cougar zones are open.

G. The director, at his discretion, may adjust or cancel portions of any cougar hunt to address significant changes in population or harvest objectives.

[19.31.8.12 NMAC – Rp 19.31.8.12 NMAC, 4-1-2003]

19.31.8.13 ELK (2003-2004):

A. The director, at his discretion, may adjust the number of public and/or private land elk permits up to 20 percent of the current permit numbers to address significant changes in population or harvest parameters and reissue unused landowner authorization certificates in GMU 4.

B. Public land elk hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:

- (1) Oct. 11 - 15, ELK-1-101, 250, MB, 2.
- (2) Oct. 11 - 15, ELK-1-102, 100, A, 2.
- (3) Nov. 29 – Dec. 3, ELK-1-103, 330, A, 2.
- (4) Oct. 4 - 8, ELK-1-104, 5, MB, 4: Sargent WMA.
- (5) Oct. 11 -15, ELK-1-105, 15, MB, 4: Sargent WMA.
- (6) Oct. 18 - 22, ELK-1-106, 15, MB, 4: Sargent WMA.
- (7) Oct. 25 - 29, ELK-1-107, 15, MB, 4: Sargent WMA.
- (8) Nov. 1 - 5, ELK-1-108, 15, A, 4: Sargent WMA.
- (9) Nov. 1 - 5, ELK-1-109, 10, A, 4: Sargent WMA (youth only, must provide hunter education

certification number on application).

- (10) Nov. 8 - 12, ELK-1-110, 15, A, 4: Sargent WMA.
- (11) Nov. 15 - 19, ELK-1-111, 10, A, 4: Sargent WMA.
- (12) Oct. 4 - 8, ELK-1-112, 10, MB, 4: Humphries-Rio Chama WMA's.
- (13) Oct. 11 - 15, ELK-1-113, 10, MB, 4: Humphries-Rio Chama WMA's.
- (14) Oct. 18 - 22, ELK-1-114, 10, MB, 4: Humphries-Rio Chama WMA's.
- (15) Nov. 8 - 12, ELK-1-115, 30, A, 4: Humphries-Rio Chama WMA's.
- (16) Nov. 8 – 12, ELK-1-116, 10, A, 4: Humphries-Rio Chama WMA's (youth only, must provide

hunter education certification number on application).

- (17) Nov. 15 - 19, ELK-1-117, 30, A, 4: Humphries-Rio Chama WMA's.
- (18) Oct. 4 - 8, ELK-1-118, 5, MB, 5A (public land only).
- (19) Oct. 4 - 8, ELK-1-119, 6, A, 5A (public land only).
- (20) Oct. 11 - 15, ELK-1-120, 5, MB, 5A (public land only).
- (21) Oct. 11 - 15, ELK-1-121, 6, A, 5A (public land only).
- (22) Oct. 18 - 22, ELK-1-122, 5, MB, 5A (public land only).
- (23) Oct. 18 - 22, ELK-1-123, 6, A, 5A (public land only).
- (24) Oct. 25 - 29, ELK-1-124, 5, MB, 5A (public land only).
- (25) Oct. 25 - 29, ELK-1-125, 6, A, 5A (public land only).
- (26) Nov. 1 - 5, ELK-1-126, 11, A, 5A (public land only).
- (27) Oct. 4 - 8, ELK-1-127, 100, MB, 5B.
- (28) Oct. 18 - 22, ELK-1-128, 100, MB, 5B.
- (29) Nov. 1 - 5, ELK-1-129, 100, MB, 5B.
- (30) Oct. 25 - 29, ELK-1-130, 160, A, 5B.
- (31) Nov. 8 - 12, ELK-1-131, 160, A, 5B.

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| (32) | Nov. 15 - 19, | ELK-1-132, | 160, | A, | 5B. |
| (33) | Oct. 11 - 15, | ELK-1-133, | 100, | MB, | 6A. |
| (34) | Oct. 25 - 29, | ELK-1-134, | 100, | MB, | 6A. |
| (35) | Nov. 8 - 12, | ELK-1-135, | 190, | A, | 6A. |
| (36) | Oct. 4 - 8, | ELK-1-136, | 3, | MB, | 6B Valles Caldera. |
| (37) | Oct. 4 - 8, | ELK-1-137, | 10, | A, | 6B Valles Caldera. |
| (38) | Oct. 11 - 15, | ELK-1-138, | 3, | MB, | 6B Valles Caldera. |
| (39) | Oct. 11 - 15, | ELK-1-139, | 10, | A, | 6B Valles Caldera. |
| (40) | Oct. 25 - 27, | ELK-1-140, | 30, | A, | 6B Valles Caldera (youth only, must provide hunter education certification number on application). |
| (41) | Nov. 8 - 10, | ELK-1-141, | 30, | A, | 6B Valles Caldera (youth only, must provide hunter education certification number on application). |
| (42) | Nov. 15 - 17, | ELK-1-142, | 35, | A, | 6B Valles Caldera. |
| (43) | Nov. 22 - 24, | ELK-1-143, | 35, | A, | 6B Valles Caldera. |
| (44) | Oct. 11 - 15, | ELK-1-144, | 100, | MB, | 6C. |
| (45) | Oct. 18 - 22, | ELK-1-145, | 100, | MB, | 6C. |
| (46) | Nov. 15 - 19, | ELK-1-146, | 125, | MB, | 6C. |
| (47) | Nov. 22 - 26, | ELK-1-147, | 125, | MB, | 6C. |
| (48) | Nov. 29 - Dec. 3, | ELK-1-148, | 200, | A, | 6C. |
| (49) | Dec. 6 - 10, | ELK-1-149, | 200, | A, | 6C. |
| (50) | Dec. 13 - 17, | ELK-1-150, | 150, | A, | 6C. |
| (51) | Dec. 27 - 31, | ELK-1-151, | 100, | A, | 6C. |
| (52) | Jan. 10 - 14, 2004, | ELK-1-152, | 75, | A, | 6C. |
| (53) | Jan. 17 - 21, 2004, | ELK-1-153, | 75, | A, | 6C. |
| (54) | Oct. 11 - 15, | ELK-1-154, | 30, | MB, | 7. |
| (55) | Nov. 1 - 5, | ELK-1-155, | 30, | MB, | 7. |
| (56) | Oct. 25 - 29, | ELK-1-156, | 120, | A, | 7. |
| (57) | Nov. 8 - 12, | ELK-1-157, | 120, | A, | 7. |
| (58) | Jan. 17 - 21, 2004, | ELK-1-158, | 120, | A, | 7. |
| (59) | Nov. 8 - 12, | ELK-1-159, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (60) | Nov. 8 - 12, | ELK-1-160, | 5, | A, | 9: Marquez WMA in 9. |
| (61) | Nov. 15 - 19, | ELK-1-161, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (62) | Nov. 22 - 26, | ELK-1-162, | 100, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (63) | Nov. 29 - Dec. 3, | ELK-1-163, | 100, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (64) | Oct. 11 - 15, | ELK-1-164, | 100, | MB, | 10. |
| (65) | Oct. 18 - 22, | ELK-1-165, | 300, | A, | 10. |
| (66) | Oct. 4 - 8, | ELK-1-166, | 100, | MB, | 12. |
| (67) | Oct 11 - 15, | ELK-1-167, | 100, | MB, | 12. |
| (68) | Oct. 18 - 22, | ELK-1-168, | 100, | MB, | 12. |
| (69) | Oct. 25 - 29, | ELK-1-169, | 100, | MB, | 12. |
| (70) | Nov. 1 - 5, | ELK-1-170, | 200, | A, | 12. |
| (71) | Nov. 15 - 19, | ELK-1-171, | 200, | A, | 12. |
| (72) | Nov. 22 - 26, | ELK-1-172, | 200, | A, | 12. |
| (73) | Nov. 29 - Dec. 3, | ELK-1-173, | 200, | A, | 12. |
| (74) | Oct. 4 - 8, | ELK-1-174, | 50, | A, | 16A (youth only, must provide hunter education certification number on application). |
| (75) | Oct. 11 - 15, | ELK-1-175, | 100, | MB, | 16A. |
| (76) | Oct. 18 - 22, | ELK-1-176, | 150, | MB, | 16A. |
| (77) | Nov. 8 - 12, | ELK-1-177, | 90, | A, | 16A. |
| (78) | Dec. 6 - 10, | ELK-1-178, | 90, | A, | 16A. |
| (79) | Dec. 13 - 17, | ELK-1-179, | 90, | A, | 16A. |
| (80) | Oct. 11 - 15, | ELK-1-180, | 200, | MB, | 16B. |
| (81) | Oct. 18 - 22, | ELK-1-181, | 200, | MB, | 16B. |
| (82) | Nov. 1 - 5, | ELK-1-182, | 50, | A, | 16B. |
| (83) | Oct. 11 - 15, | ELK-1-183, | 65, | MB, | 16C. |
| (84) | Oct. 18 - 22, | ELK-1-184, | 70, | MB, | 16C. |
| (85) | Nov. 1 - 5, | ELK-1-185, | 50, | A, | 16C. |
| (86) | Nov. 8 - 12, | ELK-1-186, | 45, | A, | 16C. |
| (87) | Dec. 6 - 10, | ELK-1-187, | 45, | A, | 16C. |
| (88) | Oct. 4 - 8, | ELK-1-188, | 50, | A, | 16D (youth only, must provide hunter education certification number on application). |
| (89) | Oct. 11 - 15, | ELK-1-189, | 50, | MB, | 16D. |
| (90) | Oct. 18 - 22, | ELK-1-190, | 50, | MB, | 16D. |
| (91) | Nov. 8 - 12, | ELK-1-191, | 50, | A, | 16D. |
| (92) | Dec. 6 - 10, | ELK-1-192, | 50, | A, | 16D. |
| (93) | Dec. 13 - 17, | ELK-1-193, | 50, | A, | 16D. |

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|-------|---------------|------------|-----------|------|-----------------------------------------------------------------------------------------------------------|
| (94) | Oct. 18 - 22, | ELK-1-194, | 65, | MB, | 16E. |
| (95) | Nov. 1 - 5, | ELK-1-195, | 80, | A, | 16E. |
| (96) | Nov. 8 - 12, | ELK-1-196, | 80, | A, | 16E. |
| (97) | Dec. 6 - 10, | ELK-1-197, | 80, | A, | 16E. |
| (98) | Dec. 13 - 17, | ELK-1-198, | 80, | A, | 16E. |
| (99) | Oct. 11 - 15, | ELK-1-199, | 45, | MB, | 21A. |
| (100) | Oct. 18 - 22, | ELK-1-200, | 60, | MB, | 21A. |
| (101) | Nov. 1 - 5, | ELK-1-201, | 25, | A, | 21A. |
| (102) | Oct. 11 - 15, | ELK-1-202, | 80, | MB, | 21B. |
| (103) | Oct. 18 - 22, | ELK-1-203, | 40, | MB, | 21B. |
| (104) | Nov. 1 - 5, | ELK-1-204, | 30, | A, | 21B. |
| (105) | Nov. 8 - 12, | ELK-1-205, | 30, | A, | 21B. |
| (106) | Dec. 6 - 10, | ELK-1-206, | 30, | A, | 21B. |
| (107) | Dec. 13 - 17, | ELK-1-207, | 30, | A, | 21B. |
| (108) | Oct. 18 - 22, | ELK-1-208, | 10, | MB, | 22A. |
| (109) | Nov. 8 - 12, | ELK-1-209, | 10, | A, | 22A. |
| (110) | Dec. 6 - 10, | ELK-1-210, | 10, | A, | 22A. |
| (111) | Dec. 13 - 17, | ELK-1-211, | 10, | A, | 22A. |
| (112) | Oct. 18 - 22, | ELK-1-212, | 10, | MB, | 22B. |
| (113) | Oct. 18 - 22, | ELK-1-213, | 250, | MB, | 23. |
| (114) | Nov. 8 - 12, | ELK-1-214, | 50, | A, | 23. |
| (115) | Dec. 6 - 10, | ELK-1-215, | 50, | A, | 23. |
| (116) | Dec. 13 - 17, | ELK-1-216, | 50, | A, | 23. |
| (117) | Oct. 4 - 8, | ELK-1-217, | 10, | MB, | 24 (including Ft. Bayard, youth only, must provide hunter education certification number on application). |
| (118) | Oct. 18 - 22, | ELK-1-218, | 10, | A, | 24 (including Ft. Bayard, youth only, must provide hunter education certification number on application). |
| (119) | Oct. 18 - 22, | ELK-1-219, | 100, | MB, | 24 (excluding Ft. Bayard). |
| (120) | Nov. 8 - 12, | ELK-1-220, | 50, | A, | 24 (excluding Ft. Bayard). |
| (121) | Dec. 6 - 10, | ELK-1-221, | 50, | A, | 24 (excluding Ft. Bayard). |
| (122) | Dec. 13 - 17, | ELK-1-222, | 50, | A, | 24 (excluding Ft. Bayard). |
| (123) | Oct. 11 - 15, | ELK-1-223, | 112, | MBA, | 34 (youth only, must provide hunter education certification number on application). |
| (124) | Oct. 18 - 22, | ELK-1-224, | 150, | MB, | 34. |
| (125) | Oct. 25 - 29, | ELK-1-225, | 300, | A, | 34. |
| (126) | Dec. 6 - 10, | ELK-1-226, | 300, | A, | 34. |
| (127) | Oct. 11 - 15, | ELK-1-227, | 100, | MB, | 36. |
| (128) | Oct. 11 - 15, | ELK-1-228, | 50, | A, | 36. |
| (129) | Oct. 18 - 22, | ELK-1-229, | 100, | MB, | 36. |
| (130) | Oct. 18 - 22, | ELK-1-230, | 50, | A, | 36. |
| (131) | Oct. 11 - 15, | ELK-1-231, | 25, | MB, | 37. |
| (132) | Oct. 11 - 15, | ELK-1-232, | 25, | A, | 37. |
| (133) | Oct. 4 - 8, | ELK-1-233, | unlimited | ES, | 43. |
| (134) | Oct. 11 - 15, | ELK-1-234, | 140, | MB, | 44/45. |
| (135) | Oct. 18 - 22, | ELK-1-235, | 140, | MB, | 44/45. |
| (136) | Oct. 25 - 29, | ELK-1-236, | 50, | A, | 44/45. |
| (137) | Oct. 18 - 22, | ELK-1-237, | 55, | MB, | 48. |
| (138) | Oct. 18 - 22, | ELK-1-238, | 40, | A, | 48. |
| (139) | Oct. 25 - 29, | ELK-1-239, | 55, | MB, | 48. |
| (140) | Oct. 25 - 29, | ELK-1-240, | 40, | A, | 48. |
| (141) | Dec. 6 - 10, | ELK-1-241, | 55, | MB, | 48. |
| (142) | Dec. 6 - 10, | ELK-1-242, | 40, | A, | 48. |
| (143) | Oct. 4 - 8, | ELK-1-243, | 180, | MB, | 49. |
| (144) | Oct. 11 - 15, | ELK-1-244, | 95, | MB, | 49. |
| (145) | Oct. 18 - 22, | ELK-1-245, | 95, | MB, | 49. |
| (146) | Nov. 15 - 19, | ELK-1-246, | 60, | A, | 49. |
| (147) | Oct. 11 - 15, | ELK-1-247, | 100, | MB, | 50. |
| (148) | Oct. 11 - 15, | ELK-1-248, | 20, | A, | 50. |
| (149) | Oct. 18 - 22, | ELK-1-249, | 100, | MB, | 50. |
| (150) | Oct. 18 - 22, | ELK-1-250, | 20, | A, | 50. |
| (151) | Dec. 6 - 10, | ELK-1-251, | 50, | A, | 50. |
| (152) | Oct. 4 - 8, | ELK-1-252, | 200, | MB, | 51. |
| (153) | Oct. 11 - 15, | ELK-1-253, | 200, | MB, | 51. |
| (154) | Oct. 18 - 22, | ELK-1-254, | 200, | MB, | 51. |
| (155) | Oct. 25 - 29, | ELK-1-255, | 250, | A, | 51. |

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| (156) | Nov. 1 - 5, | ELK-1-256, | 250, | A, | 51. |
| (157) | Oct. 11 - 15, | ELK-1-257, | 250, | MB, | 52. |
| (158) | Oct. 18 - 22, | ELK-1-258, | 200, | MB, | 52. |
| (159) | Oct. 25 - 29, | ELK-1-259, | 200, | MB, | 52. |
| (160) | Nov. 1 - 5, | ELK-1-260, | 100, | A, | 52. |
| (161) | Nov. 8 - 12, | ELK-1-261, | 100, | A, | 52. |
| (162) | Nov. 15 - 19, | ELK-1-262, | 100, | A, | 52. |
| (163) | Nov. 22 - 26, | ELK-1-263, | 100, | A, | 52. |
| (164) | Oct. 11 - 15, | ELK-1-264, | 180, | MB, | 53 (except Cerro portion). |
| (165) | Oct. 18 - 22, | ELK-1-265, | 95, | MB, | 53 (except Cerro portion). |
| (166) | Dec. 6 - 10, | ELK-1-266, | 50, | A, | 53 (except Cerro portion). |
| (167) | Dec. 13 - 17, | ELK-1-267, | 50, | A, | 53 (except Cerro portion). |
| (168) | Jan. 17 - 21, | ELK-1-268, | 50, | A, | 53 (except Cerro portion). |
| (169) | Oct. 11 - 15, | ELK-1-269, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (170) | Oct. 18 - 22, | ELK-1-270, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (171) | Oct. 25 - 29, | ELK-1-271, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (172) | Nov. 22 - 26, | ELK-1-272, | 20, | A, | 54: Colin Neblett WMA-south. |
| (173) | Oct. 11 - 15, | ELK-1-273, | 20, | MB, | 55: Colin Neblett WMA-north. |
| (174) | Oct. 18 - 22, | ELK-1-274, | 20, | MB, | 55: Colin Neblett WMA-north. |
| (175) | Oct. 25 - 29, | ELK-1-275, | 20, | MB, | 55: Colin Neblett WMA-north. |
| (176) | Nov. 22 - 26, | ELK-1-276, | 20, | A, | 55: Colin Neblett WMA-north. |
| (177) | Oct. 4 - 8, | ELK-1-277, | 10, | MB, | 55: Urraca WWA. |
| (178) | Oct. 11 - 15, | ELK-1-278, | 10, | MB, | 55: Urraca WWA. |
| (179) | Oct. 18 - 22, | ELK-1-279, | 10, | MB, | 55: Urraca WWA. |
| (180) | Oct. 25 - 29, | ELK-1-280, | 10, | MB, | 55: Urraca WWA. |
| (181) | Dec. 6 - 10, | ELK-1-281, | 15, | A, | 55: Urraca WWA. |
| (182) | Jan 17-21, 2004, | ELK-1-282, | 15, | A, | 55: Urraca WWA. |
| (183) | Oct. 11 - 15, | ELK-1-283, | 35, | MB, | 55: Valle Vidal/Greenwood areas. |
| (184) | Oct. 11 - 15, | ELK-1-284, | 30, | A, | 55: Valle Vidal/Greenwood areas. |
| (185) | Oct. 18 - 22, | ELK-1-285, | 35, | MB, | 55: Valle Vidal/Greenwood areas. |
| (186) | Oct. 18 - 22, | ELK-1-286, | 30, | A, | 55: Valle Vidal/Greenwood areas. |
| (187) | Oct. 25 - 29, | ELK-1-287, | 35, | MB, | 55: Valle Vidal/Greenwood areas. |
| (188) | Oct. 25 - 29, | ELK-1-288, | 30, | A, | 55: Valle Vidal/Greenwood areas. |
| (189) | Nov. 1 - 5, | ELK-1-289, | 45, | A, | 55: Valle Vidal/Greenwood areas. |
| (190) | Nov. 1 - 5, | ELK-1-290, | 10, | A, | 55: Valle Vidal/Greenwood areas, youth only. |
| (191) | Nov. 8 - 12, | ELK-1-291, | 45, | A, | 55: Valle Vidal/Greenwood areas. |
| (192) | Oct. 4 - 8, | ELK-1-292, | 5, | MB, | 56: Sierra Grande hunt area. |
| (193) | Oct. 11 - 15, | ELK-1-293, | 10, | A, | 56: Sierra Grande hunt area. |

C. Public land elk hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:

| | | | | | |
|------|------------------|-------------|------|-----|----------------------------------------------------------|
| (1) | Aug. 30-Sep. 18, | ELK-2-101, | 300, | ES, | 2. |
| (2) | Aug. 30-Sep. 18, | ELK-2-102, | 10, | ES, | 5A (public land only). |
| (3) | Aug. 30-Sep. 18, | ELK-2-103, | 225, | ES, | 5B. |
| (4) | Aug. 30-Sep. 18, | ELK-2-104, | 150, | ES, | 6A. |
| (5) | Sept. 9 - 18, | ELK-2-105, | 4, | ES, | 6B Valles Caldera. |
| (6) | Sept. 9 - 18, | ELK-2-106, | 20, | A, | 6B Valles Caldera. |
| (7) | Aug. 30-Sep. 18, | ELK-2-107, | 350, | ES, | 6C. |
| (8) | Aug. 30-Sep. 18, | ELK-2-108, | 25, | ES, | 7. |
| (9) | Aug. 30-Sep. 18, | ELK-2-109, | 395, | ES, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (10) | Aug. 30-Sep. 18, | ELK-2-110, | 5, | ES, | 9: Marquez WMA. |
| (11) | Aug. 30-Sep. 18, | ELK-2-111, | 250, | ES, | 10. |
| (12) | Aug. 30-Sep. 18, | ELK-2-112, | 100, | ES, | 12. |
| (13) | Aug. 30-Sep. 13, | ELK-2-113, | 90, | ES, | 13. |
| (14) | Aug. 30-Sep. 13, | ELK -2-114, | 40, | A, | 13. |
| (15) | Sept. 14 - 22, | ELK-2-115, | 70, | ES, | 13. |
| (16) | Aug. 30-Sep. 13, | ELK -2-116, | 575, | ES, | 15. |
| (17) | Aug. 30-Sep. 13, | ELK -2-117, | 125, | A, | 15. |
| (18) | Sept. 14 - 22, | ELK-2-118, | 240, | ES, | 15. |
| (19) | Aug. 30-Sep. 13, | ELK -2-119, | 260, | ES, | 16A. |
| (20) | Aug. 30-Sep. 13, | ELK -2-120, | 75, | A, | 16A. |
| (21) | Sept. 14 - 22, | ELK-2-121, | 130, | ES, | 16A. |
| (22) | Aug. 30-Sep. 13, | ELK-2-122, | 250, | ES, | 16B. |
| (23) | Aug. 30-Sep. 13, | ELK-2-123, | 75, | A, | 16B. |
| (24) | Sept. 14 - 22, | ELK-2-124, | 150, | ES, | 16B. |
| (25) | Aug. 30-Sep. 13, | ELK-2-125, | 150, | ES, | 16C. |

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| (26) | Aug. 30-Sep. 13, | ELK-2-126, | 45, | A, | 16C. |
| (27) | Sept. 14 - 22, | ELK-2-127, | 100, | ES, | 16C. |
| (28) | Aug. 30-Sep. 13, | ELK-2-128, | 100, | ES, | 16D. |
| (29) | Aug. 30-Sep. 13, | ELK-2-129, | 40, | A, | 16D. |
| (30) | Sept. 14 - 22, | ELK-2-130, | 85, | ES, | 16D. |
| (31) | Aug. 30-Sep. 13, | ELK-2-131, | 70, | ES, | 16E. |
| (32) | Aug. 30-Sep. 13, | ELK-2-132, | 50, | A, | 16E. |
| (33) | Sept. 14 - 22, | ELK-2-133, | 50, | ES, | 16E. |
| (34) | Aug. 30-Sep. 13, | ELK-2-134, | 100, | ES, | 17. |
| (35) | Aug. 30-Sep. 13, | ELK-2-135, | 40, | A, | 17. |
| (36) | Sept. 14 - 22, | ELK-2-136, | 60, | ES, | 17. |
| (37) | Aug. 30-Sep. 18, | ELK-2-137, | 50, | ES, | 18. |
| (38) | Aug. 30-Sep. 13, | ELK-2-138, | 60, | ES, | 21A. |
| (39) | Aug. 30-Sep. 13, | ELK-2-139, | 20, | A, | 21A. |
| (40) | Sept. 14 - 22, | ELK-2-140, | 30, | ES, | 21A. |
| (41) | Aug. 30-Sep. 13, | ELK-2-141, | 50, | ES, | 21B. |
| (42) | Aug. 30-Sep. 13, | ELK-2-142, | 20, | A, | 21B. |
| (43) | Sept. 14-22, | ELK-2-143, | 40, | ES, | 21B. |
| (44) | Aug. 30-Sep. 13, | ELK-2-144, | 10, | ES, | 22A. |
| (45) | Aug. 30-Sep. 13, | ELK-2-145, | 10, | A, | 22A. |
| (46) | Sept. 14 - 22, | ELK-2-146, | 10, | ES, | 22A. |
| (47) | Aug. 30-Sep. 13, | ELK-2-147, | 10, | ES, | 22B. |
| (48) | Aug. 30-Sep. 13, | ELK-2-148, | 10, | A, | 22B. |
| (49) | Sept. 14 - 22, | ELK-2-149, | 10, | ES, | 22B. |
| (50) | Aug. 30-Sep. 13, | ELK-2-150, | 200, | ES, | 23. |
| (51) | Aug. 30-Sep. 13, | ELK-2-151, | 50, | A, | 23. |
| (52) | Sept. 14 - 22, | ELK-2-152, | 200, | ES, | 23. |
| (53) | Aug. 30-Sep. 13, | ELK-2-153, | 50, | ES, | 24 (excluding Ft. Bayard). |
| (54) | Aug. 30-Sep. 13, | ELK-2-154, | 25, | A, | 24 (excluding Ft. Bayard). |
| (55) | Sept. 14 - 22, | ELK-2-155, | 50, | ES, | 24 (excluding Ft. Bayard). |
| (56) | Aug. 30-Sep. 18, | ELK-2-156, | 300, | ES, | 34. |
| (57) | Aug. 30-Sep. 18, | ELK-2-157, | 175, | ES, | 36. |
| (58) | Aug. 30-Sep. 18, | ELK-2-158, | 40, | ES, | 37. |
| (59) | Aug. 30-Sep. 18, | ELK-2-159, | 150, | ES, | 44/45. |
| (60) | Aug. 30-Sep. 18, | ELK-2-160, | 200, | ES, | 48. |
| (61) | Aug. 30-Sep. 18, | ELK-2-161, | 120, | ES, | 49. |
| (62) | Aug. 30-Sep. 18, | ELK-2-162, | 120, | ES, | 50. |
| (63) | Aug. 30-Sep. 18, | ELK-2-163, | 200, | ES, | 51. |
| (64) | Aug. 30-Sep. 18, | ELK-2-164, | 350, | ES, | 52. |
| (65) | Aug. 30-Sep. 18, | ELK-2-165, | 150, | ES, | 53. |
| (66) | Aug. 30-Sep. 18, | ELK-2-166, | 35, | ES, | 55: Valle Vidal/Greenwood areas. |
| (67) | Aug. 30-Sep. 18, | ELK-2-167, | 10, | ES, | 55: E.S. Barker WMA. |

D. Public land elk hunts for muzzle-loaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:

| | | | | | |
|------|---------------|------------|------|-----|----------------------------------------------------------|
| (1) | Oct. 4 - 8, | ELK-3-101, | 350, | MB, | 2. |
| (2) | Oct. 4 - 8, | ELK-3-102, | 100, | MB, | 6A. |
| (3) | Oct. 18 - 22, | ELK-3-103, | 2, | MB, | 6B Valles Caldera. |
| (4) | Oct. 18 - 22, | ELK-3-104, | 15, | A, | 6B Valles Caldera. |
| (5) | Oct. 4 - 8, | ELK-3-105, | 300, | MB, | 6C. |
| (6) | Oct. 4 - 8, | ELK-3-106, | 25, | MB, | 7. |
| (7) | Oct. 4 - 8, | ELK-3-107, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (8) | Oct. 11 - 15, | ELK-3-108, | 150, | MB, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (9) | Oct. 18 - 22, | ELK-3-109, | 150, | MB, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (10) | Oct. 25 - 29, | ELK-3-110, | 150, | MB, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (11) | Nov. 1 - 5, | ELK-3-111, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (12) | Oct. 4 - 8, | ELK-3-112, | 5, | A, | 9: Marquez WMA. |
| (13) | Oct. 11 - 15, | ELK-3-113, | 5, | MB, | 9: Marquez WMA. |
| (14) | Oct. 18 - 22, | ELK-3-114, | 5, | MB, | 9: Marquez WMA. |
| (15) | Oct. 25 - 29, | ELK-3-115, | 5, | MB, | 9: Marquez WMA. |
| (16) | Nov. 1 - 5, | ELK-3-116, | 5, | A, | 9: Marquez WMA. |
| (17) | Oct. 4 - 8, | ELK-3-117, | 100, | MB, | 10. |
| (18) | Oct. 11 - 15, | ELK-3-118, | 110, | MB, | 13. |
| (19) | Oct. 18 - 22, | ELK-3-119, | 160, | MB, | 13. |
| (20) | Nov. 1 - 5, | ELK-3-120, | 60, | A, | 13. |
| (21) | Nov. 8 - 12, | ELK-3-121, | 60, | A, | 13. |

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| (22) | Dec. 6 - 10, | ELK-3-122, | 50, | A, | 13. |
| (23) | Oct. 4 - 8, | ELK-3-123, | 40, | A, | 15 (youth only, must provide hunter education certification number on application). |
| (24) | Oct. 11 - 15, | ELK-3-124, | 200, | MB, | 15. |
| (25) | Oct. 18 - 22, | ELK-3-125, | 350, | MB, | 15. |
| (26) | Nov. 1 - 5, | ELK-3-126, | 300, | A, | 15. |
| (27) | Nov. 8 - 12, | ELK-3-127, | 300, | A, | 15. |
| (28) | Nov. 22 - 26, | ELK-3-128, | 350, | MB, | 15. |
| (29) | Dec. 6 - 10, | ELK-3-129, | 300, | A, | 15. |
| (30) | Dec. 13 - 17, | ELK-3-130, | 300, | A, | 15. |
| (31) | Oct. 11 - 15, | ELK-3-131, | 50, | MB, | 16E. |
| (32) | Oct. 11 - 15, | ELK-3-132, | 80, | MB, | 17. |
| (33) | Oct. 18 - 22, | ELK-3-133, | 90, | MB, | 17. |
| (34) | Nov. 1 - 5, | ELK-3-134, | 110, | A, | 17. |
| (35) | Nov. 8 - 12, | ELK-3-135, | 110, | A, | 17. |
| (36) | Dec. 6 - 10, | ELK-3-136, | 115, | A, | 17. |
| (37) | Dec. 13 - 17, | ELK-3-137, | 115, | A, | 17. |
| (38) | Oct. 11 - 15, | ELK-3-138, | 10, | MB, | 22A. |
| (39) | Oct. 11 - 15, | ELK-3-139, | 10, | MB, | 22B. |
| (40) | Oct. 11 - 15, | ELK-3-140, | 250, | MB, | 23. |
| (41) | Oct. 11 - 15, | ELK-3-141, | 200, | MB, | 24. |
| (42) | Oct. 4 - 8, | ELK-3-142, | 250, | MB, | 34. |
| (43) | Oct. 4 - 8, | ELK-3-143, | 125, | MB, | 36. |
| (44) | Oct. 4 - 8, | ELK-3-144, | 25, | MB, | 37. |
| (45) | Oct. 4 - 8, | ELK-3-145, | 140, | MB, | 44/45. |
| (46) | Nov. 15 - 19, | ELK-3-146, | 100, | A, | 44/45. |
| (47) | Oct. 4 - 8, | ELK-3-147, | 75, | MB, | 48. |
| (48) | Oct. 11 - 15, | ELK-3-148, | 60, | MB, | 48. |
| (49) | Oct. 11 - 15, | ELK-3-149, | 80, | A, | 48. |
| (50) | Oct. 4 - 8, | ELK-3-150, | 100, | MB, | 52. |
| (51) | Oct. 4 - 8, | ELK-3-151, | 150, | A, | 52. |
| (52) | Oct. 4 - 8, | ELK-3-152, | 100, | A, | 53 (except Cerro portion). |
| (53) | Oct. 4 - 8, | ELK-3-153, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (54) | Oct. 4 - 8, | ELK-3-154, | 20, | MB, | 55: Colin Neblett WMA-north. |
| (55) | Oct. 4 - 8, | ELK-3-155, | 35, | ES, | 55: Valle Vidal/Greenwood areas. |
| (56) | Oct. 4 - 8, | ELK-3-156, | 10, | MB, | 55: E.S. Barker WMA. |

E. Public land elk hunts for handicapped hunters, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:

| | | | | | |
|-----|--------------------|------------|-----|------|--------------------------------------------------|
| (1) | Nov. 1 - 3, | ELK-4-101, | 30, | A, | 6B. |
| (2) | Nov. 8 - 12, | ELK-4-102, | 30, | A, | 9 (including Water canyon, but not Marquez WMA). |
| (3) | Sept. 27 - Oct. 1, | ELK-4-103, | 30, | MB, | 16A. |
| (4) | Sept. 27 - Oct. 1, | ELK-4-104, | 40, | A, | 16A. |
| (5) | Sept. 27 - Oct. 1, | ELK-4-105, | 30, | MB, | 16D. |
| (6) | Sept. 27 - Oct. 1, | ELK-4-106, | 40, | A, | 16D. |
| (7) | Sept. 27 - Oct. 1, | ELK-4-107, | 50, | MBA, | 34. |
| (8) | Oct 4 - 8, | ELK-4-108, | 30, | MB, | 50. |
| (9) | Oct 4 - 8, | ELK-4-109, | 30, | A, | 50. |

F. The director may allot private land elk licenses for use on those ranches whose owners or lessees sign a hunting agreement with the department.

G. Private land elk hunts for ranches designated as "**RANCH ONLY**" shall be limited to the following season dates and weapon types: August 30 – September 22, **BOW ONLY**, in GMU's 2, 4, 5A, 5B, 6A, 6C, 7, 9, 10, 12, 13, 15, 16A, 16B, 16C, 16D, 16E, 17, 18, 21A, 21B, 22A, 23, 24, 34, 36, 37, 42, 44/45, 46, 47, 48, 49, 50, 51, 52, 53, 54 (except northeast portion), 55A, 56A, 57, 58; **BOW or MUZZLELOADER**, October 4 through January 31 in GMU's 2, 6A, 6C, 7, 9, 10, 34, 36, 37, 44/45, 48, 52, and 53 shall be limited to any consecutive 5 days, October 11 through January 31 in GMU's 13, 15, 16E, 17, 22A, 22B, 23, and 24, shall be limited to any consecutive 5 days; **BOW, MUZZLELOADER or RIFLE**, October 4 through January 31 in GMU's 4, 5A, 5B, 12, 41, 42, 43, 46, 47, 49, 51, 54 (except northeast portion), 55A, 56A, 56 (Sierra Grande portion), 57, and 58 shall be limited to any consecutive 5 days, October 11 through January 31 in GMU's 2, 6A, 6C, 7, 10, 16A, 16B, 16C, 16D, 21A, 21B, 36, 37, 44/45, 50, 52, and 53, shall be limited to any consecutive 5 days, October 18 through January 31 in GMU's 16E, 22A, 22B, 23, 24, 34, and 48 shall be limited to any consecutive 5 days. November 8 through January 31 in GMU 9 shall be limited to any consecutive 5 days; **HANDICAP HUNTERS ONLY**, September 27 through October 1 in GMU's 16A, 16D, and 34, October 4 -8 in GMU 50, and November 8-12 in GMU 9 (including Water canyon, but not Marquez WMA). All private land handicap hunters must satisfy licensing requirements as stated in 19.31.3 NMAC, in order to hunt during the "Handicap Hunters" hunt periods.

H. Unlimited private land, either-sex licenses valid for GMU's 41, 42, 43, 54 (northeast portion only), and 55B shall be available over-the-counter or by mail, without deadline at all department of game and fish offices. Season dates and weapon types shall be same as specified in subsection G of 19.31.8.13 NMAC for GMU 41, 42, 43. Licenses issued for GMU's 54 (northeast portion) and 55B

shall be limited to any 30 consecutive day period from April 1 through March 31. Any legal weapon for taking elk may be used during these hunts.

I. Numbers of private land licenses for qualifying ranches shall be available to the level listed for the GMU's and bag limits indicated below. For those ranches that do not qualify (except for GMU 4), private land ranch-only either-sex (ES) authorization certificates will be issued pursuant to subsection M of 19.30.5.8 NMAC. Non-qualifying ranches in GMU 4 will receive MB-A authorization certificates. The bag limits shall be:

| | GMU, | MB-A, | MB, | A, | and ES. |
|------|--------|-------|------|-------|---------------------------------|
| (1) | 2, | 0, | 114, | 82, | 0. |
| (2) | 4, | 875, | 0, | 875, | 0. |
| (3) | 5A, | 0, | 250, | 360, | 0. |
| (4) | 5B, | 0, | 192, | 307, | 0. |
| (5) | 6A, | 0, | 61, | 39, | 0. |
| (6) | 6C, | 0, | 154, | 164, | 0. |
| (7) | 7, | 0, | 70, | 295, | 0. |
| (8) | 9, | 0, | 240, | 735, | 0. |
| (9) | 10, | 0, | 50, | 75, | 0. |
| (10) | 12, | 0, | 550, | 1105, | 0. |
| (11) | 13, | 0, | 150, | 90, | 0. |
| (12) | 15, | 0, | 207, | 480, | 0. |
| (13) | 16A, | 0, | 8, | 8, | 0. |
| (14) | 16B, | 0, | 4, | 1, | 0. |
| (15) | 16C, | 0, | 20, | 21, | 0. |
| (16) | 16D, | 0, | 11, | 17, | 0. |
| (17) | 16E, | 0, | 31, | 65, | 0. |
| (18) | 17, | 0, | 32, | 86, | 0. |
| (19) | 21A, | 0, | 2, | 1, | 0. |
| (20) | 21B, | 0, | 80, | 80, | 0. |
| (21) | 22A, | 0, | 7, | 11, | 0. |
| (22) | 22B, | 0, | 1, | 0, | 0. |
| (23) | 23, | 0, | 25, | 8, | 0. |
| (24) | 24, | 0, | 24, | 12, | 0. |
| (25) | 34, | 39, | 92, | 138, | 0. |
| (26) | 36, | 0, | 100, | 120, | 0. |
| (27) | 37, | 0, | 13, | 7, | 0. |
| (28) | 44/45, | 0, | 65, | 25, | 0. |
| (29) | 46, | 600, | 0, | 625, | 0. |
| (30) | 47, | 50, | 0, | 50, | 0. |
| (31) | 48, | 0, | 215, | 205, | 0. |
| (32) | 49, | 0, | 20, | 10, | 0. |
| (33) | 50, | 0, | 65, | 25, | 0. |
| (34) | 51, | 0, | 80, | 60, | 0. |
| (35) | 52, | 0, | 70, | 40, | 0. |
| (36) | 53, | 0, | 165, | 50, | 0. |
| (37) | 54, | 300, | 0, | 500, | 0 (except northeast portion). |
| (38) | 55A, | 2500, | 0, | 2200, | 0. |
| (39) | 56A, | 100, | 0, | 100, | 0. |
| (40) | 56, | 0, | 10, | 10, | 0 (Sierra Grande portion only). |
| (41) | 57, | 400, | 0, | 800, | 0. |
| (42) | 58, | 40, | 0, | 60, | 0. |

J. The director may allot private land elk bow licenses for use on ranches in GMU's whose owners or lessees sign a hunting agreement with the department. The GMU's or areas open, number of bow licenses available, and bag limit shall be as indicated below:

| | | | |
|------|-----|------|-------|
| (1) | 2, | 57, | ES. |
| (2) | 4, | 350, | MB-A. |
| (3) | 5A, | 67, | ES. |
| (4) | 5B, | 144, | ES. |
| (5) | 6A, | 31, | ES. |
| (6) | 6C, | 72, | ES. |
| (7) | 7, | 20, | ES. |
| (8) | 9, | 370, | ES. |
| (9) | 10, | 63, | ES. |
| (10) | 12, | 140, | ES. |
| (11) | 13, | 90, | ES. |
| (12) | 13, | 16, | A. |
| (13) | 15, | 187, | ES. |
| (14) | 15, | 29, | A. |

- (15) 16A, 12, ES.
- (16) 16A, 2, A.
- (17) 16B, 4, ES.
- (18) 16B, 1, A.
- (19) 16C, 38, ES.
- (20) 16C, 7, A.
- (21) 16D, 20, ES.
- (22) 16D, 4, A.
- (23) 16E, 32, ES.
- (24) 16E, 14, A.
- (25) 17, 30, ES.
- (26) 17, 8, A.
- (27) 18, 30, ES.
- (28) 21A, 2, ES.
- (29) 21A, 1, A.
- (30) 21B, 60, ES.
- (31) 21B, 13, A.
- (32) 22A, 7, ES.
- (33) 22A, 4, A.
- (34) 22B, 1, ES.
- (35) 23, 20, ES.
- (36) 23, 3, A.
- (37) 24, 8, ES.
- (38) 24, 2, A.
- (39) 34, 69, ES.
- (40) 36, 53, ES.
- (41) 37, 10, ES.
- (42) 44/45, 25, ES.
- (43) 46, 100, ES.
- (44) 47, 10, ES.
- (45) 48, 230, ES.
- (46) 49, 5, ES.
- (47) 50, 35, ES.
- (48) 51, 25, ES.
- (49) 52, 40, ES.
- (50) 53, 75, ES.
- (51) 54, 300, ES.
- (52) 55A, 700, ES.
- (53) 56A, 10, ES.
- (54) 57, 100, ES.
- (55) 58, 10, ES.

except northeast portion.

K. Elk enhancement licenses. Elk enhancement licenses shall be valid from September 1 through December 31 for any legal weapon. These licenses shall be valid statewide only on public land where elk hunting is allowed, including the department's WMA's and private land with prior written permission. Bag limit shall be one mature bull. The hunt code shall be ELK-1-400. License may be used either by the applicant or any individual of the selected applicant's choice through sale, barter, or gift.

L. Elk incentive authorizations.

(1) Distribution. Two (2) elk incentive authorization certificates will be distributed through a drawing that will include all prior year deer and elk hunters forwarding their harvest survey forms to the department or its designated agent by the published deadline.

(2) Distribution. One (1) elk

incentive authorization certificates will be distributed through a drawing that will include all prior year deer and elk hunters who delivered for testing the head of a legally harvested elk or deer within 48 hours of death to the department or its designated agent.

(3) Authorization certificates to purchase the license may be used either by the applicant or any individual of the selected applicant's choice through sale, barter, or gift.

(4) Elk incentive hunts shall be restricted to the Valle Vidal area of the Carson national forest in GMU 55 during the first mature bull hunt after October 1st, using any legal weapon.

M. Valles Caldera national preserve access agreement licenses.

(1) Valles Caldera national preserve access agreement licenses hunt dates, permit numbers, bag limits, and legal weapon shall be allocated as specified below:

(a) Sept. 20 - 24, 5, MB, for any legal weapon.

(b) Oct. 4 - 8, 12, MB, for any legal weapon.

(c) Oct. 11 - 15, 12, MB, for any legal weapon.

(d) Sept. 9 - 18, 16, ES, for bows only.

(e) Oct. 18 - 22, 8, MB, for muzzleloaders only.

(2) Each Valles Caldera national preserve access agreement license shall be valid for one hunt in GMU 6B for which the bag limit and hunt period is specified on the Valles Caldera national preserve access agreement.

(3) Valles Caldera national preserve access agreement licenses shall be issued to the holders of Valles Caldera national preserve access agreements.

(4) The remaining available elk licenses allocated to GMU 6B shall be issued through public draw pursuant to 19.31.8.13 NMAC.

[19.31.8.13 NMAC – Rp 19.31.8.13 NMAC, 4-1-2003]

19.31.8.14 ANTELOPE (2003-2004):

A. Antelope hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open areas or AMU's, shall be as indicated below. The director may change or cancel all hunts on military lands to accommodate closures on those lands; provided the season length and bag limit shall remain the same as assigned on original hunt code.

(1) Oct. 4 - 5, ANT-1-101, 200, MB, 3, 5, 9, 10, 11, 12 - 18, 20.

(2) Sept. 13 - 14, ANT-1-102, 35, MB, 19: Stallion range of WSMR.

(3) Sept. 20 - 21, ANT-1-103, 300, MB, 6, 23 - 27, 31 - 34, 36 - 40, 43.

(4) Sept. 27 - 28, ANT-1-104, 75, F-IM, selected ranches in SE area (youth only, must provide hunter education certification number on application).

(5) Aug. 23 - 25, ANT-1-105, 300, MB, 41, 42, 44 - 49, 53 - 58.

(6) Sept. 13 - 14, ANT-1-106, 10, MB, 29:McGregor range (military only, must be full time active military and proof of military status must accompany application).

B. Antelope hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open AMU's, shall be as indicated below:

(1) Aug. 23 - 31, ANT-2-101, 10, MB, 3, 5, 10.

(2) Aug. 23 - 31, ANT-2-102, 6, MB, 9.

(3) Aug. 23 - 31, ANT-2-103, 15, MB, 12.

(4) Aug. 23 - 31, ANT-2-104, 30, MB, 13.

(5) Aug. 23 - 31, ANT-2-105, 25, MB, 16.

(6) Aug. 23 - 31, ANT-2-106, 30, MB, 20.

(7) Aug. 23 - 27, ANT-2-107, 200, MB, 6, 23 - 27, 30 - 34, 36 - 40, 43.

(8) Aug. 9 - 13, ANT-2-108, 100, MB, 42, 44 - 49, 53 - 58.

C. Antelope hunts for muzzleloaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open areas or AMU's, shall be as indicated below:

(1) Sept. 13 - 14, ANT-3-101, 50, MB, 29.

(2) Sept. 13 - 14, ANT-3-102, 10, MB, 29: McGregor range (youth only, must provide hunter education certification number on application).

(3) Aug. 16 - 19, ANT-3-103, 175, MB, 52: portion west of the Rio Grande.

D. Antelope hunts for handicapped hunters, listing the hunt date, hunt

code, maximum number of licenses available, bag limit, and open AMU's, shall be listed below:

- | | | | | | |
|-----|-------------|------------|-----|-----|-------------------------------------------|
| (1) | Aug. 2 - 3, | ANT-4-101, | 2, | MB, | 9. |
| (2) | Aug. 2 - 3, | ANT-4-102, | 2, | MB, | 12. |
| (3) | Aug. 2 - 3, | ANT-4-103, | 5, | MB, | 13. |
| (4) | Aug. 2 - 3, | ANT-4-104, | 2, | MB, | 16. |
| (5) | Aug. 2 - 3, | ANT-4-105, | 2, | MB, | 20. |
| (6) | Aug. 2 - 4, | ANT-4-106, | 45, | MB, | 3, 5, 6, 10, 23-28, 31-34, 36-39, and 43. |
| (7) | Aug. 2 - 3, | ANT-4-107, | 25, | MB, | 42, 44 - 49, 53 - 58. |

E. The director may cancel portions of any antelope hunt or set a bag limit of any one antelope if summer surveys indicate the need for such action. The director may allot up to 6,000 private land antelope licenses for use on those ranches whose owners, manager, or lessees sign a hunting agreement with the department.

F. Private land antelope hunt dates shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and AMU's open:

- | | | | | | |
|-----|----------------|------------|------------|-------|--------------------------------------------------------------------------------------------------------------------------------|
| (1) | Sept. 20 - 21, | ANT-1-701, | unlimited, | F-IM, | selected ranches in AMU's 1, 2, 3, 5, 6, 7, 8, 10, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 43. |
| (2) | Sept. 27 - 28, | ANT-1-702, | unlimited, | F-IM, | selected ranches in AMU's 1, 2, 3, 5, 6, 7, 8, 10, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 43. |
| (3) | Sept. 20 - 22, | ANT-1-703, | unlimited, | MB, | 41, 42, 44, 45, 46, 47, 48, 49, 53 - 58. |

G. Bow and mobility-impaired antelope hunters shall not be allowed in any AMU or portion thereof that has been administratively closed by the director to hunting.

[19.31.8.14 NMAC – Rp 19.31.8.14 NMAC, 4-1-2003]

19.31.8.15 BARBARY SHEEP (2003-2004):

A. Barbary sheep hunt dates shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas:

- (1) Nov. 3 - 23, BBY-1-001, unlimited, ES, 32, 36, 37.

(2) Feb. 1 - 28, 2004, BBY-1-001, unlimited, ES, statewide (including the Marquez and Water canyon WMA's in GMU 9 and except GMU's 8, 13, 14, 16, WSMR and Ft. Bliss portions of 19, 22, 23, 24, 26, 27, and 28).

B. Season dates shall be from November 1 - 2, 2003, on the McGregor range hunt area. Only those who hold a valid McGregor range deer entry permit shall be eligible to hunt Barbary sheep in this area and period. The bag limit shall be one Barbary sheep.
[19.31.8.15 NMAC – Rp 19.31.8.15 NMAC, 4-1-2003]

19.31.8.16 BIGHORN SHEEP (2003-2004):

A. Bighorn sheep hunts shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and GMU's or areas open:

- (1) Dec. 29 - Jan. 6, 2004, BHS-1-101, 1, any ram, 16B, 22, 24: Turkey creek area.

- (2) Nov. 1 - 30, BHS-1-102, 1, any ram, 27: Peloncillo mountains.

- (3) Sept. 6 - 14, BHS-1-103, 8, any ram, 44, 45: Pecos mountain.

- (4) Sept. 10 - 21, BHS-1-104, 2, any ram, 53: portion south of NM 38.

(5) Auction hunt seasons shall be Aug. 1 - Dec. 31 in the Peloncillo mountains in GMU 27, Turkey creek area in GMU's 16B, 22, and 24, and the Pecos mountains in GMU's 44 and 45, or Sept. 1 - Dec. 31 in the Wheeler peak area south of NM 38 in GMU 53. The bag limit is any one ram and the hunt code is BHS-1-500.

(6) Raffle hunt season shall be Aug. 1 - Dec. 31 in the Peloncillo mountains in GMU 27, Turkey creek area in GMU's 16B, 22, and 24, and the Pecos mountains in GMU's 44 and 45, or Sept. 1 - Dec. 31 in the Wheeler peak area south of NM 38 in GMU 53. The bag limit is any one ram and the hunt code is BHS-1-600.

- B.** It shall be illegal to kill any bighorn wearing a radio-collar in GMU 27.

[19.31.8.16 NMAC – Rp 19.31.8.16 NMAC, 4-1-2003]

19.31.8.17 JAVELINA (2003-2004):

A. Javelina hunts shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas:

- (1) Jan. 15 - Mar. 31, 2004, JAV-1-101, 600, ES, 12, 13, 15 - 17, 20 - 22, 30, & 31.

(2) Jan. 15 - Mar. 31, 2004, JAV-1-102, 100, ES, 23 through 27 (including Big Hatchet WMA), youth only, must provide hunter education certification number on application.

- (3) Feb. 1 - 15, 2004, JAV-1-103, 1300, ES, 23 through 27 (including Big Hatchet WMA).

- B.** [RESERVED]

[19.31.8.17 NMAC – Rp 19.31.8.17 NMAC, 4-1-2003]

19.31.8.18 ORYX (2003-2004):

A. Oryx hunts for firearms and muzzleloaders shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses, bag limit, and areas open. The director may change or cancel all hunts on military lands to accommodate closures on those lands; provided the season length and bag limit shall remain the same as assigned on original hunt code. Two persons may apply on one application.

- (1) Jan. 3 - 4, 2004, ORX-1-101, 60, ES, red canyon.

- (2) Nov. 15 - 16, ORX-1-102, 130, ES, Rhodes canyon.

| | | | | | |
|-----|-------------------------|------------|------|-----|----------------------|
| (3) | Feb. 14 - 15, 2004, | ORX-1-103, | 130, | ES, | Rhodes canyon. |
| (4) | Sept. 27 - 28, | ORX-1-104, | 50, | ES, | small missile range. |
| (5) | Nov. 29 - 30, | ORX-1-105, | 50, | ES, | small missile range. |
| (6) | Sept. 13 - 14, | ORX-1-106, | 90, | ES, | stallion range. |
| (7) | Dec. 13 - 14, | ORX-1-107, | 130, | ES, | stallion range. |
| (8) | Jan. 31 - Feb. 1, 2004, | ORX-1-108, | 130, | ES, | stallion range. |
| (9) | Jan. 17 - 18, 2004, | ORX-1-109, | 60, | ES, | Tularosa gate. |

B. Oryx hunts for firearms, muzzleloaders, and bows shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses, bag limit, and areas open. Firearms or muzzleloaders shall be legal Dec. 27 - 29, bows shall be legal only for December 27 and 28, only firearms or muzzleloaders shall be legal on December 29. The director may change or cancel all hunts on military lands to accommodate closures on those lands; provided the season length and bag limit shall remain the same as assigned on original hunt code.

| | | | | | |
|-----|---------------|------------|------|-----|------------------------------------------------------------------------------------------------|
| (1) | Dec. 27 - 29, | ORX-1-110, | 110, | ES, | Rhodes canyon. |
| (2) | Dec. 27 - 29, | ORX-1-111, | 20, | ES, | Rhodes canyon (youth hunt, must provide hunter education certification number on application). |

C. Oryx incentive authorizations.

(1) Distribution. Five (5) oryx incentive authorization certificates will be distributed through a drawing that will include all prior year deer and elk hunters forwarding their harvest survey forms to the department or its designated agent by the published deadline.

(2) Distribution. One (1) oryx incentive authorization certificate will be distributed through a drawing that will include all prior year deer and elk hunters who delivered for testing the head of a legally harvested elk or deer within 48 hours of death to the department or its designated agent.

(3) Authorization certificates to purchase the license may be used either by the applicant or any individual of the selected applicant's choice through sale, barter, or gift.

(4) Oryx incentive hunts shall be any one (1) regular established oryx season (non-depredation) of the hunters choice. Bag limit shall be either sex with the legal weapon and hunt area that of the selected hunt.

D. The director, at his discretion, may adjust the number of oryx licenses and hunt dates on White Sands missile range pending negotiations with White Sands missile range officials. Hunt dates may extend into future hunting seasons.

[19.31.8.18 NMAC – Rp 19.31.8.18 NMAC, 4-1-2003]

19.31.8.19 PERSIAN IBEX (2003-2004):

A. Persian ibex hunts shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas. The portion of GMU 25 bounded by interstate 10 on the north, U.S.-Mexico border on the south, NM 11 on the west and the Dona Ana-Luna county line on the east is closed to cougar hunting during any concurrent Persian ibex hunt:

(1) Oct. 4 - 12, IBX-1-500, 2, F-IM, Florida mountains (youth only, must be 17 years of age or younger and provide hunter education certification number on application).

(2) Dec. 6 - 21, IBX-1-525, 5, ES, Florida mountains.

(3) Jan. 17 - Feb. 1, 2004 IBX-2-535, 5, ES, Florida mountains.

(4) Feb. 14 - 22, 2004, IBX-3-540, 5, ES, Florida mountains.

(5) April 1 - March 31, 2004 IBX-1-528, unlimited, ES, 20, 21, 23, 24, 25 (except Florida mountains), 26, 27.

B. Holders of the off-mountain license (IBX-1-528) may apply for any on-mountain ibex hunt (IBX-1-500, IBX-1-525, IBX-2-535, or IBX-3-540) if they qualify. The off-mountain (IBX-1-528) license holders need only submit the \$6.00 application fee and their license number along with their application.

C. Any valid Persian ibex license shall be valid during the off-mountain (IBX-1-528) hunts.

D. Holders of an off-mountain (IBX-1-528) license have an unlimited number of tags available upon request at any department office.

[19.31.8.19 NMAC – Rp 19.31.8.19 NMAC, 4-1-2003]

19.31.8.20 DEER (2004-2005):

A. Over-the-counter deer hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indicated below:

(1) Oct. 25 - 27, DER-1-001, unlimited, FAD, 8 (except Sandia ranger district of the Cibola national forest).

(2) Oct. 29 - 31, DER-1-002, unlimited, FAD, 8 (except Sandia ranger district of the Cibola national forest), 29, 30, 34.

(3) Nov. 3 - 5, DER-1-003, unlimited, FAD, 12, 13, 16, 18, 20, 21, 22, 23 (except the Burro mountain hunt area), 24, 25, 26, 29, 30, 34, 39, 41, 42, 43, 47.

(4) Nov. 10 - 14, DER-1-004, unlimited, FAD, 12, 13, 16, 18, 20, 21, 22, 23 (except the Burro mountain hunt area), 24, 25, 26.

(5) Nov. 12 - 14, DER-1-005, unlimited, FAD, 29, 30, 34.

(6) Nov. 9 - 11, DER-1-006, unlimited, FAD, 31 (including Brantley WMA excluding Seven rivers waterfowl management area), 32, 33 (excluding the W. S. Huey waterfowl management area), 36, 37, 38, and 40.

(7) Nov. 18 - 21, DER-1-007, unlimited, FAD, 31 (including Brantley WMA, excluding Seven rivers waterfowl management area), 32, 33 (excluding the W. S. Huey waterfowl management area), 36, 37, 38, and 40.

(8) Oct. 30 - Nov. 1, DER-1-008, unlimited, FAD, 39.

(9) Oct. 30 - 31, DER-1-009, unlimited, FAD, 41, 42, 43, 46, 47, 54, 55, 56 (except Sierra Grande hunt area), 57, 58.

- (10) Nov. 3 - 7, DER-1-010, unlimited, FAD, 46, 54, 55, 56 (except Sierra Grande hunt area), 57, 58.
- (11) Nov. 17 - 23, DER-1-011, unlimited, FAD, 54, 55, 56 (except Sierra Grande hunt area), 57, 58.
- B.** Over-the-counter deer hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indicated below:
- (1) Aug. 28 - Sept. 16 and Jan. 8 - 16, 2005, DER-2-001, unlimited, FAD, 12, 13, 15, 16, 18, 20, 21, 22, 23 (except Burro mountain hunt area), 24, 25, 26, 29, 30, 31 (including Brantley WMA, excluding Seven rivers waterfowl management area portion), 32, 33 (excluding the W. S. Huey waterfowl management area), 34, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 54, 55, 56 (except Sierra Grande hunt area), 57 (except Sugarite canyon state park), 58. Hunters unsuccessful in the September hunt may hunt during the January hunt only in the same GMU validated on their license for the September hunt.
- (2) Aug. 28 - Sept. 16, DER-2-002, unlimited, FAD, 48, 49, 50, 51, 52, 53.
- C.** Over-the-counter deer hunts for muzzle-loaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indicated below:
- (1) Sept. 27 - Oct. 3, DER-3-001, unlimited, FAD, 8 (except Sandia ranger district of the Cibola national forest), 12, 13, 15, 16, 18, 20, 21, 22, 23 (except the Burro mountain hunt area), 24, 25, 26.
- (2) Oct. 23 - 27, DER-3-002, unlimited, FAD, 29, 30, 31 (including Brantley WMA, excluding Seven rivers waterfowl management area), 32, 33 (excluding the W. S. Huey waterfowl management area), 37, 38, 40.
- (3) Oct. 2 - 6, DER-3-003, unlimited, FAD, 34, 36.
- (4) Sept 18 - 27, DER-3-004, unlimited, FAD, 39, 41, 42, 43, 46, 47, 54, 55, 56 (except Sierra Grande hunt area), 57 (except Sugarite canyon state park), 58.
- D.** Deer entry hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas shall be as indicated below:
- (1) Oct. 30 - 31, DER-1-101, 450, FAD, 2A.
- (2) Oct. 30 - 31, DER-1-102, 50, FAD, 2A (youth only, must provide hunter education certification number on application).
- (3) Oct. 23 - 24, DER-1-103, 620, FAD, 2B.
- (4) Oct. 23 - 24, DER-1-104, 75, FAD, 2B (youth only, must provide hunter education certification number on application).
- (5) Oct. 27 - 31, DER-1-105, 665, FAD, 2B.
- (6) Nov. 3 - 9, DER-1-106, 665, FAD, 2B.
- (7) Oct. 23 - 27, DER-1-107, 20, FAD, 4: Humphries-Rio Chama WMA's.
- (8) Oct. 30 - Nov. 3, DER-1-108, 20, FAD, 4: Humphries/Rio Chama WMA's.
- (9) Oct. 23 - 27, DER-1-109, 5, FAD, 4: Humphries-Rio Chama WMA's (youth only, must provide hunter education certification number on application).
- (10) Oct. 30 - Nov. 3, DER-1-110, 5, FAD, 4: Humphries/Rio Chama WMA's (youth only, must provide hunter education certification number on application).
- (11) Oct. 23 - 27, DER-1-111, 175, FAD, 4 private land only (application must be by special application obtained from a landowner).
- (12) Oct. 30 - Nov. 3, DER-1-112, 175, FAD, 4 private land only (application must be by special application obtained from a landowner).
- (13) Nov. 9 - 15, DER-1-113, 30, FAD, 5A public land only.
- (14) Nov. 9 - 15, DER-1-114, 220, FAD, 5A private land only (application must be by special application obtained from a landowner).
- (15) Oct. 9 - 13, DER-1-115, 15, FAD, 5B.
- (16) Oct. 9 - 13, DER-1-116, 5, FAD, 5B (youth only, must provide hunter education certification number on application).
- (17) Oct. 30 - Nov. 3, DER-1-117, 50, FAD, 6A and 6C.
- (18) Oct. 16 - 17, DER-1-118, 25, FAD, 7.
- (19) Oct. 23 - 24, DER-1-119, 90, FAD, 10.
- (20) Oct. 27 - 31, DER-1-120, 90, FAD, 10.
- (21) Nov. 3 - 7, DER-1-121, 90, FAD, 10.
- (22) Oct. 27 - 31, DER-1-122, 25, FAD, 14 (bow only, Sandia ranger district of the Cibola national forest).
- (23) Oct. 2 - 3, DER-1-123, 25, FAD, 17 (youth only, must provide hunter education certification number on application).
- (24) Oct. 23 - 27, DER-1-124, 400, FAD, 17.
- (25) Oct. 23 - 27, DER-1-125, 25, FAD, 23: Burro mountain portion of the Gila national forest (youth only, must provide hunter education number on application).
- (26) Nov. 18 - 20, DER-1-126, 25, FAD, 23: Burro mountain portion of the Gila national forest.
- (27) Dec. 4 - 6, DER-1-127, 75, FAD, 27.
- (28) Oct. 30 - 31, DER-1-128, 50, FAD, 28: McGregor range.
- (29) Oct. 30 - 31, DER-1-129, 15, FAD, 28: McGregor range (youth only, must provide hunter education certification number on application).
- (30) Oct. 30 - 31, DER-1-130, 20, FAD, 28: McGregor range (military only, must be full time active military and proof of military status must accompany application).
- (31) Nov. 6 - 8, DER-1-131, 750, FAD, 44/45.

| | | | | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (32) | Nov. 12 - 14, | DER-1-132, | 750, | FAD, | 44/45. |
| (33) | Sept. 20 - 22, | DER-1-133, | 100, | FAD, | 48. |
| (34) | Sept. 24 - 26, | DER-1-134, | 100, | FAD, | 48. |
| (35) | Sept. 20 - 22, | DER-1-135, | 100, | FAD, | 49. |
| (36) | Sept. 24 - 26, | DER-1-136, | 100, | FAD, | 49. |
| (37) | Sept. 20 - 22, | DER-1-137, | 100, | FAD, | 50. |
| (38) | Sept. 24 - 26, | DER-1-138, | 100, | FAD, | 50. |
| (39) | Sept. 20 - 22, | DER-1-139, | 100, | FAD, | 51. |
| (40) | Sept. 24 - 26, | DER-1-140, | 100, | FAD, | 51. |
| (41) | Sept. 20 - 22, | DER-1-141, | 100, | FAD, | 52. |
| (42) | Sept. 24 - 26, | DER-1-142, | 100, | FAD, | 52. |
| (43) | Sept. 20 - 24, | DER-1-143, | 100, | FAD, | 53. |
| (44) | Sept. 24 - 26, | DER-1-144, | 100, | FAD, | 53. |
| (45) | Nov. 6 - 7, | DER-1-145, | 30, | FAD, | 54/55: Colin Neblett WMA. |
| (46) | Nov. 10 - 14, | DER-1-146, | 30, | FAD, | 54/55: Colin Neblett WMA. |
| (47) | Nov. 17 - 23, | DER-1-147, | 30, | FAD, | 54/55: Colin Neblett WMA. |
| (48) | Nov. 6 - 7, | DER-1-148, | 5, | FAD, | 55: E. S. Barker WMA. |
| (49) | Nov. 10 - 14, | DER-1-149, | 5, | FAD, | 55: E.S. Barker WMA (youth only, must provide hunter education certification number on application). |
| (50) | Nov. 6 - 7, | DER-1-150, | 10, | FAD, | 55: Urraca WMA. |
| (51) | Nov. 10 - 14, | DER-1-151, | 10, | FAD, | 55: Urraca WMA. |
| (52) | Nov. 17 - 23, | DER-1-152, | 10, | FAD, | 55: Urraca WMA. |
| (53) | Nov. 6 - 7, | DER-1-153, | 10, | FAD, | 56: Sierra Grande hunt area. |
| (54) | Nov. 10 - 14, | DER-1-154, | 10, | FAD, | 56: Sierra Grande hunt area. |
| (55) | Nov. 17 - 23, | DER-1-155, | 10, | FAD, | 56: Sierra Grande hunt area. |
| E. | Deer entry hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below: | | | | |
| (1) | Aug. 28 - Sept. 16, | DER-2-101, | 200, | FAD, | 2. |
| (2) | Jan. 8 - 16, 2005, | DER-2-102, | 50, | FAD, | 2A. |
| (3) | Jan. 8 - 16, 2005, | DER-2-103, | 150, | FAD, | 2B. |
| (4) | Aug. 28 - Sept. 16, | DER-2-104, | 150, | FAD, | 4 private land only (application must be by special application obtained from a landowner). |
| (5) | Aug. 28 - Sept. 16, | DER-2-105, | 30, | FAD, | 5A public land only. |
| (6) | Aug. 28 - Sept. 16, | DER-2-106, | 220, | FAD, | 5A private land only (application must be by special application obtained from a landowner). |
| (7) | Aug. 28 - Sept. 16, | DER-2-107, | 100, | FAD, | 6A and 6C. |
| (8) | Aug. 28 - Sept. 16, | DER-2-108, | 10, | FAD, | 7. |
| (9) | Nov. 20 - Dec. 3, | DER-2-109, | 50, | FAD, | 8 (including Sandia ranger district, youth only, must provide hunter education certification number on application). |
| (10) | Jan. 8 - 16, 2005, | DER-2-110, | 50, | FAD, | 8 (including Sandia ranger district). |
| (11) | Aug. 28 - Sept. 16, | DER-2-111, | 90, | FAD, | 10. |
| (12) | Aug. 28 - Sept. 16, | DER-2-112, | 25, | FAD, | 14. |
| (13) | Aug. 28 - Sept. 16, | DER-2-113, | 400, | FAD, | 17. |
| (14) | Jan. 8 - 16, 2005, | DER-2-114, | 50, | FAD, | 23: Burro mountain portion of the Gila national forest. |
| (15) | Jan. 8 - 16, 2005, | DER-2-115, | 10, | ES, | 31/33: Brantley WMA and Seven rivers and Huey waterfowl management area's (youth only, must provide hunter education certification number on application). |
| (16) | Aug. 28 - Sept. 16, | DER-2-116, | 100, | FAD, | 44/45. |
| (17) | Aug. 28 - Sept. 16, | DER-2-117, | 10, | FAD, | 56: Sierra Grande hunt area. |
| (18) | Nov. 1 - 30, | DER-2-118, | 40, | FAD, | 57: Sugarite canyon state park. |
| F. | Deer entry hunts for muzzle-loaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below: | | | | |
| (1) | Sept. 18 - 27, | DER-3-101, | 350, | FAD, | 2. |
| (2) | Sept. 18 - 27, | DER-3-102, | 100, | FAD, | 4 private land only (application must be by special application obtained from a landowner). |
| (3) | Sept. 18 - 27, | DER-3-103, | 50, | FAD, | 6A and 6C. |
| (4) | Sept. 18 - 27, | DER-3-104, | 10, | FAD, | 7. |
| (5) | Sept. 18 - 27, | DER-3-105, | 90, | FAD, | 10. |
| (6) | Sept. 18 - 27, | DER-3-106, | 50, | FAD, | 14 (except Sandia ranger district of the Cibola national forest). |
| (7) | Sept. 25 - 30, | DER-3-107, | 400, | FAD, | 17. |
| (8) | Oct. 23 - 27, | DER-3-108, | 25, | FAD, | 19: Organ mountains. |
| (9) | Oct. 23 - 27, | DER-3-109, | 25, | FAD, | 27. |
| (10) | Nov. 26 - 28, | DER-3-110, | 30, | ES, | 31/33: Brantley WMA and Seven rivers and Huey waterfowl management area's (youth only, must provide hunter education certification number on application). |
| (11) | Sept. 18 - 27, | DER-3-111, | 150, | FAD, | 44/45. |
| (12) | Sept. 18 - 27, | DER-3-112, | 10, | FAD, | 56: Sierra Grande hunt area. |

[19.31.8.20 NMAC – Rp 19.31.8.20 NMAC, 4-1-2003]

19.31.8.21 TURKEY (2004-2005):

A. Spring turkey hunts shall be as indicated below:

(1) Seasons shall be April 15 through May 10.

(2) The bag limit shall be two turkeys with a visible beard in GMU's 4 (including the Sargent, Humphries, and Rio Chama WMA's), 5, 6, 7, 9 (including Marquez and Water canyon WMA's), 10, 12, 13, 14 (bow only Sandia ranger district of the Cibola national forest), 15, 16 (except 16E), 17, 18, 20 (except Dona Ana county), 21 (except Dona Ana county), 22, 23, 24, 29, 30, 34, 36, 37, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 53, 54 (including Colin Neblett south), and 55 (including Colin Neblett north and E. S. Barker WMA's and excluding Urraca, Valle Vidal, and Greenwood wildlife areas), 56, 57 (bow only in Sugarite canyon state park) and 58.

B. Fall turkey hunts shall be as indicated below:

(1) Seasons shall be September 13 through September 21.

(2) The bag limit shall be any one turkey in GMU's 4, 6, 7, 9, 10, 12, 13, 15, 16 (except 16E), 17, 21 (except Dona Ana county), 22, 23, 24, 29, 34, 36, 37, 41, 42, 45, 46, 47, 48, 54 (including Colin Neblett south), 55 (including Colin Neblett north, excluding Urraca, Valle Vidal, Greenwood, and E.S. Barker wildlife areas), 56, 57 (excluding Sugarite canyon state park), 58.

C. Turkey entry hunt dates shall be April 15 through April 30, hunt code is TUR-1-100, maximum number of available licenses is 80, with a bag limit of one turkey with a visible beard, hunt area is GMU 2, and TUR-1-101, maximum number of available licenses is 20, with a bag limit of one turkey with a visible beard, hunt area is the Valle Vidal area of the Carson national forest.

[19.31.8.21 NMAC – Rp 19.31.8.21 NMAC, 4-1-2003]

19.31.8.22 BEAR (2004-2005):

A. The bear seasons shall be as stated below, open areas are GMU's 4, 5, 6, 7, 8 (Sandia ranger district of the Cibola national forest shall be open for hunting with bow only), 9 (including Marquez and Water canyon WMA's), 10, 12, 13, 14 (bow only Sandia ranger district of the Cibola national forest), 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 34, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58. Dogs shall not be used to pursue bears in any WMA.

(1) Bear season for bows shall be August 28 – September 20. No dogs allowed.

(2) Bear season for any legal weapon shall be August 1 – 27 and September 25 through November 15, except in GMU's 8 and 14.

(3) Bear season for any legal weapon in GMU's 8 and 14 shall be October 15 through November 15, and shall only be allowed with the use of dogs to pursue the bear. The bag limit shall be one bear except any female and except any cub less than a year old.

(4) Bear entry hunts, listing the hunt date, hunt code, maximum number of licenses available, and open areas shall be as indicated below. Dogs may not be used to pursue bears during bear entry hunts.

(a) August 1 – 31, BER-1-101, 10 Sargent WMA.

(b) August 1 – 31, BER-1-102, 5 William A. Humphries WMA.

(c) August 1 – 27, BER-1-103, 12 Elliot Barker/Colin Neblett WMA's.

(5) Any licensed bear hunter who is a recipient of a muzzleloader or rifle elk permit for the Valle Vidal area may harvest one bear during their allotted elk hunt period. Dogs shall not be allowed.

B. Bag limit shall be one bear except any female accompanied by a cub or cubs, and except any cubs less than a year old, unless otherwise indicated.

C. Legal weapons for taking bear in any open GMU, except in the Valle Vidal area, shall be any legal weapon. Legal weapons for taking bear in the Valle Vidal area shall be the legal weapon for the corresponding elk hunt.

D. Bear hunters shall purchase their bear license at least two days prior to hunting bear.

E. All bear taken shall be tagged with both the tag from the hunting license and the pelt tag furnished free of charge from the department. A hunter who takes a bear must present the skull for tooth removal and pelt for tagging to a department representative within five days of taking the animal or before taking the pelt out of New Mexico, whichever comes first. The pelt tag shall remain attached to the pelt until the pelt is processed.

[19.31.8.22 NMAC – Rp 19.31.8.22 NMAC, 4-1-2003]

19.31.8.23 COUGAR (2004-2005):

A. Cougar season within each cougar zone shall be October 1 through March 31, or until the cougar harvest objective has been met within the specific cougar zone, whichever occurs first. Exceptions shall be as follows:

(1) Cougar season shall be April 1 through March 31 in GMU's 29, 30, and 34 and in the bighorn sheep range of cougar zones G, H, K, and L. These ranges include Ladron, Manzano, Peloncillo, Little and Big Hatchets, Animas, Alamo Hueco, Saliz, Mogollon, Organ, and San Andres mountains as described in 19.30.4 NMAC. Cougars taken in those bighorn sheep ranges shall not count against the quota for that zone.

(2) The Sandia ranger district of the Cibola national forest portion of zone F shall be open for hunting with bow only.

(3) Cougar season on private land shall be April 1 through March 31 (season bag limits still apply). Private landowners (if legally licensed) and their employees (if legally licensed) may hunt on the owner's private property only and cougar taken shall not count against the quota for that zone.

B. The harvest objective for each cougar zone is indicated below:

(1) Zone A, 18 cougars, GMU's 2 and 7.

(2) Zone B, 20 cougars, GMU's 5, 50, and 51.

(3) Zone C, 38 cougars, GMU's 43, 44, 45, 46, 48, 49, 53, 54, and 55.

(4) Zone D, 9 cougars, GMU's 41, 42, and 47.

(5) Zone E, 16 cougars, GMU's 9 and 10.

- (6) Zone F, 16 cougars, GMU's 6 and 8 (bow only in the Sandia ranger district of the Cibola national forest).
- (7) Zone G, 17 cougars, GMU's 13, 14 (bow only in the Sandia ranger district of the Cibola national forest), and 17.
- (8) Zone H, 3 cougars, GMU's 19, 20, 28, and 29.
- (9) Zone I, 20 cougars, GMU's 18, 30, 34, 36, 37, and 38.
- (10) Zone J, 38 cougars, GMU's 15, 16, 21, and 25.
- (11) Zone K, 22 cougars, GMU's 22, 23, and 24.
- (12) Zone L, no quota, GMU's 26 and 27.
- (13) Zone M, 5 cougars, GMU's 31, 32, 33, 39, and 40.
- (14) Zone N, 3 cougars, GMU's 4 and 52.
- (15) Zone O, 3 cougars, GMU 12.
- (16) Zone P, 5 cougars, GMU's 56, 57, and 58.
- C. Bag limits shall be as indicated below:
- (1) One cougar, except any female accompanied by a spotted kitten(s), and except any spotted kitten.
- (2) A second cougar, except any female accompanied by a spotted kitten(s), and except any spotted kitten, may be taken in any of the highhorn sheep ranges outlined in subsection A 19.31.8.23 NMAC and in GMU's 29, 30, and 34.
- D. Hunters shall purchase a cougar license at least two days prior to hunting cougar.
- E. All cougar taken shall be tagged with both the tag from the hunting license and the pelt tag furnished free of charge from the department. A hunter who takes a cougar must present the skull for tooth removal and pelt for tagging to a department representative within five days of taking the animal or before taking the pelt out of New Mexico, whichever comes first. The pelt tag shall remain attached to the pelt until the pelt is processed. Immediately following the pelt tagging the department employee shall call the division of wildlife with the information regarding the take of cougar.
- F. When the number of cougars equaling the cougar harvest objective for a given cougar zone has been met, that zone will close 72 hours thereafter. Hunters shall call the toll-free telephone number, provided by the department, before hunting to determine which cougar zones are open.
- G. The director, at his discretion, may adjust or cancel portions of any cougar hunt to address significant changes in population or harvest objectives.
[19.31.8.23 NMAC – Rp 19.31.8.23 NMAC, 4-1-2003]

19.31.8.24 ELK (2004-2005)

- A. The director, at his discretion, may adjust the number of public and/or private land elk permits up to 20 percent of the current permit numbers to address significant changes in population or harvest parameters and reissue unused landowner authorization certificates in GMU 4.
- B. Public land elk hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:
- | | | | | | |
|------|-------------------|------------|------|-----|---------------------------------------------------------------------------------------------------------------|
| (1) | Oct. 9 - 13, | ELK-1-101, | 250, | MB, | 2. |
| (2) | Oct. 9 - 13, | ELK-1-102, | 100, | A, | 2. |
| (3) | Nov. 27 - Dec. 1, | ELK-1-103, | 330, | A, | 2. |
| (4) | Oct. 2 - 6, | ELK-1-104, | 5, | MB, | 4: Sargent WMA. |
| (5) | Oct. 9 - 13, | ELK-1-105, | 15, | MB, | 4: Sargent WMA. |
| (6) | Oct. 16 - 20, | ELK-1-106, | 15, | MB, | 4: Sargent WMA. |
| (7) | Oct. 23 - 27, | ELK-1-107, | 15, | MB, | 4: Sargent WMA. |
| (8) | Oct. 30 - Nov. 3, | ELK-1-108, | 15, | A, | 4: Sargent WMA. |
| (9) | Oct. 30 - Nov. 3, | ELK-1-109, | 10, | A, | 4: Sargent WMA (youth only, must provide hunter education certification number on application). |
| (10) | Nov. 6 - 10, | ELK-1-110, | 15, | A, | 4: Sargent WMA. |
| (11) | Nov. 13 - 17, | ELK-1-111, | 10, | A, | 4: Sargent WMA. |
| (12) | Oct. 2 - 6, | ELK-1-112, | 10, | MB, | 4: Humphries-Rio Chama WMA's. |
| (13) | Oct. 9 - 13, | ELK-1-113, | 10, | MB, | 4: Humphries-Rio Chama WMA's. |
| (14) | Oct. 16 - 20, | ELK-1-114, | 10, | MB, | 4: Humphries-Rio Chama WMA's. |
| (15) | Nov. 6 - 10, | ELK-1-115, | 30, | A, | 4: Humphries-Rio Chama WMA's. |
| (16) | Nov. 6 - 10, | ELK-1-116, | 10, | A, | 4: Humphries-Rio Chama WMA's (youth only, must provide hunter education certification number on application). |
| (17) | Nov. 13 - 17, | ELK-1-117, | 30, | A, | 4: Humphries-Rio Chama WMA's. |
| (18) | Oct. 2 - 6, | ELK-1-118, | 5, | MB, | 5A public land only. |
| (19) | Oct. 2 - 6, | ELK-1-119, | 6, | A, | 5A public land only. |
| (20) | Oct. 9 - 13, | ELK-1-120, | 5, | MB, | 5A public land only. |
| (21) | Oct. 9 - 13, | ELK-1-121, | 6, | A, | 5A public land only. |
| (22) | Oct. 16 - 20, | ELK-1-122, | 5, | MB, | 5A public land only. |
| (23) | Oct. 16 - 20, | ELK-1-123, | 6, | A, | 5A public land only. |
| (24) | Oct. 23 - 27, | ELK-1-124, | 5, | MB, | 5A public land only. |
| (25) | Oct. 23 - 27, | ELK-1-125, | 6, | A, | 5A public land only. |
| (26) | Oct. 30 - Nov. 3, | ELK-1-126, | 11, | A, | 5A public land only. |
| (27) | Oct. 2 - 6, | ELK-1-127, | 100, | MB, | 5B. |
| (28) | Oct. 16 - 20, | ELK-1-128, | 100, | MB, | 5B. |
| (29) | Oct. 30 - Nov. 3, | ELK-1-129, | 100, | MB, | 5B. |

| | | | | | | |
|-------|------|---------------------|------------|------|-----|-----------------------------------------------------------|
| | (30) | Oct. 23 - 27, | ELK-1-130, | 160, | A, | 5B. |
| | (31) | Nov. 6 - 10, | ELK-1-131, | 160, | A, | 5B. |
| | (32) | Nov. 13 - 17, | ELK-1-132, | 160, | A, | 5B. |
| | (33) | Oct. 9 - 13, | ELK-1-133, | 100, | MB, | 6A. |
| | (34) | Oct. 23 - 27, | ELK-1-134, | 100, | MB, | 6A. |
| | (35) | Nov. 6 - 10, | ELK-1-135, | 190, | A, | 6A. |
| | (36) | Oct. 2 - 6, | ELK-1-136, | 3, | MB, | 6B Valles Caldera. |
| | (37) | Oct. 2 - 6, | ELK-1-137, | 10, | A, | 6B Valles Caldera. |
| | (38) | Oct. 9 - 13, | ELK-1-138, | 3, | MB, | 6B Valles Caldera. |
| | (39) | Oct. 9 - 13, | ELK-1-139, | 10, | A, | 6B Valles Caldera. |
| | (40) | Oct. 23 - 25, | ELK-1-140, | 30, | A, | 6B Valles Caldera (youth only, must provide hunter educa- |
| | | | | | | tion certification number on application). |
| | (41) | Nov. 6 - 8, | ELK-1-141, | 30, | A, | 6B Valles Caldera (youth only, must provide hunter educa- |
| | | | | | | tion certification number on application). |
| | (42) | Nov. 13 - 15, | ELK-1-142, | 35, | A, | 6B Valles Caldera. |
| | (43) | Nov. 20 - 22, | ELK-1-143, | 35, | A, | 6B Valles Caldera. |
| | (44) | Oct. 9 - 12, | ELK-1-144, | 100, | MB, | 6C. |
| | (45) | Oct. 16 - 20, | ELK-1-145, | 100, | MB, | 6C. |
| | (46) | Nov. 13 - 17, | ELK-1-146, | 125, | MB, | 6C. |
| | (47) | Nov. 20 - 24, | ELK-1-147, | 125, | MB, | 6C. |
| | (48) | Nov. 27 - Dec. 1, | ELK-1-148, | 200, | A, | 6C. |
| | (49) | Dec. 4 - 8, | ELK-1-149, | 200, | A, | 6C. |
| | (50) | Dec. 11 - 15, | ELK-1-150, | 150, | A, | 6C. |
| | (51) | Dec. 25 - 29, | ELK-1-151, | 100, | A, | 6C. |
| | (52) | Jan. 8 - 12, 2005, | ELK-1-152, | 75, | A, | 6C. |
| | (53) | Jan. 15 - 19, 2005, | ELK-1-153, | 75, | A, | 6C. |
| | (54) | Oct. 9 - 13, | ELK-1-154, | 30, | MB, | 7. |
| | (55) | Oct. 30 - Nov. 3, | ELK-1-155, | 30, | MB, | 7. |
| | (56) | Oct. 23 - 27, | ELK-1-156, | 120, | A, | 7. |
| | (57) | Nov. 6 - 10, | ELK-1-157, | 120, | A, | 7. |
| | (58) | Jan. 15 - 19, 2005, | ELK-1-158, | 120, | A, | 7. |
| WMA). | (59) | Nov. 6 - 10, | ELK-1-159, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez |
| | | | | | | WMA). |
| | (60) | Nov. 6 - 10, | ELK-1-160, | 5, | A, | 9: Marquez WMA in 9. |
| WMA). | (61) | Nov. 13 - 17, | ELK-1-161, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez |
| | | | | | | WMA). |
| WMA). | (62) | Nov. 20 - 24, | ELK-1-162, | 100, | A, | 9 (including Water canyon WMA, but not the Marquez |
| | | | | | | WMA). |
| WMA). | (63) | Nov. 27 - Dec. 1, | ELK-1-163, | 100, | A, | 9 (including Water canyon WMA, but not the Marquez |
| | | | | | | WMA). |
| | (64) | Oct. 9 - 13, | ELK-1-164, | 100, | MB, | 10. |
| | (65) | Oct. 16 - 20, | ELK-1-165, | 300, | A, | 10. |
| | (66) | Oct. 2 - 6, | ELK-1-166, | 100, | MB, | 12. |
| | (67) | Oct. 9 - 13, | ELK-1-167, | 100, | MB, | 12. |
| | (68) | Oct. 16 - 20, | ELK-1-168, | 100, | MB, | 12. |
| | (69) | Oct. 23 - 27, | ELK-1-169, | 100, | MB, | 12. |
| | (70) | Oct. 30 - Nov. 3, | ELK-1-170, | 200, | A, | 12. |
| | (71) | Nov. 13 - 17, | ELK-1-171, | 200, | A, | 12. |
| | (72) | Nov. 20 - 24, | ELK-1-172, | 200, | A, | 12. |
| | (73) | Nov. 27 - Dec. 1, | ELK-1-173, | 200, | A, | 12. |
| | (74) | Oct. 2 - 6, | ELK-1-174, | 50, | A, | 16A (youth only, must provide hunter education certifica- |
| | | | | | | tion number on application). |
| | (75) | Oct. 9 - 13, | ELK-1-175, | 100, | MB, | 16A. |
| | (76) | Oct. 16 - 20, | ELK-1-176, | 150, | MB, | 16A. |
| | (77) | Nov. 6 - 10, | ELK-1-177, | 90, | A, | 16A. |
| | (78) | Dec. 4 - 8, | ELK-1-178, | 90, | A, | 16A. |
| | (79) | Dec. 11 - 15, | ELK-1-179, | 90, | A, | 16A. |
| | (80) | Oct. 9 - 13, | ELK-1-180, | 200, | MB, | 16B. |
| | (81) | Oct. 16 - 20, | ELK-1-181, | 200, | MB, | 16B. |
| | (82) | Oct. 30 - Nov.3, | ELK-1-182, | 50, | A, | 16B. |
| | (83) | Oct. 9 - 13, | ELK-1-183, | 65, | MB, | 16C. |
| | (84) | Oct. 16 - 20, | ELK-1-184, | 70, | MB, | 16C. |
| | (85) | Oct. 30 - Nov.3, | ELK-1-185, | 50, | A, | 16C. |
| | (86) | Nov. 6 - 10, | ELK-1-186, | 45, | A, | 16C. |
| | (87) | Dec. 4 - 8, | ELK-1-187, | 45, | A, | 16C. |

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|-------|-------------------|------------|------------|------|----------------------------------------------------------------------------------------------------------|
| (88) | Oct. 2 - 6, | ELK-1-188, | 50, | A, | 16D (youth only, must provide hunter education certification number on application). |
| (89) | Oct. 9 - 13, | ELK-1-189, | 50, | MB, | 16D. |
| (90) | Oct. 16 - 20, | ELK-1-190, | 50, | MB, | 16D. |
| (91) | Nov. 6 - 10, | ELK-1-191, | 50, | A, | 16D. |
| (92) | Dec. 4 - 8, | ELK-1-192, | 50, | A, | 16D. |
| (93) | Dec. 11 - 15, | ELK-1-193, | 50, | A, | 16D. |
| (94) | Oct. 16 - 20, | ELK-1-194, | 65, | MB, | 16E. |
| (95) | Oct. 30 - Nov. 3, | ELK-1-195, | 80, | A, | 16E. |
| (96) | Nov. 6 - 10, | ELK-1-196, | 80, | A, | 16E. |
| (97) | Dec. 4 - 8, | ELK-1-197, | 80, | A, | 16E. |
| (98) | Dec. 11 - 15, | ELK-1-198, | 80, | A, | 16E. |
| (99) | Oct. 9 - 13, | ELK-1-199, | 45, | MB, | 21A. |
| (100) | Oct. 16 - 20, | ELK-1-200, | 60, | MB, | 21A. |
| (101) | Oct. 30 - Nov. 3, | ELK-1-201, | 25, | A, | 21A. |
| (102) | Oct. 9 - 13, | ELK-1-202, | 80, | MB, | 21B. |
| (103) | Oct. 16 - 20, | ELK-1-203, | 40, | MB, | 21B. |
| (104) | Oct. 30 - Nov. 3, | ELK-1-204, | 30, | A, | 21B. |
| (105) | Nov. 6 - 10, | ELK-1-205, | 30, | A, | 21B. |
| (106) | Dec. 4 - 8, | ELK-1-206, | 30, | A, | 21B. |
| (107) | Dec. 11 - 15, | ELK-1-207, | 30, | A, | 21B. |
| (108) | Oct. 16 - 20, | ELK-1-208, | 10, | MB, | 22A. |
| (109) | Nov. 6 - 10, | ELK-1-209, | 10, | A, | 22A. |
| (110) | Dec. 4 - 8, | ELK-1-210, | 10, | A, | 22A. |
| (111) | Dec. 11 - 15, | ELK-1-211, | 10, | A, | 22A. |
| (112) | Oct. 16 - 20, | ELK-1-212, | 10, | MB, | 22B. |
| (113) | Oct. 16 - 20, | ELK-1-213, | 250, | MB, | 23. |
| (114) | Nov. 6 - 10, | ELK-1-214, | 50, | A, | 23. |
| (115) | Dec. 4 - 8, | ELK-1-215, | 50, | A, | 23. |
| (116) | Dec. 11 - 15, | ELK-1-216, | 50, | A, | 23. |
| (117) | Oct. 2 - 6, | ELK-1-217, | 10, | MB, | 24 youth only (including Ft. Bayard, must provide hunter education certification number on application). |
| (118) | Oct. 16 - 20, | ELK-1-218, | 10, | A, | 24 youth only (including Ft. Bayard, must provide hunter education certification number on application). |
| (119) | Oct. 16 - 20, | ELK-1-219, | 100, | MB, | 24 (excluding Ft. Bayard). |
| (120) | Nov. 6 - 10, | ELK-1-220, | 50, | A, | 24 (excluding Ft. Bayard). |
| (121) | Dec. 4 - 8, | ELK-1-221, | 50, | A, | 24 (excluding Ft. Bayard). |
| (122) | Dec. 11 - 15, | ELK-1-222, | 50, | A, | 24 (excluding Ft. Bayard). |
| (123) | Oct. 9 - 13, | ELK-1-223, | 112, | MBA, | 34 (youth only, must provide hunter education certification number on application). |
| (124) | Oct. 16 - 20, | ELK-1-224, | 150, | MB, | 34. |
| (125) | Oct. 23 - 27, | ELK-1-225, | 300, | A, | 34. |
| (126) | Dec. 4 - 8, | ELK-1-226, | 300, | A, | 34. |
| (127) | Oct. 9 - 13, | ELK-1-227, | 100, | MB, | 36. |
| (128) | Oct. 9 - 13, | ELK-1-228, | 50, | A, | 36. |
| (129) | Oct. 16 - 20, | ELK-1-229, | 100, | MB, | 36. |
| (130) | Oct. 16 - 20, | ELK-1-230, | 50, | A, | 36. |
| (131) | Oct. 9 - 13, | ELK-1-231, | 25, | MB, | 37. |
| (132) | Oct. 9 - 13, | ELK-1-232, | 25, | A, | 37. |
| (133) | Oct. 2 - 6, | ELK-1-233, | unlimited, | ES, | 43. |
| (134) | Oct. 9 - 13, | ELK-1-234, | 140, | MB, | 44/45. |
| (135) | Oct. 16 - 20, | ELK-1-235, | 140, | MB, | 44/45. |
| (136) | Oct. 23 - 27, | ELK-1-236, | 50, | A, | 44/45. |
| (137) | Oct. 16 - 20, | ELK-1-237, | 55, | MB, | 48. |
| (138) | Oct. 16 - 20, | ELK-1-238, | 40, | A, | 48. |
| (139) | Oct. 23 - 27, | ELK-1-239, | 55, | MB, | 48. |
| (140) | Oct. 23 - 27, | ELK-1-240, | 40, | A, | 48. |
| (141) | Dec. 4 - 8, | ELK-1-241, | 55, | MB, | 48. |
| (142) | Dec. 4 - 8, | ELK-1-242, | 40, | A, | 48. |
| (143) | Oct. 2 - 6, | ELK-1-243, | 180, | MB, | 49. |
| (144) | Oct. 9 - 13, | ELK-1-244, | 95, | MB, | 49. |
| (145) | Oct. 16 - 20, | ELK-1-245, | 95, | MB, | 49. |
| (146) | Nov. 13 - 17, | ELK-1-246, | 60, | A, | 49. |
| (147) | Oct. 9 - 13, | ELK-1-247, | 100, | MB, | 50. |
| (148) | Oct. 9 - 13, | ELK-1-248, | 20, | A, | 50. |

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|-------|-------------------|------------|------|-----|----------------------------------------------|
| (149) | Oct. 16 - 20, | ELK-1-249, | 100, | MB, | 50. |
| (150) | Oct. 16 - 20, | ELK-1-250, | 20, | A, | 50. |
| (151) | Dec. 6 - 10, | ELK-1-251, | 50, | A, | 50. |
| (152) | Oct. 2 - 6, | ELK-1-252, | 200, | MB, | 51. |
| (153) | Oct. 9 - 13, | ELK-1-253, | 200, | MB, | 51. |
| (154) | Oct. 16 - 20, | ELK-1-254, | 200, | MB, | 51. |
| (155) | Oct. 23 - 27, | ELK-1-255, | 250, | A, | 51. |
| (156) | Oct 30 - Nov 3, | ELK-1-256, | 250, | A, | 51. |
| (157) | Oct. 9 - 13, | ELK-1-257, | 250, | MB, | 52. |
| (158) | Oct. 16 - 20, | ELK-1-258, | 200, | MB, | 52. |
| (159) | Oct. 23 - 27, | ELK-1-259, | 200, | MB, | 52. |
| (160) | Oct 30 - Nov 3, | ELK-1-260, | 100, | A, | 52. |
| (161) | Nov. 6 - 10, | ELK-1-261, | 100, | A, | 52. |
| (162) | Nov. 13- 17, | ELK-1-262, | 100, | A, | 52. |
| (163) | Nov. 20 - 24, | ELK-1-263, | 100, | A, | 52. |
| (164) | Oct. 9 - 13, | ELK-1-264, | 180, | MB, | 53 (except Cerro portion). |
| (165) | Oct. 16 - 20, | ELK-1-265, | 95, | MB, | 53 (except Cerro portion). |
| (166) | Dec. 4 - 8, | ELK-1-266, | 50, | A, | 53 (except Cerro portion). |
| (167) | Dec. 11 - 15, | ELK-1-267, | 50, | A, | 53 (except Cerro portion). |
| (168) | Jan. 8 - 12, | ELK-1-268, | 50, | A, | 53 (except Cerro portion). |
| (169) | Oct. 9 - 13, | ELK-1-269, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (170) | Oct. 16 - 20, | ELK-1-270, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (171) | Oct. 23 - 27, | ELK-1-271, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (172) | Nov. 20 - 24, | ELK-1-272, | 20, | A, | 54: Colin Neblett WMA-south. |
| (173) | Oct. 9 - 13, | ELK-1-273, | 20, | MB, | 55: Colin Neblett WMA-north. |
| (174) | Oct. 16- 20, | ELK-1-274, | 20, | MB, | 55: Colin Neblett WMA-north. |
| (175) | Oct. 23- 27, | ELK-1-275, | 20, | MB, | 55: Colin Neblett WMA-north. |
| (176) | Nov. 20 - 24, | ELK-1-276, | 20, | A, | 55: Colin Neblett WMA-north. |
| (177) | Oct. 2 - 6, | ELK-1-277, | 10, | MB, | 55: Urraca WWA. |
| (178) | Oct. 9 - 13, | ELK-1-278, | 10, | MB, | 55: Urraca WWA. |
| (179) | Oct. 16 - 20, | ELK-1-279, | 10, | MB, | 55: Urraca WWA. |
| (180) | Oct. 23 - 27, | ELK-1-280, | 10, | MB, | 55: Urraca WWA. |
| (181) | Dec. 4 - 8, | ELK-1-281, | 15, | A, | 55: Urraca WWA. |
| (182) | Jan 8 - 12, 2005, | ELK-1-282, | 15, | A, | 55: Urraca WWA. |
| (183) | Oct. 9 - 13, | ELK-1-283, | 35, | MB, | 55: Valle Vidal/Greenwood areas. |
| (184) | Oct. 9 - 13, | ELK-1-284, | 30, | A, | 55: Valle Vidal/Greenwood areas. |
| (185) | Oct. 16 - 20, | ELK-1-285, | 35, | MB, | 55: Valle Vidal/Greenwood area. |
| (186) | Oct. 16 - 20, | ELK-1-286, | 30, | A, | 55: Valle Vidal/Greenwood area. |
| (187) | Oct. 23 - 27, | ELK-1-287, | 35, | MB, | 55: Valle Vidal/Greenwood areas. |
| (188) | Oct. 23 - 27, | ELK-1-288, | 30, | A, | 55: Valle Vidal/Greenwood areas. |
| (189) | Oct. 30 - Nov 3, | ELK-1-289, | 45, | A, | 55: Valle Vidal/Greenwood areas. |
| (190) | Oct. 30 - Nov 3, | ELK-1-290, | 10, | A, | 55: Valle Vidal/Greenwood areas, youth only. |
| (191) | Nov. 13 - 17, | ELK-1-291, | 45, | A, | 55: Valle Vidal/Greenwood areas. |
| (192) | Oct. 2 - 6, | ELK-1-292, | 5, | MB, | 56: Sierra Grande hunt area. |
| (193) | Oct. 9 - 13, | ELK-1-293, | 10, | A, | 56: Sierra Grande hunt area. |

C. Public land elk hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:

| | | | | | |
|------|------------------|------------|------|-----|----------------------------------------------------------|
| (1) | Aug. 28-Sep. 16, | ELK-2-101, | 300 | ES, | 2. |
| (2) | Aug. 28-Sep. 16, | ELK-2-102, | 10, | ES, | 5A (public land only). |
| (3) | Aug. 28-Sep. 16, | ELK-2-103, | 225, | ES, | 5B. |
| (4) | Aug. 28-Sep. 16, | ELK-2-104, | 150, | ES, | 6A. |
| (5) | Sept. 10 - 20, | ELK-2-105, | 25, | ES, | 6B Valles Caldera. |
| (6) | Sept. 10 - 20, | ELK-2-106, | 5, | A, | 6B Valles Caldera. |
| (7) | Aug. 28-Sep. 16, | ELK-2-107, | 350, | ES, | 6C. |
| (8) | Aug. 28-Sep. 16, | ELK-2-108, | 25, | ES, | 7. |
| (9) | Aug. 28-Sep. 16, | ELK-2-109, | 395, | ES, | 9 (Including Water canyon WMA, but not the Marquez WMA). |
| (10) | Aug. 28-Sep. 16, | ELK-2-110, | 5, | ES, | 9: Marquez WMA. |
| (11) | Aug. 28-Sep. 16, | ELK-2-111, | 250, | ES, | 10. |
| (12) | Aug. 28-Sep. 16, | ELK-2-112, | 100, | ES, | 12. |
| (13) | Aug. 28-Sep. 11, | ELK-2-113, | 90, | ES, | 13. |
| (14) | Aug. 28-Sep. 11, | ELK-2-114, | 40, | A, | 13. |
| (15) | Sept. 12 - 20, | ELK-2-115, | 70, | ES, | 13. |
| (16) | Aug. 28-Sep. 11, | ELK-2-116, | 575, | ES, | 15. |
| (17) | Aug. 28-Sep. 11, | ELK-2-117, | 125, | A, | 15. |
| (18) | Sept. 12 - 20, | ELK-2-118, | 240, | ES, | 15. |

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| (19) | Aug. 28-Sep. 11, | ELK-2-119, | 260, | ES, | 16A. |
| (20) | Aug. 28-Sep. 11, | ELK-2-120, | 75, | A, | 16A. |
| (21) | Sept. 12 - 20, | ELK-2-121, | 130, | ES, | 16A. |
| (22) | Aug. 28-Sep. 11, | ELK-2-122, | 250, | ES, | 16B. |
| (23) | Aug. 28-Sep. 11, | ELK-2-123, | 75, | A, | 16B. |
| (24) | Sept. 12 - 20, | ELK-2-124, | 150, | ES, | 16B. |
| (25) | Aug. 28-Sep. 11, | ELK-2-125, | 150, | ES, | 16C. |
| (26) | Aug. 28-Sep. 11, | ELK-2-126, | 45, | A, | 16C. |
| (27) | Sept. 12 - 20, | ELK-2-127, | 100, | ES, | 16C. |
| (28) | Aug. 28-Sep. 11, | ELK-2-128, | 100, | ES, | 16D. |
| (29) | Aug. 28-Sep. 11, | ELK-2-129, | 40, | A, | 16D. |
| (30) | Sept. 12 - 20, | ELK-2-130, | 85, | ES, | 16D. |
| (31) | Aug. 28-Sep. 11, | ELK-2-131, | 70, | ES, | 16E. |
| (32) | Aug. 28-Sep. 11, | ELK-2-132, | 50, | A, | 16E. |
| (33) | Sept. 12 - 20, | ELK-2-133, | 50, | ES, | 16E. |
| (34) | Aug. 28-Sep. 11, | ELK-2-134, | 100, | ES, | 17. |
| (35) | Aug. 28-Sep. 11, | ELK-2-135, | 40, | A, | 17. |
| (36) | Sept. 12 - 20, | ELK-2-136, | 60, | ES, | 17. |
| (37) | Aug. 30-Sep. 18, | ELK-2-137, | 50, | ES, | 18. |
| (38) | Aug. 28-Sep. 11, | ELK-2-138, | 60, | ES, | 21A. |
| (39) | Aug. 28-Sep. 11, | ELK-2-139, | 20, | A, | 21A. |
| (40) | Sept. 12 - 20, | ELK-2-140, | 30, | ES, | 21A. |
| (41) | Aug. 28-Sep. 11, | ELK-2-141, | 50, | ES, | 21B. |
| (42) | Aug. 28-Sep. 11, | ELK-2-142, | 20, | A, | 21B. |
| (43) | Sept. 12 - 20, | ELK-2-143, | 40, | ES, | 21B. |
| (44) | Aug. 28-Sep. 11, | ELK-2-144, | 10, | ES, | 22A. |
| (45) | Aug. 28-Sep. 11, | ELK-2-145, | 10, | A, | 22A. |
| (46) | Sept. 12 - 20, | ELK-2-146, | 10, | ES, | 22A. |
| (47) | Aug. 28-Sep. 11, | ELK-2-147, | 10, | ES, | 22B. |
| (48) | Aug. 28-Sep. 11, | ELK-2-148, | 10, | A, | 22B. |
| (49) | Sept. 12 - 20, | ELK-2-149, | 10, | ES, | 22B. |
| (50) | Aug. 28-Sep. 11, | ELK-2-150, | 200, | ES, | 23. |
| (51) | Aug. 28-Sep. 11, | ELK-2-151, | 50, | A, | 23. |
| (52) | Sept. 12 - 20, | ELK-2-152, | 200, | ES, | 23. |
| (53) | Aug. 28-Sep. 11, | ELK-2-153, | 50, | ES, | 24 (excluding Ft. Bayard). |
| (54) | Aug. 28-Sep. 11, | ELK-2-154, | 25, | A, | 24 (excluding Ft. Bayard). |
| (55) | Sept. 12 - 20, | ELK-2-155, | 50, | ES, | 24 (excluding Ft. Bayard). |
| (56) | Aug. 28-Sep. 16, | ELK-2-156, | 300, | ES, | 34. |
| (57) | Aug. 28-Sep. 16, | ELK-2-157, | 175, | ES, | 36. |
| (58) | Aug. 28-Sep. 16, | ELK-2-158, | 40, | ES, | 37. |
| (59) | Aug. 28-Sep. 16, | ELK-2-159, | 150, | ES, | 44/45. |
| (60) | Aug. 28-Sep. 16, | ELK-2-160, | 200, | ES, | 48. |
| (61) | Aug. 28-Sep. 16, | ELK-2-161, | 120, | ES, | 49. |
| (62) | Aug. 28-Sep. 16, | ELK-2-162, | 120, | ES, | 50. |
| (63) | Aug. 28-Sep. 16, | ELK-2-163, | 200, | ES, | 51. |
| (64) | Aug. 28-Sep. 16, | ELK-2-164, | 350, | ES, | 52. |
| (65) | Aug. 28-Sep. 16, | ELK-2-165, | 150, | ES, | 53. |
| (66) | Aug. 28-Sep. 16, | ELK-2-166, | 35, | ES, | 55: Valle Vidal/Greenwood areas. |
| (67) | Aug. 28-Sep. 16, | ELK-2-167, | 10, | ES, | 55: E.S. Barker WMA. |

D. Public land elk hunts for muzzle-loaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:

| | | | | | |
|------|-------------------|------------|------|-----|----------------------------------------------------------|
| (1) | Oct. 2 - 6, | ELK-3-101, | 350, | MB, | 2. |
| (2) | Oct. 2 - 6, | ELK-3-102, | 100, | MB, | 6A. |
| (3) | Oct. 23 - 27, | ELK-3-003, | 2, | MB, | 6B Valles Caldera. |
| (4) | Oct. 23 - 27, | ELK-3-104, | 15, | A, | 6B Valles Caldera. |
| (5) | Oct. 2 - 6, | ELK-3-105, | 300, | MB, | 6C. |
| (6) | Oct. 2 - 6, | ELK-3-106, | 25, | MB, | 7. |
| (7) | Oct. 2 - 6, | ELK-3-107, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (8) | Oct. 9 - 13, | ELK-3-108, | 150, | MB, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (9) | Oct. 16 - 20, | ELK-3-109, | 150, | MB, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (10) | Oct. 23 - 27, | ELK-3-110, | 150, | MB, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (11) | Oct. 30 - Nov. 3, | ELK-3-111, | 200, | A, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (12) | Oct. 2 - 6, | ELK-3-112, | 5, | A, | 9: Marquez WMA. |
| (13) | Oct. 9 - 13, | ELK-3-113, | 5, | MB, | 9: Marquez WMA. |
| (14) | Oct. 16 - 20, | ELK-3-114, | 5, | MB, | 9: Marquez WMA. |

| | | | | | |
|------|-------------------|------------|------|-----|-------------------------------------------------------------------------------------|
| (15) | Oct. 23 - 27, | ELK-3-115, | 5, | MB, | 9: Marquez WMA. |
| (16) | Oct. 30 - Nov. 3, | ELK-3-116, | 5, | A, | 9: Marquez WMA. |
| (17) | Oct. 2 - 6, | ELK-3-117, | 100, | MB, | 10. |
| (18) | Oct. 9 - 13, | ELK-3-118, | 110, | MB, | 13. |
| (19) | Oct. 16 - 20, | ELK-3-119, | 160, | MB, | 13. |
| (20) | Oct. 30 - Nov. 3, | ELK-3-120, | 60, | A, | 13. |
| (21) | Nov. 6 - 10, | ELK-3-121, | 60, | A, | 13. |
| (22) | Dec. 4 - 8, | ELK-3-122, | 50, | A, | 13. |
| (23) | Oct. 2 - 6, | ELK-3-123, | 40, | A, | 15 (youth only, must provide hunter education certification number on application). |
| (24) | Oct. 9 - 13, | ELK-3-124, | 200, | MB, | 15. |
| (25) | Oct. 16 - 20, | ELK-3-125, | 350, | MB, | 15. |
| (26) | Oct. 30 - Nov. 3, | ELK-3-126, | 300, | A, | 15. |
| (27) | Nov. 6 - 10, | ELK-3-127, | 300, | A, | 15. |
| (28) | Nov. 20 - 24, | ELK-3-128, | 350, | MB, | 15. |
| (29) | Dec. 6 - 10, | ELK-3-129, | 300, | A, | 15. |
| (30) | Dec. 11 - 15, | ELK-3-130, | 300, | A, | 15. |
| (31) | Oct. 9 - 13, | ELK-3-131, | 50, | MB, | 16E. |
| (32) | Oct. 9 - 13, | ELK-3-132, | 80, | MB, | 17. |
| (33) | Oct. 16 - 20, | ELK-3-133, | 90, | MB, | 17. |
| (34) | Oct. 30 - Nov. 3, | ELK-3-134, | 110, | A, | 17. |
| (35) | Nov. 6 - 10, | ELK-3-135, | 110, | A, | 17. |
| (36) | Dec. 4 - 8, | ELK-3-136, | 115, | A, | 17. |
| (37) | Dec. 11 - 15, | ELK-3-137, | 115, | A, | 17. |
| (38) | Oct. 9 - 13, | ELK-3-138, | 10, | MB, | 22A. |
| (39) | Oct. 9 - 13, | ELK-3-139, | 10, | MB, | 22B. |
| (40) | Oct. 9 - 13, | ELK-3-140, | 250, | MB, | 23. |
| (41) | Oct. 9 - 13, | ELK-3-141, | 200, | MB, | 24. |
| (42) | Oct. 2 - 6, | ELK-3-142, | 250, | MB, | 34. |
| (43) | Oct. 2 - 6, | ELK-3-143, | 125, | MB, | 36. |
| (44) | Oct. 2 - 6, | ELK-3-144, | 25, | MB, | 37. |
| (45) | Oct. 4 - 8, | ELK-3-145, | 140, | MB, | 44/45. |
| (46) | Nov 13 - 17, | ELK-3-146, | 100, | A, | 44/45. |
| (47) | Oct. 2 - 6, | ELK-3-147, | 75, | MB, | 48. |
| (48) | Oct. 9 - 13, | ELK-3-148, | 60, | MB, | 48. |
| (49) | Oct. 9 - 13, | ELK-3-149, | 80, | A, | 48. |
| (50) | Oct. 2 - 6, | ELK-3-150, | 100, | MB, | 52. |
| (51) | Oct. 2 - 6, | ELK-3-151, | 150, | A, | 52. |
| (52) | Oct. 2 - 6, | ELK-3-152, | 100, | A, | 53 (except Cerro portion). |
| (53) | Oct. 2 - 6, | ELK-3-153, | 20, | MB, | 54: Colin Neblett WMA-south. |
| (54) | Oct. 2 - 6, | ELK-3-154, | 20, | MB, | 54: Colin Neblett WMA-north. |
| (55) | Oct. 2 - 6, | ELK-3-155, | 35, | ES, | 54: Valle Vidal/Greenwood areas. |
| (56) | Oct. 2 - 6, | ELK-3-156, | 10, | MB, | 55: E.S. Barker WMA. |

E. Public land elk hunts for handicapped hunters, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas, shall be as indicated below:

| | | | | | |
|-----|----------------|------------|-----|------|----------------------------------------------------------|
| (1) | Nov. 6 - 8, | ELK-4-101, | 30, | A, | 6B. |
| (2) | Nov. 6 - 10, | ELK-4-102, | 30, | MB, | 9 (including Water canyon WMA, but not the Marquez WMA). |
| (3) | Sept. 25 - 29, | ELK-4-103, | 30, | MB, | 16A. |
| (4) | Sept. 25 - 29, | ELK-4-104, | 40, | A, | 16A. |
| (5) | Sept. 25 - 29, | ELK-4-105, | 30, | MB, | 16D. |
| (6) | Sept. 25 - 29, | ELK-4-106, | 40, | A, | 16D. |
| (7) | Sept. 25 - 29, | ELK-4-107, | 80, | MBA, | 34. |
| (8) | Oct. 2 - 6, | ELK-4-108, | 30, | MB, | 50. |
| (9) | Oct. 2 - 6, | ELK-4-109, | 30, | A, | 50. |

F. The director may allot private land elk licenses for use on those ranches whose owners or lessees sign a hunting agreement with the department.

G. Private land elk hunts for ranches designated as "**RANCH ONLY**" shall be limited to the following season dates and weapon types: August 28 – September 20, **BOW ONLY**, in GMU's 2, 4, 5A, 5B, 6A, 6C, 7, 9, 10, 12, 13, 15, 16A, 16B, 16C, 16D, 16E, 17, 18, 21A, 21B, 22A, 23, 24, 34, 36, 37, 42, 44/45, 46, 47, 48, 49, 50, 51, 52, 53, 54 (except northeast portion), 55A, 56A, 57, 58; **BOW or MUZZLELOADER**, October 2 through January 31 in GMU's 2, 6A, 6C, 7, 9, 10, 34, 36, 37, 44/45, 48, 52, and 53 shall be limited to any consecutive 5 days, October 9 through January 31 in GMU's 13, 15, 16E, 17, 22A, 22B, 23, and 24 shall be limited to any consecutive 5 days; **BOW, MUZZLELOADER or RIFLE**, October 2 through January 31 in GMU's 4, 5A, 5B, 12, 41, 42, 43, 46, 47, 49, 51, 54 (except northeast portion), 55A, 56A, 56 Sierra Grande portion, 57, and 58 shall be limited to any consecutive 5 days, October 9 through January 31 in GMU's 2, 6A, 6C, 7, 10, 16A, 16B, 16C, 16D, 21A, 21B, 36, 37, 44/45, 50, 52, and 53, shall be limited to any consecutive 5 days, October 16 through January 31 in GMU's 16E, 22A, 22B, 23, 24, 34, and 48, shall be limited to any consecutive 5 days, and November 6

through January 31 in GMU 9 shall be limited to any consecutive 5 days; **HANDICAP HUNTERS ONLY**, September 25-29 in GMU's 16A, 16D, and 34, October 2-6 in GMU 50, and November 6-10 in GMU 9 (including Water canyon, but not Marquez WMA). All private land handicap hunters must satisfy licensing requirements as stated in 19.31.3 NMAC, in order to hunt during the "Handicap Hunters" hunt periods.

H. Unlimited private land either-sex licenses valid for GMU's 41, 42, 43, 54 (northeast portion only), and 55B shall be available over-the-counter or by mail without deadline at all department of game and fish offices. Season dates and weapon types shall be the same as specified in subsection G of 19.31.8.24 NMAC for GMU's 41, 42, 43. Licenses issued for GMU's 54 (northeast portion) and 55B shall be limited to any 30 consecutive day period from April 1 through March 31. Any legal weapon for taking elk may be used during these hunts.

I. Numbers of private land licenses for qualifying ranches shall be available to the level listed for the GMU's and bag limits indicated below. For those ranches that do not qualify (except for GMU 4), private land ranch-only either-sex (ES) authorization certificates will be issued pursuant to subsection M of 19.30.5.8 NMAC. Non-qualifying ranches in GMU 4 will receive MB-A authorization certificates. The bag limits shall be:

| | GMU, | MB-A, | MB, | A, and | ES. |
|------|--------|-------|------|--------|--------------------------------|
| (1) | 2, | 0, | 114, | 82, | 0. |
| (2) | 4, | 875, | 0, | 875, | 0. |
| (3) | 5A, | 0, | 250, | 360, | 0. |
| (4) | 5B, | 0, | 192, | 307, | 0. |
| (5) | 6A, | 0, | 61, | 39, | 0. |
| (6) | 6C, | 0, | 154, | 164, | 0. |
| (7) | 7, | 0, | 70, | 295, | 0. |
| (8) | 9, | 0, | 240, | 735, | 0. |
| (9) | 10, | 0, | 50, | 75, | 0. |
| (10) | 12, | 0, | 550, | 1105, | 0. |
| (11) | 13, | 0, | 150, | 90, | 0. |
| (12) | 15, | 0, | 207, | 480, | 0. |
| (13) | 16A, | 0, | 8, | 8, | 0. |
| (14) | 16B, | 0, | 4, | 1, | 0. |
| (15) | 16C, | 0, | 20, | 21, | 0. |
| (16) | 16D, | 0, | 11, | 17, | 0. |
| (17) | 16E, | 0, | 31, | 65, | 0. |
| (18) | 17, | 0, | 32, | 86, | 0. |
| (19) | 21A, | 0, | 2, | 1, | 0. |
| (20) | 21B, | 0, | 80, | 80, | 0. |
| (21) | 22A, | 0, | 7, | 11, | 0. |
| (22) | 22B, | 0, | 1, | 0, | 0. |
| (23) | 23, | 0, | 25, | 8, | 0. |
| (24) | 24, | 0, | 24, | 12, | 0. |
| (25) | 34, | 39, | 92, | 138, | 0. |
| (26) | 36, | 0, | 100, | 120, | 0. |
| (27) | 37, | 0, | 13, | 7, | 0. |
| (28) | 44/45, | 0, | 65, | 25, | 0. |
| (29) | 46, | 600, | 0, | 625, | 0. |
| (30) | 47, | 50, | 0, | 50, | 0. |
| (31) | 48, | 0, | 215, | 205, | 0. |
| (32) | 49, | 0, | 20, | 10, | 0. |
| (33) | 50, | 0, | 65, | 25, | 0. |
| (34) | 51, | 0, | 80, | 60, | 0. |
| (35) | 52, | 0, | 70, | 40, | 0. |
| (36) | 53, | 0, | 165, | 50, | 0. |
| (37) | 54, | 300, | 0, | 500, | 0 (except northeast portion). |
| (38) | 55A, | 2500, | 0, | 2200, | 0. |
| (39) | 56A, | 100, | 0, | 100, | 0. |
| (40) | 56, | 0, | 10, | 10, | 0, Sierra Grande portion only. |
| (41) | 57, | 400, | 0, | 800, | 0. |
| (42) | 58, | 40, | 0, | 60, | 0. |

J. The director may allot private land elk bow licenses for use on ranches in GMU's whose owners or lessees sign a hunting agreement with the department. The GMU's or areas open, number of bow licenses available, and bag limit shall be as indicated below:

| | | | |
|-----|-----|------|-------|
| (1) | 2, | 57, | ES. |
| (2) | 4, | 350, | MB-A. |
| (3) | 5A, | 67, | ES. |
| (4) | 5B, | 144, | ES. |
| (5) | 6A, | 31, | ES. |
| (6) | 6C, | 72, | ES. |
| (7) | 7, | 20, | ES. |

| | | | |
|------|--------|------|-----|
| (8) | 9, | 370, | ES. |
| (9) | 10, | 63, | ES. |
| (10) | 12, | 140, | ES. |
| (11) | 13, | 90, | ES. |
| (12) | 13, | 16, | A. |
| (13) | 15, | 187, | ES. |
| (14) | 15, | 29, | A. |
| (15) | 16A, | 12, | ES. |
| (16) | 16A, | 2, | A. |
| (17) | 16B, | 4, | ES. |
| (18) | 16B, | 1, | A. |
| (19) | 16C, | 38, | ES. |
| (20) | 16C, | 7, | A. |
| (21) | 16D, | 20, | ES. |
| (22) | 16D, | 4, | A. |
| (23) | 16E, | 32, | ES. |
| (24) | 16E, | 14, | A. |
| (25) | 17, | 30, | ES. |
| (26) | 17, | 8, | A. |
| (27) | 18, | 30, | ES. |
| (28) | 21A, | 2, | ES. |
| (29) | 21A, | 1, | A. |
| (30) | 21B, | 60, | ES. |
| (31) | 21B, | 13, | A. |
| (32) | 22A, | 7, | ES. |
| (33) | 22A, | 4, | A. |
| (34) | 22B, | 1, | ES. |
| (35) | 23, | 20, | ES. |
| (36) | 23, | 3, | A. |
| (37) | 24, | 8, | ES. |
| (38) | 24, | 2, | A. |
| (39) | 34, | 69, | ES. |
| (40) | 36, | 53, | ES. |
| (41) | 37, | 10, | ES. |
| (42) | 44/45, | 25, | ES. |
| (43) | 46, | 100, | ES. |
| (44) | 47, | 10, | ES. |
| (45) | 48, | 230, | ES. |
| (46) | 49, | 5, | ES. |
| (47) | 50, | 35, | ES. |
| (48) | 51, | 25, | ES. |
| (49) | 52, | 40, | ES. |
| (50) | 53, | 75, | ES. |
| (51) | 54, | 300, | ES |

(except northeast portion).

| | | | |
|------|------|------|-----|
| (52) | 55A, | 700, | ES. |
| (53) | 56A, | 10, | ES. |
| (54) | 57, | 100, | ES. |
| (55) | 58, | 10, | ES. |

K. Elk enhancement licenses. Elk enhancement licenses shall be valid from September 1 through December 31 for any legal weapon. These licenses shall be valid statewide only on public land where elk hunting is allowed, including the department's WMA's and private land with prior written permission. Bag limit shall be one mature bull. The hunt code shall be ELK-1-400. License may be used either by the applicant or any individual of the selected applicant's choice through sale, barter, or gift.

L. Elk incentive authorizations.

(1) Distribution. Two (2)

elk incentive authorization certificates will be distributed through a drawing that will include all prior year deer and elk hunters forwarding their harvest survey forms to the department or its designated agent by the published deadline.

(2) Distribution. One (1) elk incentive authorization certificate will be distributed through a drawing that will include all prior year deer and elk hunters who delivered for testing the head of a legally harvested elk or deer within 48 hours of death to the department or its designated agent.

(3) Authorization certificates to purchase the license may be used either by the applicant or any individual of the selected applicant's choice through sale, barter, or gift.

(4) Elk incentive hunts shall be restricted to the Valle Vidal area of the Carson national forest in GMU 55 during the first mature bull hunt after October 1st, using any legal weapon.

M. Valles Caldera national preserve access agreement licenses.

(1) Valles Caldera national preserve access agreement licenses hunt dates, permit numbers, bag limits, and legal weapon shall be allocated as specified below:

(a) Sept. 16 - 22, 5, MB, for any legal weapon.

(b) Oct. 2 - 6, 12, MB, for any legal weapon.

(c) Oct. 9 - 13, 12, MB, for any legal weapon.

(d) Sept. 7 - 16, 16, ES, for bows only.

(e) Oct. 16 - 20, 8, MB, for muzzleloaders only.

(2) Each Valles Caldera national preserve access agreement license shall be valid for one hunt in GMU 6B for which the bag limit and hunt period is specified on the Valles Caldera national preserve access agreement.

(3) Valles Caldera national preserve access agreement licenses shall be issued to the holders of Valles Caldera national preserve access agreements.

(4) The remaining available elk licenses allocated to GMU 6B shall be issued through public draw pursuant to 19.31.8.24 NMAC.

[19.31.8.24 NMAC – Rp 19.31.8.24 NMAC, 4-1-2003]

19.31.8.25 ANTELOPE (2004-2005):

A. Antelope hunts for any legal weapon, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open areas or AMU's, shall be as indicated below. The director may change or cancel all hunts on military lands to accommodate closures on those lands; provided the season length and bag limit shall remain the same as assigned on original hunt code.

(1) Oct. 2 - 3, ANT-1-101, 200, MB, 3, 5, 9, 10, 11, 12 - 18, 20.

(2) Sept. 11 - 12, ANT-1-102, 35, MB, 19: Stallion range of WSMR.

(3) Sept. 18 - 19, ANT-1-103, 300, MB, 6, 23 - 27, 31 - 34, 36 - 40, 43.

(4) Sept. 25- 26, ANT-1-104, 75, F-IM, selected ranches in SE area (youth only, must provide hunter education certification number on application).

(5) Aug. 21 - 23, ANT-1-105, 300, MB, 41, 42, 44 - 49, 53 - 58.

(6) Sept. 11 - 12, ANT-1-106, 10, MB, 29:McGregor range (military only, must be full time active military and proof of military status must accompany application).

B. Antelope hunts for bows, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open AMU's, shall be as indicated below:

(1) Aug. 21 - 29, ANT-2-101, 200, MB, 3, 5, 10.

(2) Aug. 21 - 29, ANT-2-102, 6, MB, 9.

(3) Aug. 21 - 29, ANT-2-103, 15, MB, 12.

(4) Aug. 21 - 29, ANT-2-104, 30, MB, 13.

(5) Aug. 21 - 29, ANT-2-105, 25, MB, 16.

(6) Aug. 21 - 29, ANT-2-106, 30, MB, 20.

(7) Aug. 21 - 25, ANT-2-107, 200, MB, 6, 23 - 27, 30 - 34, 36 - 40, 43.

(8) Aug. 7 - 11, ANT-2-108, 100, MB, 42, 44 - 49, 53 - 58.

C. Antelope hunts for muzzleloaders, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open areas or AMU's, shall be as indicated below:

(1) Sept. 11 - 12, ANT-3-101, 50, MB, 29.

(2) Sept. 11 - 12, ANT-3-102, 10, MB, 29: McGregor

range (youth only, must provide hunter education certification number on application).

- (3) Aug. 21 - 24, ANT-3-103, 175, MB, 52: portion west of the Rio Grande.

D. Antelope hunts for handicapped hunters, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open AMU's, shall be listed below:

- (1) Aug. 7 - 8, ANT-4-101, 2, MB, 9.
 (2) Aug. 7 - 8, ANT-4-102, 2, MB, 12.
 (3) Aug. 7 - 8, ANT-4-103, 5, MB, 13.
 (4) Aug. 7 - 8, ANT-4-104, 2, MB, 16.
 (5) Aug. 7 - 8, ANT-4-105, 5, MB, 18.
 (6) Aug. 7 - 8, ANT-4-106, 2, MB, 20.
 (7) Aug. 7 - 9, ANT-4-107, 45, MB, 3, 5, 6, 10, 23-28, 31-34, 36-39, and 43.
 (8) Aug. 7 - 8, ANT-4-108, 25, MB, 42, 44 - 49, 53 - 58.

E. The director may cancel portions of any antelope hunt or set a bag limit of any one antelope if summer surveys indicate the need for such action. The director may allot up to 6,000 private land antelope licenses for use on those ranches whose owners, manager, or lessees sign a hunting agreement with the department.

F. Private land antelope hunt dates shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and AMU's open:

- (1) Sept. 18 - 19 ANT-1-701, unlimited, F-IM, selected ranches in AMU's 1, 2, 3, 5, 6, 7, 8, 10, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 43.
 (2) Sept. 25 - 26, ANT-1-702, unlimited, F-IM, selected ranches in AMU's 1, 2, 3, 5, 6, 7, 8, 10, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 43.
 (3) Sept. 18 - 20, ANT-1-703, unlimited, MB, 41, 42, 44, 45, 46, 47, 48, 49, 53 - 58.

G. Bow and mobility-impaired antelope hunters shall not be allowed in any AMU or portion thereof that has been administratively closed by the director to rifle hunting.

[19.31.8.25 NMAC – Rp 19.31.8.25 NMAC, 4-1-2003]

19.31.8.26 BARBARY SHEEP (2004-2005):

A. Barbary sheep hunt dates shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas:

- (1) Nov. 1 - 21, BBY-1-001, unlimited, ES, 32, 36, 37.

(2) Feb. 1 - 28, 2005, BBY-1-001, unlimited, ES, statewide (including the Marquez and Water canyon WMA's in GMU 9 and except GMU's 8, 13, 14, 16, WSMR and Ft. Bliss portions of 19, 22, 23, 24, 26, 27 and 28).

B. Season dates shall be from October 30 - 31, 2004, on the McGregor range hunt area. Only those who hold a valid McGregor range deer entry permit shall be eligible to hunt Barbary sheep in this area and period. The bag limit shall be one Barbary sheep.
 [19.31.8.26 NMAC – Rp 19.31.8.26 NMAC, 4-1-2003]

19.31.8.27 BIGHORN SHEEP (2004-2005):

A. Bighorn sheep hunts shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and GMU's or areas open:

- (1) Dec. 27 - Jan. 4, 2005, BHS-1-101, 1, any ram, 16B, 22, 24: Turkey creek area.

- (2) Nov. 1 - 30, BHS-1-102, 1, any ram, 27: Peloncillo mountains.

- (3) Sept. 4 - 12, BHS-1-103, 8, any ram, 44, 45: Pecos mountain.

- (4) Sept. 8 - 19, BHS-1-104, 2, any ram, 53: portion south of NM 38.

(5) Auction hunt seasons shall be Aug. 1 - Dec. 31 in the Peloncillo mountains in GMU 27, Turkey creek area in GMU's 16B, 22, and 24, and the Pecos mountains in GMU's 44 and 45, or Sept. 1 - Dec. 31 in the Wheeler peak area south of NM 38 in GMU 53. The bag limit is any one ram and the hunt code is BHS-1-500.

(6) Raffle hunt season shall be Aug. 1 - Dec. 31 in the Peloncillo mountains in GMU 27, Turkey creek area in GMU's 16B, 22, and 24, and the Pecos mountains in GMU's 44 and 45, or Sept. 1 - Dec. 31 in the Wheeler peak area south of NM 38 in GMU 53. The bag limit is any one ram and the hunt code is BHS-1-600.

B. It shall be illegal to kill any bighorn wearing a radio-collar in GMU 27.

[19.31.8.27 NMAC – Rp 19.31.8.27 NMAC, 4-1-2003]

19.31.8.28 JAVELINA (2004-2005):

A. Javelina hunts shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas:

- (1) Jan. 15 - Mar. 31, 2005, JAV-1-101, 600, ES, 12, 13, 15 - 17, 20 - 22, 30, & 31.

(2) Jan. 15 - Mar. 31, 2005, JAV-1-102, 100, ES, 23 through 27 (including Big Hatchet WMA), youth only, must provide hunter education certification number on application.

- (3) Feb. 1 - 15, 2005, JAV-1-103, 1300, ES, 23 through 27 (including Big Hatchet WMA).

B. [RESERVED]

[19.31.8.28 NMAC – Rp 19.31.8.28 NMAC, 4-1-2003]

19.31.8.29 ORYX (2004-2005):

A. Oryx hunts for firearms and muzzleloaders shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses, bag limit, and areas open. The director may change or cancel all hunts on military lands to accommodate closures on those

lands; provided the season length and bag limit shall remain the same as assigned on original hunt code. Two persons may apply on one application.

- | | | | | | |
|-----|---------------------|------------|------|-----|----------------------|
| (1) | Jan. 1 - 2, 2005, | ORX-1-101, | 60, | ES, | red canyon. |
| (2) | Nov. 13 - 14, | ORX-1-102, | 130, | ES, | Rhodes canyon. |
| (3) | Feb. 12 - 13, 2005, | ORX-1-103, | 130, | ES, | Rhodes canyon. |
| (4) | Sept. 25 - 26, | ORX-1-104, | 50, | ES, | small missile range. |
| (5) | Nov. 27 - 28, | ORX-1-105, | 50, | ES, | small missile range. |
| (6) | Sept. 11 - 12, | ORX-1-106, | 90, | ES, | stallion range. |
| (7) | Dec. 11 - 12, | ORX-1-107, | 130, | ES, | stallion range. |
| (8) | Jan. 29 - 30, 2005, | ORX-1-108, | 130, | ES, | stallion range. |
| (9) | Jan. 15 - 16, 2005, | ORX-1-109, | 60, | ES, | Tularosa gate. |

B. Oryx hunts for firearms, muzzleloaders, and bows shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses, bag limit, and areas open. Firearms or muzzleloaders shall be legal Dec. 28 - 30, bows shall be legal only for December 28 and 29, only firearms or muzzleloaders shall be legal on December 30. The director may change or cancel all hunts on military lands to accommodate closures on those lands; provided the season length and bag limit shall remain the same as assigned on original hunt code.

- | | | | | | |
|-----|---------------|------------|------|-----|------------------------------------------------------------------------------------------------|
| (1) | Dec. 28 - 30, | ORX-1-110, | 110, | ES, | Rhodes canyon |
| (2) | Dec. 28 - 30, | ORX-1-111, | 20, | ES, | Rhodes canyon (youth hunt, must provide hunter education certification number on application). |

education certification number on application).

C. Oryx incentive authorizations.

(1) Distribution. Five (5) oryx incentive authorization certificates will be distributed through a drawing that will include all prior year deer and elk hunters forwarding their harvest survey forms to the department or its designated agent by the published deadline.

(2) Distribution. One (1) oryx incentive authorization certificate will be distributed through a drawing that will include all prior year deer and elk hunters who delivered for testing the head of a legally harvested elk or deer within 48 hours of death to the department or its designated agent.

(3) Authorization certificates to purchase the license may be used either by the applicant or any individual of the selected applicant's choice through sale, barter, or gift.

(4) Oryx incentive hunts shall be any one (1) regular established oryx season (non-depredation) of the hunters choice. Bag limit shall be either sex with the legal weapon and hunt area that of the selected hunt.

D. The director, at his discretion, may adjust the number of oryx licenses and hunt dates on White Sands missile range pending negotiations with White Sands missile range officials. Hunt dates may extend into future hunting seasons.

[19.31.8.29 NMAC – Rp 19.31.8.29 NMAC, 4-1-2003]

19.31.8.30 PERSIAN IBEX (2004-2005):

A. Persian ibex hunts shall be as indicated below, listing the hunt date, hunt code, maximum number of licenses available, bag limit, and open GMU's or areas. The portion of GMU 25 bounded by interstate 10 on the north, U.S.-Mexico border on the south, NM 11 on the west and the Dona Ana-Luna county line on the east is closed to cougar hunting during any concurrent Persian ibex hunt:

(1) Oct. 2 - 10, IBX-1-500, 2, F-IM, Florida mountains, (youth only, must be 17 years of age or younger and provide hunter education certification number on application).

(2) Dec. 4 - 19, IBX-1-525, 5, ES, Florida mountains.

(3) Jan. 15 - 30, 2005, IBX-2-535, 5, ES, Florida mountains.

(4) Feb. 19 - 27, 2005, IBX-3-540, 5, ES, Florida mountains.

(5) April 1 - March 31, 2005, IBX-1-528, unlimited, ES, 20, 21, 23, 24, 25 (except Florida mountains), 26, 27.

B. Holders of the off-mountain license (IBX-1-528) may apply for any on-mountain ibex hunt (IBX-1-500, IBX-1-525, IBX-2-535, or IBX-3-540) if they qualify. The off-mountain (IBX-1-528) license holders need only submit the \$6.00 application fee and their license number along with their application.

C. Any valid Persian ibex license shall be valid during the off-mountain (IBX-1-528) hunts.

D. Holders of an off-mountain (IBX-1-528) license have an unlimited number of tags available upon request at any department office.

[19.31.8.30 NMAC – Rp 19.31.8.30 NMAC, 4-1-2003]

19.31.8.31 [RESERVED]

[19.31.8.31 NMAC – Rp 19.31.8.31 NMAC, 4-1-2003]

19.31.8.32 CHRONIC WASTING DISEASE CONTROL: It shall be unlawful to transport dead deer or elk taken from any game management unit in which the presence of chronic wasting disease has been confirmed to any location outside that game management unit except the following portions of the carcass:

- A. Meat that is cut and wrapped (either commercially or privately).
- B. Quarters or other portions of meat with no part of the spinal column or head attached.
- C. Meat that has been boned out.
- D. Hides with no heads attached.

E. Clean skull plates with antlers attached. Clean is defined as having been immersed in a bath of at least 1 part chlorine bleach and 2 parts water with no meat or tissue attached.

F. Antlers with no meat or tissue attached.

G. Upper canine teeth, also known as "buglers," "whistlers," or "ivories."

H. Finished taxidermied heads.

[19.31.8.32 NMAC - N, 4-1-2003]

NEW MEXICO BOARD OF EXAMINERS FOR OCCUPATIONAL THERAPY

This is an amendment to 16.15.1.12 NMAC, General Provisions, Public Records

16.15.1.12 PUBLIC RECORDS:

Except as provided herein and except as otherwise provided by law, all applications, pleadings, petitions and motions are matters of public record at the time ~~to~~ of filing with the Board. Upon notification of the defendant, the Notice of Contemplated Action and information contained in the complaint file becomes a public record and subject to disclosure.

[06-14-97; 16.15.1.12 NMAC - Rn, 16 NMAC 15.1.12, 06-29-00; A, 04-03-03]

NEW MEXICO BOARD OF EXAMINERS FOR OCCUPATIONAL THERAPY

This is an amendment to 16.15.2 NMAC, Licensing Requirements, Sections 8, 9, 10, 12, 13, 14, and 15

16.15.2.8 EXAMINATION:

A. The examination prescribed by the Board is the National Board for Certification in Occupational Therapy Examination for an Occupational Therapist Registered or Certified Occupational Therapy Assistant. All applicants for licensure, pursuant to the Occupational Therapy Act, must obtain a passing grade on the examination, as determined by the National Board for Certification in Occupational Therapy (NBCOT), ~~on the examination~~ in order to be eligible for licensure.

B. The Board requires each applicant to pass an examination on the state laws, rules and regulations that pertain to the practice of occupational therapy in New Mexico. All applicants for

licensure must take the New Mexico jurisprudence exam and have a passing score of 80%, based on a total available score of 100%. Any applicant who fails to pass the jurisprudence examination may retake the exam upon receipt of the required fees.

[06-14-97; 16.15.2.8 NMAC - Rn, 16 NMAC 15.2.8, 06-29-00; A, 04-03-03]

16.15.2.9 INITIAL APPLICATION FOR LICENSURE:

A. An application packet may be obtained from the State Licensure Board office.

B. The application must be submitted on completed forms as supplied by the Board.

C. A photograph of the applicant taken within six months prior to filing application must be submitted with the application. (Passport size recommended.)

D. Application fees in the form of a check or money order must be submitted in full with the application. Personal checks may delay processing of your application for up to ten (10) days.

E. Verification of registration or certification may be provided in any of the following ways.

~~E.~~ (1) Written verification MUST be received by the Board directly from the National Board for Certification in Occupational Therapy (NBCOT) certifying that the applicant's certification is active and in good standing.

(2) Provide the Board with verification of initial certification from the National Board for Certification in Occupational Therapy (NBCOT) or the American Occupational Therapy Certification Board (AOTCB) AND verification of licensure from each state in which the applicant has been licensed. Such proof of licensure must be received by the Board directly from the state boards where currently and previously licensed. For applicants who practiced in states that do not require licensure, verification of employment shall be received by the Board office directly from the applicant's previous employers on a Verification of Employment form to be provided by the Board.

F. ~~A certified~~ An occupational therapy assistant ~~[(COTA)] (OTA), [has filed]~~ shall file with the Board a signed, current statement of supervision by the ~~[registered]~~ occupational therapist ~~[(OTR)] (OT)~~ who will be responsible for the supervision of the ~~[certified]~~ occupational therapy assistant ~~[(COTA)] (OTA)~~. Both the supervisor and supervisee carry responsibility for notifying the board within ten (10) work days when there is a change of super-

visor.

G. On-line applications will require a notarized signature card be filed with the Board office.

~~G.]H.~~ All licenses are the property of the Board and shall forthwith be returned to the Board, if requested.

~~H.]I.~~ No license is valid without the official Board seal.

[06-14-97; 02-14-98; 16.15.2.9 NMAC - Rn, 16 NMAC 15.2.9, 06-29-00; A, 04-03-03]

16.15.2.10 PROVISIONAL PERMITS:

A. Any persons who have completed the education and experience requirements of the Occupational Therapy Act and who have applied for the ~~[first available]~~ National Board for Certification in Occupational Therapy (NBCOT) examination ~~[for which they are eligible, but who have not yet taken the first available NBCOT examination]~~ may apply for a provisional permit.

B. The provisional permit allows the applicant to practice occupational therapy under the supervision of a licensed occupational therapist as defined in ~~[Part 3]~~ 16.15.3 NMAC.

C. The provisional permit is in effect ~~[until the person passes the first available examination for which he/she is eligible]~~ for a maximum of six (6) months after issuance. Failure to sit for the NBCOT examination within six (6) months automatically voids the provisional permit. A license may be issued when results of the examination have been made public.

D. The provisional permit will automatically be invalidated upon notice to the Board that the applicant has failed the examination.

E. Any previous failures of the NBCOT certification exam will prevent a person from obtaining a provisional permit.

F. Persons practicing on a provisional permit shall file with the Board a signed current statement of supervision by ~~[the registered]~~ the occupational therapist or occupational therapists ~~[(OTR or OTR's)]~~ (OT or OTs) who will be responsible for the supervision of the person practicing on a provisional permit. Both the supervisor and supervisee carry responsibility for notifying the board within ten (10) work days when there is a change of supervisor.

G. Persons practicing on a provisional permit pending certification as an occupational therapy assistant ~~[(COTA)] or a registered~~ (OTA) or an occupational therapist ~~[(OTR)](OT)~~ are not eligible to supervise. ~~[(Refer to Part 3: Supervision)](Refer 16.15.3 NMAC)~~

H. All provisional permits are the property of the Board and shall forthwith be returned to the Board, if requested.

I. ~~[No provisional permit is valid without the official Board seal.]~~ The provisional permit requires the official board seal and is valid for no more than six months.

[06-14-97; 16.15.2.10 NMAC - Rn, 16 NMAC 15.2.10, 06-29-00; A, 04-03-03]

16.15.2.12 LICENSURE BY ENDORSEMENT: Applicants for licensure by reciprocity from other states, must submit all of the requirements as set forth in ~~[Section 9]~~ 16.15.2.9 NMAC. All application information is subject to verification by the Board.

[06-14-97; 16.15.2.12 NMAC - Rn, 16 NMAC 15.2.12, 06-29-00; A, 04-03-03]

16.15.2.13 ANNUAL RENEWAL:

A. Annual renewal fees in the form of a check or money order must be remitted when due or license will expire automatically.

B. Licenses may be renewed upon receipt of a renewal application submitted on the form provided by the Board, or via on-line renewal application through the Board's on-line professional licensing system, the applicable annual renewal fee, and proof of continuing education requirements pursuant to regulations of the Board.

C. The annual renewal date is October 1st of each year. All licenses issued by the Board will expire on September 30th of each year.

[06-14-97; 16.15.2.13 NMAC - Rn & A, 16 NMAC 15.2.13, 06-29-00; A, 04-03-03]

16.15.2.14 EXPIRED LICENSE: A license not renewed on the annual renewal date is expired.

A. The Board may reinstate a license upon receipt of the renewal application, renewal fee for each year the license has been expired, appropriate late fee and documentation of continuing education contact hours as required.

B. Validation of Competency

(1) Twenty (20) continuing education contact hours will be required for each year of expired licensure.

(2) After five (5) years of an expired licensure, the applicant may be requested to take the NBCOT certification examination.

(3) Alternative proof of competency may be considered on an individual basis by the Board. Options for alternative

proof of competency may include, but are not limited to: AOTA self-study course; university sponsored occupational therapy refresher course; supervised fieldwork as designated by the Board, not to exceed 12 weeks, and to be decided on a case by case basis; university courses (subject matter to be pre-approved by the Board); and continuing education (courses to be pre-approved by the Board).

(4) Passage of the jurisprudence examination.

[06-14-97; 16.15.2.14 NMAC - Rn & A, 16 NMAC 15.2.14, 06-29-00; A, 04-03-03]

16.15.2.15 INACTIVE LICENSE:

A. A license in good standing may be transferred to inactive status upon written request to the Board. Such request shall be made prior to the expiration of the license.

B. An annual inactive fee must be submitted to the Board. (Refer to Part 6, Fee Schedule.)

C. A licensee may reactivate the license upon submission of the following:

(1) A renewal form.

(2) Payment of the annual renewal fee for the year in which the licensee wishes to reactivate.

(3) Proof of continuing education units for each year of inactive status.

(4) ~~[Any]~~ Additional proof of competency as requested and prescribed by the Board will be required after five (5) years of an inactive license.

(5) Passage of the jurisprudence exam.

(6) Completion of a Verification of Employment form for licensees that have practiced outside New Mexico while on inactive status.

[06-14-97; 16.15.2.15 NMAC - Rn, 16 NMAC 15.2.15, 06-29-00; A, 04-03-03]

NEW MEXICO BOARD OF EXAMINERS FOR OCCUPATIONAL THERAPY

This is an amendment to 16.15.3 NMAC, Supervision, Sections 7, 8, 9, 10, and 11

16.15.3.7 DEFINITIONS:

A. "Supervision" means the typical oversight required for individuals at the various levels of role performance. Supervision is a shared responsibility. The supervising occupational therapist ~~[(OTR-L)]~~ OT has a responsibility to provide supervision to ~~[certified]~~ occupational therapy assistants ~~[(COTA/L)]~~ (OTAs), per-

sons practicing on a provisional permit, and occupational therapy aides/technicians. The supervisee has a responsibility to obtain supervision.

B. An "entry-level occupational therapy assistant" (OTA) means a new graduate that has not passed the National Board for Certification in Occupational Therapy Exam.

~~[B-]C. "Entry-level Occupational Therapy Assistant" (OTA) means a new graduate with less than 960 hours of experience who has passed the National Board for Certification in Occupational Therapy (NBCOT) examination, or is new to an area of practice or new to a facility.~~ 960 hours begins on the date of employment with full (non-provisional) licensure. ~~[A-certified]~~ An occupational therapy assistant [(COTA/L)] (OTA) shall also be considered entry-level when moving to a new area of practice. In this case, the [certified] occupational therapy assistant [(COTA/L)] (OTA) shall move to intermediate-level status after completing the facility's probationary period. An entry-level [certified] occupational therapy assistant [(COTA/L)] (OTA) must demonstrate competency by meeting work performance evaluation criteria in a satisfactory manner.

~~[C. An "entry level occupational therapy assistant" (OTA) means a new graduate that has not passed the National Board for Certification in Occupational Therapy Exam.]~~

~~[-(1) An "entry level certified occupational therapy assistant" (COTA) means a new graduate that has passed the National Board for Certification in Occupational Therapy Exam, yet has less than one year of experience or is new to an area of practice or new to a facility.]~~

~~D. [(2)] "Intermediate-level [Certified] Occupational Therapy Assistant [(COTA/L)] (OTA)" means a [certified] an occupational therapy assistant [(COTA/L)] (OTA) that has advanced to this level with up to three (3) years of experience, or a more experienced [certified] occupational therapy assistant [(COTA/L)] (OTA) who has recently passed the probationary period in a new area of practice. An intermediate-level [certified] occupational therapy assistant [(COTA/L)] (OTA) must demonstrate competency by meeting work performance evaluation criteria in a satisfactory manner.~~

~~E. [(3)] "Advanced-level [Certified] Occupational Therapy Assistant [(COTA/L)] (OTA)" means a [certified] an occupational therapy assistant [(COTA/L)] (OTA) with a minimum of three years experience in a particular area of practice. An advanced-level [certified] occupational therapy assistant [(COTA/L)] (OTA) must demonstrate competency by meeting work~~

performance evaluation criteria in a satisfactory manner.

E. “Twenty percent (20%) face-to-face clinical observation” means a minimum of every fifth (5th) contact or 1 out of every 5 shall be direct observation of treatment.

G. “Supervision contact” means any form of supervision that is of sufficient length of time to ethically provide guidance.

[06-14-97; 16.15.3.7 NMAC – Rn & A, 16 NMAC 15.3.7, 06-29-00; A, 04-03-03]

16.15.3.8 SUPERVISION:

A. ~~[Certified]~~ Occupational therapy assistants ~~[(COTA/L)]~~ (OTA) and persons practicing on a provisional permit shall file with the Board a signed current statement of supervision by the occupational therapist or occupational therapists ~~[OTR/L or OTR/Ls]~~ (OT or OTs) who will be responsible for the supervision of the ~~[certified]~~ occupational therapy assistant or person practicing on a limited permit. The statement of supervision must be filed with the Board within ten (10) work days of employment and a new statement of supervision must be filed with the Board within ten (10) work days of any change in employment or supervisor.

B. Supervision of persons pending certification as an occupational therapy assistant ~~[COTA/L]~~ (OTA) shall consist of specific documentation as detailed in the “Supervision Log”, ~~[paragraph 10.5]~~. The original of the “Supervision Log” should be kept by the supervisee with a copy kept by the employer and supervisor. A copy of the “Supervision Log” **must** be submitted to the Board prior to issuance of full licensure.

C. Supervision is an interactive process, more than a paper review or a co-signature, and requires direct in-person contact.

D. Supervision by the ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) is related to the ability of the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) to safely and effectively provide those interventions delegated by ~~[a registered]~~ an occupational therapist ~~[(OTR/L)]~~ (OT).

E. An intermediate-level or advanced-level ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) may supervise an entry-level ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) when his/her job competencies have been assured by the supervising ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT).

F. The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) has ultimate overall responsibility for service per-

formance by the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA), and for the health and safety of each client in the provision of occupational therapy services.

G. Supervision of the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) shall consist of specific documentation as detailed in the “Supervision Log”, Subsection ~~[E]~~ D of 16.15.3.10 NMAC. The original of the “Supervision Log” should be kept by the supervisee with a copy kept by the employer and supervisor. A copy of the “Supervision Log” **must** be submitted to the Board with each renewal application. For periods of unemployment, a written statement of the time period of unemployment should be attached to the “Supervision Log” and submitted with the renewal form.

H. The Board or its designee has the authority to request a copy of the “Supervision Log” at any time, without prior notice to the supervising therapist or supervisee.

I. The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) and the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) shall provide direct supervision to all occupational therapy aides/technicians.

J. Persons practicing on a provisional permit pending certification as ~~[a certified]~~ an occupational therapy assistant ~~[(COTA/L)]~~ (OTA) or ~~[a registered]~~ an occupational therapist ~~[(OTR/L)]~~ (OT) are not eligible to supervise.

[06-14-97; 02-14-98; 16.15.3.8 NMAC – Rn & A, 16 NMAC 15.3.8, 06-29-00; A, 04-03-03]

16.15.3.9 FOUR LEVELS OF SUPERVISION FOR ~~[C-OTAs]~~ OTA's ARE IDENTIFIED:

A. “Direct Supervision” means a minimum of daily direct contact at the site of work with the licensed supervisor physically present within the facility when the supervisee renders care and requires the supervisor to co-sign all documentation that is completed by the supervisee. In a work setting involving multiple sites of work and/or offices, supervision shall occur at one or more of the sites or offices, but not necessarily all sites or offices. The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) or an intermediate-level or advanced-level ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~-(OTA) shall provide direct supervision for persons practicing on a provisional permit pending certification as ~~[a certified]~~ an occupational therapy assistant ~~[(COTA/L)]~~. The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) and the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) shall provide direct supervision to all

occupational therapy aides/technicians.

B. “Close Supervision” means a minimum of daily communication by means of direct contact, telephone, fax, or e-mail. In a single work setting or when involving multiple sites, supervision shall occur at one or more of the sites or offices, but not necessarily at all sites or offices. At a minimum, twenty percent (20%) of close supervision contacts shall be face-to-face clinical observation. Required for entry-level ~~[certified]~~ occupational therapy assistants ~~[(COTA/L)]~~ (OTA);

C. “Routine Supervision” means a minimum of direct contact at least every two (2) weeks at the site of work, with interim supervision occurring by other methods such as telephone, fax or e-mail. At a minimum, twenty percent (20%) of routine contacts shall be face-to-face clinical observation. Required for intermediate-level ~~[certified]~~ occupational therapy assistants ~~[(COTA/L)]~~ (OTA).

D. “General Supervision” means a minimum of monthly direct contact, with supervision available as needed by other methods such as telephone, fax or e-mail. At a minimum, twenty percent (20%) of general contacts shall be face-to-face clinical observation. Required for advanced-level ~~[certified]~~ occupational therapy assistants ~~[(COTA/L)]~~ (OTA).

[06-14-97; 16.15.3.9 NMAC – Rn & A, 16 NMAC 15.3.9, 06-29-00; A, 04-03-03]

16.15.3.10 SUPERVISION REQUIRED FOR PERSONS PRACTICING ON A PROVISIONAL PERMIT PENDING CERTIFICATION AS ~~[A REGISTERED]~~ AN OCCUPATIONAL THERAPIST ~~[(OTR/L)]~~ OT:

A. Supervision for persons practicing on a provisional permit pending certification as ~~[a registered]~~ an occupational therapist shall be provided by the ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT).

B. Supervision of persons practicing on a provisional permit pending certification as ~~[a registered]~~ an occupational therapist shall occur on-site. In a work setting involving multiple sites of work, and/or offices, supervision shall occur at one or more of the sites or offices, but not necessarily all sites or offices. ~~[(Please reference this Part, Paragraph 10.5.)]~~

C. Supervision of persons practicing on a provisional permit pending certification as ~~[a registered]~~ an occupational therapist shall occur a minimum of three (3) or more times per week for persons working five (5) days per week, a minimum of two (2) or more times per week for persons working four (4) days per week, and a minimum of one (1) or more times per week for persons working three (3) or less days

per week.

D. Supervision of persons practicing on a provisional permit pending certification as ~~[a registered]~~ an occupational therapist shall consist of specific documentation as detailed in the "Supervision Log". The original of the "Supervision Log" should be kept by the supervisee with a copy kept by the employer and supervisor. A copy of the "Supervision Log" **must** be submitted to the Board prior to issuance of full licensure. The "Supervision Log" should be submitted ten (10) work days prior to the expiration date of the provisional permit or upon receipt of confirmation of passing the certification exam.

E. The Board or its designee has the authority to request a copy of the "Supervision Log" at any time, without prior notice to the supervising therapist or supervisee.

F. The supervising occupational therapist shall co-sign any and all patient treatment notes while the supervisee is practicing on a provisional permit.

[06-14-97; 02-14-98; 16.15.3.10 NMAC – Rn & A, 16 NMAC 15.3.10, 06-29-00; A, 04-03-03]

16.15.3.11 TASK DELEGATION:

A. As pertains to the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA): the ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) shall evaluate each patient/client before direct care tasks are assigned to the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA). The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) shall determine and assign only those tasks that can be safely and effectively done by ~~[a certified]~~ an occupational therapy assistant ~~[(COTA/L)]~~ (OTA). Direct care tasks may include, but are not limited to:

(1) completing data collection procedures such as record review, interviews, general observations, and behavioral checklists;

(2) administering standardized and criterion-referenced tests after service competency has been established;

(3) reporting changes in status that might warrant reassessment or referral;

(4) contributing to treatment plan as developed by the ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT);

(5) providing direct intervention by engaging patient/client in activities related to occupational performance areas;

(6) adjusting and modifying treatment plans subject to final approval by ~~[a registered]~~ an occupational therapist ~~[(OTR/L)]~~ (OT); and

(7) reporting the factors that war-

rant discontinuation of intervention orally and in writing.

B. The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) must sign the evaluation, the original treatment plan, any change of the treatment plan, and discharge of services.

C. Duties and functions which the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) shall not perform include, but are not limited to:

(1) interpreting referrals or prescriptions for occupational therapy service;

(2) interpreting and analyzing evaluation data;

(3) developing or planning treatment plans independently; and

(4) acting independently without supervision of ~~[a registered]~~ an occupational therapist ~~[(OTR/L)]~~ (OT);

D. In extenuating circumstances, when the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) is without supervision, the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) may continue carrying out established programs for no longer than thirty (30) calendar days under agency supervision while appropriate occupational therapy supervision is sought. It is the responsibility of the Board to interpret what establishes "extenuating circumstances".

(1) The agency and the supervisee must notify the Board office, in writing, of the name of the agency supervisor within twenty-four (24) hours of approval for extenuating circumstances. This notification may be by means of fax or e-mail.

(2) The agency supervisor must sign the Supervision Log for each day of supervision.

E. As pertains to the occupational therapy aide/technician: the ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) shall evaluate each patient/client before direct care tasks are assigned to the occupational therapy aide/technician. Only the ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) shall determine, assign and modify those tasks that can be safely and effectively performed by the occupational therapy aide/technician.

(1) The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) or ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) shall not document services rendered by an aide or technician as occupational therapy services provided by a licensed practitioner.

(2) The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) or ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) shall supervise those delegated, established routine activities which are performed by the occupational therapy

aide/technician.

(3) The ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) and the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) shall not assign or permit occupational therapy aides/technicians to:

(a) interpret referrals or prescriptions for occupational therapy services;

(b) interpret or analyze evaluation data;

(c) develop, plan, adjust, or modify treatment plans;

(d) act on behalf of the ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT) or the ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA) in any matter related to direct patient/client care which requires judgment or decision making;

(e) act independently without the supervision of ~~[a registered]~~ an occupational therapist ~~[(OTR/L)]~~ (OT) or ~~[a certified]~~ an occupational therapy assistant ~~[(COTA/L)]~~ (OTA);

(f) document services provided by an aide or technician as occupational therapy provided by a licensed practitioner; and

(g) represent themselves as ~~[a registered]~~ an occupational therapist ~~[(OTR/L)]~~ (OT) or ~~[certified]~~ occupational therapy assistant ~~[(COTA/L)]~~ (OTA).

[06-14-97; 16.15.3.11 NMAC – Rn & A, 16 NMAC 15.3.11, 06-29-00; A, 04-03-03]

NEW MEXICO BOARD OF EXAMINERS FOR OCCUPATIONAL THERAPY

This is an amendment to 16.15.4 NMAC, Continuing Education Requirements, Sections 7, 8, and 9

16.15.4.7 DEFINITIONS:

"Continuing education" means any organized educational program relating to the topic of health, designed to expand a licensee's knowledge beyond the basic education requirements for ~~[registered]~~ occupational therapists and ~~[certified]~~ occupational therapy assistants ~~[as recognized by the American Occupational Therapy Association]~~ as recognized by the Board. Topics include, but are not limited to, administration, education, communication and clinical practice skills. One "continuing education contact hour" is equivalent to sixty (60) minutes.

[06-14-97; 16.15.4.7 NMAC – Rn & A, 16 NMAC 15.4.7, 06-29-00; A, 04-03-03]

16.15.4.8 ANNUAL CONTINUING EDUCATION REQUIREMENTS:

A. Every licensed ~~[regis-~~

~~tered~~ occupational therapist and ~~[certified]~~ occupational therapy assistant must earn a minimum of twenty (20) continuing education contact hours per year during each year of licensure. Continuing education contact hours must be earned prior to license renewal the following year. The first year during which twenty (20) contact hours must be earned is the year beginning on October 1st following license issuance and ending on the following September 30th. Occupational therapists and occupational therapy assistants licensed during the first year will be expected to pay the annual renewal fee and may submit continuing education contact hours during this first year for carryover. A maximum of twenty (20) contact hours may be carried over.

B. No license will be renewed in the absence of satisfactory evidence that the required continuing education contact hours have been earned.

C. The Board office will mail a renewal application to each licensee at least thirty (30) days prior to the expiration date of the license.

D. Each licensee is responsible for submitting the required renewal fee and continuing education by the expiration date whether or not a renewal application is received by the licensee.

[06-14-97; 16.15.4.8 NMAC – Rn & A, 16 NMAC 15.4.8, 06-29-00; A, 04-03-03]

16.15.4.9 APPROVAL OF CONTINUING EDUCATION:

A. No licensee may obtain credit for any continuing education contact hours without approval of those continuing education contact hours by the Board.

B. Prior approval of continuing education contact hours may be obtained upon request by the licensee. Final determination of values and approval of continuing education contact hours will remain at the discretion of the Board.

C. Continuing education contact hours may be earned in the following ways:

(1) **Attendance at a seminar, workshop or program;** applicants must provide all of the following:

(a) program agenda with number of contact hours;

(b) evidence that the program attended was sponsored by a component of the American Occupational Therapy Association or some other sponsor approved by the Board for continuing education credit;

(c) statement of the program's subject matter and/or stated objectives;

(d) statement indicating the instructor's background/expertise; and

(e) proof of actual program atten-

dance; such proof shall be a certificate of completion signed by the presenter or program sponsor.

(2) **Preparation and/or Presentation of a Workshop/In-service.**

Credit may be given only once for preparation or presentation of the same workshop and the Board will determine the number of continuing education contact hours approved. Applicant must provide proof of preparation and/or presentation. Proof of preparation may be an outline, copy of handouts, copy of overheads or transparencies, and a copy of the agenda showing name of licensee as presenter. Contact hours for the presenter will be calculated at three (3) times the number of hours of audience participation (e.g. a two hour workshop equals 6 hours for the presenter). A maximum of twelve (12) contact hours per renewal year is allowed in this area.

(3) **Completion of university or college courses.** Applicant must provide the name of the course; number of credit hours; inclusive dates of attendance; a final grade transcript; name of instructor and institution; and a brief summary indicating the course's relationship to the licensee's present or future position in the field of occupational therapy. Non-credit community college courses may be accepted at the Board's discretion.

(4) **Attendance at physician in-service programs or regular occupational therapy staff in-service programs.** The applicant must provide the name of the program; number of hours spent in the program; inclusive dates of attendance; name of the instructor or supervisor of the program; name of the institution; and a brief course summary indicating the course's relationship to the licensee's present or future position in the field of occupational therapy. A maximum of ten (10) contact hours will be allowed in this area.

(5) Completion of an American Occupational Therapy Association (AOTA) or other Self-Study course. The applicant must provide:

~~(+)~~(a) a copy of the certificate of completion ~~[provided by AOTA]~~ received from the program provider; and

~~(=)~~(b) a brief statement indicating the course's relationship to the licensee's present or future position in the field of occupational therapy.

(6) **Reading a Book.** The applicant must provide the name of the book; number of pages; name of the author; and a typewritten summary explaining how the information obtained from the book applies to the licensee's present or future position in the field of occupational therapy. The Board may approve, on an individual basis, up to two (2) contact hours for each book

read. A maximum of four (4) contact hours will be allowed in this area.

(7) **Writing a Book.** The applicant must provide a copy of the book written. The book will be returned to the licensee upon request.

(a) The book must have been copyrighted in the year for which the continuing education contact hours are requested.

(b) Up to forty (40) contact hours may be awarded at the Board's discretion.

(8) **Viewing Video Tapes/Films/Prerecorded Materials.**

An applicant must provide the name of the film, tape, or audio cassette; the length of time; name of the presenter; and a typewritten summary explaining how the information obtained applies to the licensee's present or future position in the field of occupational therapy. A maximum of ten (10) contact hours per year is allowed in this area.

(9) **Presentation of a paper.** The applicant must provide a copy of the paper along with the duration and location of the presentation. The presentation must have been made in the year for which the continuing education contact hours are requested. Credit may be given only once for any individual presentation and the Board will determine the number of continuing education contact hours approved.

(10) **Publication of a paper.** The applicant must provide a copy of the published paper, which must have been published prior to license renewal. Publication must be in a recognized journal or publication. The Board will determine the number of continuing education contact hours approved.

(11) **Conducting occupational therapy research.** The Board will determine the number of continuing education contact hours approved. The applicant must provide the following:

(a) title and description of research project, including brief timeline;

(b) names of other persons involved in project (i.e., co-investigators or supervisors);

(c) a brief statement indicating how participation in the project is related to the licensee's present or future position in the field of occupational therapy;

(d) a brief statement indicating how participation in the project is benefiting the applicant's therapy skills or research skills; and

(e) provide a copy of the research report (if project has been completed); (if report is incomplete), credit will be allowed by providing the listed information or by receipt of the college transcript.

(12) **Specialty/Certification Programs.** Applicants wishing to receive

continuing education for certification programs must submit a certificate of completion signed by the program sponsor. The Board will determine the number of continuing education contact hours approved.

(13) **Supervising Level II Fieldwork.** Applicants should provide a copy of the student evaluation (cover and signature pages only). The student's name should be blacked out for confidentiality. ~~Two (2) contact hours will be approved for each thirty (30) day period of supervision up to a maximum of ten (10) contact hours per year.~~ A maximum of twelve (12) contact hours will be approved for each OT Fieldwork II rotation of twelve (12) weeks. A maximum of eight (8) contact hours will be approved for each OTA Fieldwork II rotation of eight (8) weeks. A maximum of twelve (12) contact hours per renewal year is allowed in this area.

(14) **Mentoring.** Applies to an ~~[(OTR/L)]~~ (OT) or ~~[(COTR/L)]~~ (OTA) who has been practicing at least one year prior to entering a new area of practice only. Mentoring shall occur for a minimum of six months and no longer than one year. The mentor shall have at least one (1) year of experience in the specialty area of practice. The "Supervision Log" should be used as proof of hours mentored. Both the Mentor and Mentored will be allowed up to a maximum of five (5) contact hours per year.

(15) **Alternative Medicine Seminars.** Applicants should include a statement indicating how the course relates to the licensee's present or future position in the field of occupational therapy with their request. The Board will approve contact hours for these courses on a case-by-case basis.

(16) **Internet Courses.** Applicants should include a copy of the certificate of completion received from the program provider.

D. Ineligible Activities include, but are not limited to:

(1) orientation and in-service programs dealing with organizational structures, processes, or procedures;

(2) meetings for purposes of policy making;

(3) association, chapter or district business meetings;

(4) entertainment or recreational meetings or activities;

(5) committee meetings, holding of offices, serving as an organizational delegate;

(6) visiting exhibits;

(7) any self-directed studies not approved by the Board; and

(8) CPR education.

~~[E.]E.~~ Credit screening procedures are as follows:

(1) the Board or its designee must approve each request for continuing education credit;

(2) the licensee will be informed of the Board's action within thirty (30) calendar days of receipt of the request; and

(3) the licensee whose request has been denied may appeal to the Board ~~[with]~~ within thirty (30) calendar days of the notification of the Board's decision.

~~[E.]E.~~ Continuing Education Audit.

(1) The Board shall audit a percentage of renewal applications each year to verify the continuing education requirement.

(2) If a NOTICE OF AUDIT letter is received with the annual renewal form, evidence of continuing education hours earned during the renewal year must be submitted to the Board as requested and as required in the Occupational Therapy Act and by this rule.

(3) If the licensee is NOT AUDITED, all documentation of attendance and agendas should be retained by the licensee for a minimum of three (3) years immediately preceding the current renewal.

(4) The Board reserves the right to audit continuing education attendance certificates whenever there is reasonable doubt the courses submitted, dates, or hours may be incorrect.

(5) Proof of attendance for all continuing education programs is required on all renewal applications submitted after the expiration date.

~~[E.]G.~~ Credit for excess continuing education contact hours accumulated may be used only during the following year. Documentation of excess continuing education contact hours which are being submitted for credit must be submitted with the annual renewal fee and application. The Board will allow a maximum of twenty (20) continuing education contact hours to be carried over into the next licensing year. [06-14-97; 16.15.4.9 NMAC – Rn & A, 16 NMAC 15.4.9, 06-29-00; A, 04-03-03]

NEW MEXICO BOARD OF EXAMINERS FOR OCCUPATIONAL THERAPY

This is an amendment to 16.15.5 NMAC, Disciplinary Proceedings, Sections 8 and 9

16.15.5.8 CONDUCT OF HEARING REGULATIONS

A. **Opportunity for a Licensee or Applicant to have a Hearing:** Pursuant to the Uniform Licensing Act, 61-

1-1 to 61-1-33 NMSA 1978, every licensee or applicant shall be afforded notice and an opportunity to be heard before the Board shall have authority to take any action, the effect of which would be:

(1) to deny a license after examination for any cause other than failure to pass an examination or failure to meet educational or administrative requirements for the issuance of a license;

(2) to deny a license for which application has been duly made on the basis of reciprocity;

(3) to withhold the renewal of a license for any cause other than failure to pay the required renewal fee;

(4) to suspend a license; and

(5) to revoke a license.

B. **Limitations:** Any action which would have the effect of denying, revoking, or suspending a license shall be governed by the Uniform Licensing Act, 61-1-1, et seq. NMSA 1978.

C. **Complaint Procedures:**

(1) **Inquiries Regarding Making a Complaint:** A complaint may be initiated by any person through a telephone call, a written complaint, or a walk-in complaint presented to the Board office. Only those complaints that are in writing on the official Occupational Therapy Complaint Form will be formally addressed by the Board. The forms required for an official complaint can be obtained from the Board office, Board of Examiners for Occupational Therapy, P.O. Box 25101, Santa Fe, NM, 87504.

(2) **Procedures for Receipt of a Complaint at the Board's Office:** The Board Administrator, or any member of the Board who may be appointed by the Board Chairperson, will act as the Complaint Manager for the procedures outlined below. Upon receipt of a written, signed complaint, or upon the Board's own action as initiated by a vote of the majority of the members of the Board acting at a duly convened meeting of the Board, if the Board has reasonable cause to believe that the Occupational Therapy Act or the rules and regulations promulgated pursuant thereto have been or are being violated, the Complaint Manager shall:

(a) log in the date the complaint is received in the Board office;

(b) determine that the subject of the complaint is a licensed ~~[registered]~~ occupational therapist ~~[(OTR/L)]~~ (OT), a licensed ~~[certified]~~ occupational therapy assistant ~~[(COTR/L)]~~ (OTA), a person practicing on a provisional permit or a person not licensed to practice;

(c) assign a complaint number and set up an individual file. Complaint numbering shall begin in January of each year;

(d) forward the complaint to the professional board member who has been designated to review complaints (Complaint Chairperson); and

(e) send a certified letter to the complainant confirming receipt of the complaint.

(3) Review by the Complaint Committee:

(a) The Complaint Chairperson and Complaint Manager will comprise the Complaint

Committee, and will review all written, signed complaints filed against a licensee. The Complaint Committee shall provide the subject of the complaint ("respondent") with a copy of the complaint within thirty (30) calendar days

of receipt of the complaint in the Board office, unless the Complaint Committee reasonably determines that disclosure of the complaint at that time will substantially and materially impair the integrity or efficacy of the investigation. Nondisclosure at the initial stage of the complaint process shall be the exception, rather than the rule.

(b) Unless it has been determined that disclosure of the complaint will substantially and materially impair the integrity or efficacy of the investigation, so that the investigation is proceeding without notice to the respondent at the initial stage, the respondent shall be provided twenty (20) calendar days from the date of signature on the receipt of certified mail in which to file a written response to the complaint, and shall be advised that he/she is required to provide all documents and exhibits in support of his/her position.

(c) If the Complaint Committee has determined that it is in the best interest of the investigation to withhold disclosure of the complaint during the initial stage of the investigation, pursuant to ~~[8.3.3.4]~~ Subparagraph (a) of Paragraph (3) of Subsection C of 16.15.5.8 NMAC, above, a copy of the complaint shall be provided to the respondent no later than at the time of the issuance of a Notice of Contemplated Action ("NCA"), if any.

(d) If the Complaint Chairperson and the Complaint Manager determine that further information is needed, the Committee may employ an investigator and/or experts to review complaints as part of its investigation.

(e) The purpose of an investigation is to gather further data regarding the complaint and to verify facts. All complaints, unless dismissed for lack of jurisdiction, will be investigated. Investigations may include: writing letters seeking further information; making phone calls to administrators or supervisors; making phone calls to witnesses; making onsite visits at facili-

ties providing occupational therapy services and requesting official patient records.

(f) Upon completion of the investigation, the investigator will prepare a written report which includes its factual findings and conclusions, all pertinent exhibits, and which makes recommendations to the Board as to a course of action.

(g) If the Complaint Chairperson and the Complaint Manager agree that the Board does not have jurisdiction, both the complainant and respondent will be notified in writing by certified letter. The letter will explain why the case cannot be accepted for investigation and/or action (e.g., due to the statute of limitations, or the nature of the complaint being a fee dispute, or there being no violation of the Occupational Therapy Act or the rules and regulations promulgated thereto), or it may note that the complaint can be referred to another agency. The letter will come from the Board and may be signed by the Board Chairperson or, upon delegation by the Board Chairperson, by the Complaint Manager on behalf of the Chairperson.

D. Review by the Board:

(1) Unless the Complaint Committee dismisses the complaint pursuant to ~~Paragraph 8.3.7~~ Subparagraph (g) of Paragraph (3) of Subsection C of 16.15.5.8 NMAC, above, it shall present its report and recommendations(s) to the Board. The matter shall be referred to only by the assigned case number, and the identities of the parties shall not be disclosed to the Board until and unless an NCA is issued.

(2) The Complaint Chairperson shall not vote on the decision regarding the disposition of the complaint and shall not participate in any adjudicatory hearing or vote on any disciplinary action against the applicant or licensee arising out of the Complaint Committee's investigation. Decisions ~~effecting~~ affecting complaints require a quorum of the Board.

(3) Subject to ~~Paragraph 8.4.2]~~ Paragraph (2) of Subsection D of 16.15.5.8 NMAC, above, after the Complaint Committee's report has been voted upon by the Board, the case will be closed, if the Board determines that there is not sufficient evidence or cause to issue an NCA. A certified letter from the Board will be sent within thirty (30) calendar days of the date of the Board's decision to both the complainant and respondent. The letter will state the Board's action and reasons for its decision.

(4) Subject to ~~Paragraph 8.4.2]~~ Paragraph (2) of Subsection D of 16.15.5.8 NMAC, above, after the Complaint Committee's report has been reviewed by the Board, the Board may vote to issue an

NCA if it determines there is sufficient evidence or cause to believe that the Respondent has violated the Occupational Therapy Act, or the rules and regulations promulgated pursuant to the Act.

(5) If the Board votes to issue an NCA, a complete copy of the Complaint Committee's report, including exhibits, shall be forwarded to the Attorney General's Office for assignment of a prosecuting attorney for review and the Attorney General's decision as to whether there is a sufficient basis to prosecute.

(6) Following the issuance of a notice of contemplated action, the Board may (at its option) authorize a board member or the prosecutor to confer with the applicant or licensee for the purpose of seeking settlement of the complaint. Such settlement must be approved by a quorum of the Board, must be with the consent of the applicant or licensee, and shall include a knowing and intentional waiver by the applicant or the licensee of his/her rights to hearing under the Uniform Licensing Act.

E. Disciplinary Hearings:

All disciplinary hearings shall be conducted in accordance with the Uniform Licensing Act.

[06-14-97; 16.15.5.8 NMAC – Rn & A, 16 NMAC 15.5.8, 06-29-00; A, 04-03-03]

16.15.5.9 SANCTIONS:

A. "Unprofessional conduct" as used in the Occupational Therapy Act and in the rules and regulations of the New Mexico Board of ~~[Occupational Therapy Practice]~~ Examiners for Occupational Therapy shall include, but shall not be limited to, the following types of acts or omissions:

(1) any violation of the Code of Ethics, as determined by the New Mexico Board of Examiners for Occupational Therapy;

(2) making false statements or providing false information in connection with an application for licensure or for licensure renewal;

(3) engaging in false, misleading, or deceptive advertising;

(4) violation of any provision of the New Mexico Occupational Therapy Act, as may be amended from time-to-time, or violating any rules or regulations of the Board promulgated pursuant thereto;

(5) harassment, or undue to improper intimidation of a patient/client, employee, colleague or other person in the role or context of the licensee's or applicant's status as an occupational therapist or occupational therapy assistant, including, but not limited to, assault or battery on any such person;

(6) sexual harassment or abuse of

a patient/client, employee, colleague, or other person in the role or context of the licensee's or applicant's status as an occupational therapist or occupational therapy assistant;

(7) any failure to possess and apply the knowledge, or to use the skill and care ordinarily used by reasonable well-qualified occupational therapists or occupational therapy assistants under similar circumstances, giving due consideration to the locality involved;

(8) obtaining, or attempting to obtain, any compensation or other consideration by fraud or deceit;

(9) misrepresentation or falsification of credentials, including, but not limited to, education, training, experience or competence;

(10) violation of any Federal, State or local law or ordinance which relates to the practice for which the individual has been licensed or for which the person is an applicant for licensure;

(11) conviction of a crime, the circumstances of which substantially relate to the practice of occupational therapy, or which indicate an inability to safely and proficiently engage in the practice of occupational therapy;

(12) impairment of the licensee's or applicant's ability to practice occupational therapy as a result of alcohol or use of other drugs; and

(13) imposition of discipline upon the licensee or applicant for licensure by any other jurisdiction in which the licensee or applicant is licensed;

B. Pursuant to the Occupational Therapy Act, the Board, in its sole and sound discretion, may impose any of the following sanctions against a licensee or applicant for licensure upon a finding of a violation of the New Mexico Occupational Therapy Act or the rules and regulations, or Code of Ethics, adopted by the Board pursuant to the Act, including for those acts of "unprofessional conduct" defined in Section 9 of this rule:

(1) denial of application for licensure;

(2) refusal to renew licensure;

(3) written reprimand;

(4) written censure;

(5) imposition of probationary conditions on a license for a specified time period;

(6) restrictions or limitations on the scope of a practice;

(7) the requirement that the licensee or applicant complete a program of remedial education or treatment;

(8) monitoring of the practice by a supervisor approved by the Board;

(9) corrective action as specified

by the Board;

(10) suspension of a license;

(11) revocation of a license;

(12) in addition to or in lieu of any of the foregoing, payment of a fine for each violation found, not to exceed \$1000.00, unless a greater amount is provided by law; and

(13) in addition to, or in lieu of any of the foregoing, a refund to the consumer of fees that were billed to and collected from the consumer by the licensee.

C. Any licensee whose license has been revoked may reapply for licensure one year from the effective date of the revocation.

(1) The Board shall have discretion to approve or to reject any application for reinstatement of the license following the one (1) year period of revocation.

(2) If the Board determines that rejection of the application for reinstatement of the license will be considered, it shall do so only in accordance with the notice and hearing provisions of the Uniform Licensing Act.

(3) No application for reinstatement shall be granted unless all fines and costs assessments related to the license revocation proceeding shall have been paid in full.

[06-14-97; 16.15.5.9 NMAC - Rn, 16 NMAC 15.5.9, 06-29-00; A, 04-03-03]

NEW MEXICO BOARD OF EXAMINERS FOR OCCUPATIONAL THERAPY

This is an amendment to 16.15.6 NMAC, Fee Schedule, Section 8

16.15.6.8 SCHEDULE OF FEES: (Note, these fees are nonrefundable.)

A. Application for ~~[Permanent Licensure]~~ Full (non-provisional) Licensure received between September 1 and May 31:

(1) Occupational Therapist: \$100.00

(2) Occupational Therapy Assistant: \$100.00

B. Applications ~~[received between June 1st and September 31st]~~ for Full (non-provisional) Licensure between June 1 and August 31st: \$50.00

(1) Occupational Therapist: \$50.00

(2) Occupational Therapy Assistant: \$50.00

C. Provisional Permit: \$25.00

D. List of Licensees:

\$50.00

E. Labels of Addresses:

\$75.00

E. Electronic Data Disk:

~~\$75.00~~

~~[F.]G.~~ Verification of

Licensure: \$20.00

~~[G.]H.~~ Jurisprudence Exam:

\$10.00

~~[H.]L.~~ Annual Renewal Fees:

(1) Occupational Therapist:

\$60.00

(2) Occupational Therapy

Assistant: \$40.00

~~[I.]L.~~ Duplicate of License

(Issued only in cases of loss or if licensee wishes name change due to divorce, marriage, etc.): \$10.00

~~[J.]~~ Late Fees:

~~(1) Up to 3 months lapsed:~~

~~\$30.00~~

~~(2) Over 3 months to 6 months:~~

~~\$50.00~~

~~(3) Over 6 months to 12 months:~~

~~\$ 75.00~~

~~(4) Over 12 months: \$100.00~~

~~(5) For each year thereafter up to 5 years: \$100.00]~~

~~K.~~ Penalty Fee for Renewals not postmarked by October 1st of the renewal year: \$100.00

~~[K.]L.~~ Continuing Education

Approval for Course Provider: \$25.00

~~[L.]M.~~ Copy Charges for

Public Documents (per page): \$1.00

~~[M.]N.~~ Inactive Status Fees:

(1) Initial Inactive Status Fee:

\$10.00

(2) Annual Inactive Status Fee:

\$10.00

(3) Reactivation from Inactive

Status Fees:

(a) Occupational Therapist:

\$60.00

(b) ~~[O.T. Assistant]~~ Occupational

Therapy Assistant: \$40.00

~~O.~~ Returned Check Charge

(per check): \$20.00

[6-14-97; 16.15.6.8 NMAC - Rn & A, 16 NMAC 15.6.8, 06-29-00; A, 04-03-03]

End of Adopted Rules Section

SUBMITTAL DEADLINES AND PUBLICATION DATES

2003

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