

1. Introductions
2. Stakeholders - Should email a list of questions to Karen before so she can think about them
 - a. Students who will be using it
 - i. What are their current limitations, what's holding them back
 1. What are their different ranges of motion and abilities
 - ii. What sort of medium do they want to use? Paint, pen/paper,
 - iii. Would the change is color need to be robotic as well or would there be a separate caregiver to change the tool?
 1. Would change in mediums in the same drawing be expected?
 - iv. How detailed/accurate should the art be?
 - v. What types of physical interface?
 1. Eye gaze, keyboard, tablet
 2. Previous knowledge of eye gaze - sensitive, expensive, neat, not a constraint in this time
 - vi. What special features?
 1. Attributes that make the job easier, such as compass
 - vii. How should the interface the device for use with wheelchair/seated students for best usage/viewing?
 - viii. How long would the device be used at a time?
 - ix. Would the tool in the x-y plotter need to be manually changed out? How often would it expect to be changed?
 - x. Should it only work indoors or outdoors to paint a waterfall
 1. duration/battery life/
 - xi. How do they want to see the progress
 1. Real time drawing or through a camera
 - b. Art Teachers
 - i. Are there any recommendations for standard x-y plotters?
 1. Standard for communications with the device?
 - ii. What would the integration into a class look like?
 1. Would there be a separate drawing assistant to help with the device?
 - iii. Are there any current devices or programs for inclusivity
 - c. Caregivers/Parents setting up the device
 - i. What tools would they have to set up/take down the device?
 - ii. Volume, dimensions, weight?
 - iii. Would the device need to be taken down frequently, for example after each class?

- d. Customer
 - i. How many devices do they want?
 - e. Company/Sponsor
 - i. Sponsor - Dr. Dan Phillips
 - ii.
 - f. Ask Basic Questions in the beginning
 - i. What is the function of the device - create art?
 - 1. What type of art
3. MSD
- a. It's the journey :)
 - b. Each person will have two jobs - engineer and another team job (purchasing agent, team lead, schedule coordinator, facilitator, communication)
 - c. Schedule, bill of materials, customer requirements (what they want into what they need), engineering requirements (specifications that are derived from the customer requirements)
 - d. We meet 6 hours a week and then should put in 6 hours
 - i. Might need to add or subtract scope
 - ii. End of the first semester - "completed" design that meets the requirements
 - 1. Will continue design up until the end of the second semester
 - e. **Put everything on Confluence!**
 - f. Tool kits to sign out
 - g. Purchasing system
 - h. Look at P20068 Robotic Drum kit for benchmarking
 - i. **Read the Friday emails from Dr. DeBartolo**
 - j. Grade is individual contributions and design and such. Rubrics are all under getting started
 - k. Lab safety required
 - l. PEER Reviews - don't need to put personal reviews on confluence
4. The client would like a limited use license agreement. They can use the product (w/o paying) but we keep the IP
- a. Client is Karen Knight
 - i. We'd like to talk to her this week, we want to meet with her for the design review and work around this schedule
 - ii. She'll probably be remote so they can happen on Monday/ We
5. Plan to meet with Karen
- a. Ask her availability
 - b. We'll probably need an hour and a half

- c. Refined list of question to email Karen:

<https://docs.google.com/document/d/1H-llv8vtIJE1U3TyOp6-aPerKFsnBLpwWBMLG0OChD8/edit>