PASS WORLDWIDE

The College Parent's Guide to *Consent* and Personal Safety

A guide for parents. What to say before move-in day.

Alexander Ott

Twenty minutes of reading. One conversation.

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How to use it

Read it once, in order. The red boxes are scripts: use them word for word, rewrite them in your own voice, or skip them. Then keep it where you can find it.

If you need help now

National Sexual Assault Hotline
1-800-656-HOPE (4673) · rainn.org
Free, confidential, 24/7.

Planned for a later edition: the move-in day playbook, a longer chapter on when something goes wrong, and staying connected without checking up.

Six things to say out loud

Every red box in this guide, on one page. Use the words as written or make them yours. Keep this page where you can find it.

1 *“There’s something I want to say before you leave. It will be a little awkward. I’d rather be awkward now than wish I had said it.”*
To start the conversation
p. 7

2 *“Is this okay with you?”*
In the moment, to the person you’re with
p. 16

3 *“If you have to wonder whether they’re in a state to say yes, they aren’t.”*
To say out loud with your student
p. 18

4 *“Thank you for telling me. I’m not angry. I believe you. What do you need right now?”*
When your student tells you
p. 20

5 *“Hey, I need you for a second. Come grab some water with me.”*
When someone else looks like they’re in trouble
p. 21

6 *“You never need a good reason to leave. You don’t owe anyone an explanation, an apology, or a second chance to make you comfortable.”*
Before a night out
p. 24

00

The Twenty-Minute Conversation That Changes Everything

You don’t need to be perfect at this. You need to start.

What You’re Holding

This is not a long book, and that’s deliberate. You have a student leaving for college, which means about a thousand things are competing for your attention right now: bedding, banking, textbooks, the wall calendar with move-in day circled. What you don’t have is an afternoon to sit down with a two-hundred-page parenting manual.

So this is twenty minutes of reading, and the red boxes are scripts. Use them word for word, rewrite them in your own voice, or ignore them entirely. But having a sentence ready is usually the difference between having the conversation and meaning to have it.

Most parents mean to. Then the car gets packed, the siblings need rides, the dorm has a checklist, and the moment dissolves. I’ve watched it happen hundreds of times. The intention is real. The follow-through is not.

This book exists because one conversation, held before you drive away, changes what your student carries with them. Not in the suitcase. In their head, where it matters at two in the morning.

Why I Wrote This

Through my years working with college students, I've watched the same pattern repeat. Campuses communicate in brochures and orientation speeches. Students live in hallways, parties, and group chats. The gap between those two worlds is where the risk actually lives.

Students aren't reckless. They're under-informed. They arrive on campus with good intentions and almost no practical framework for the situations they'll face. Nobody has given them the mechanics: not their high schools, not their orientations, and usually not their parents.

Parents think the college is handling it. Colleges think parents are handling it. Students think they'll figure it out. Three assumptions, all reasonable, all insufficient.

What I saw, again and again, was that students who had one honest conversation with a parent before arriving were different. Not invincible, but equipped. They had a reference point. They had language. They knew someone was not going to fall apart if things went wrong.

That is the whole ambition of this guide: to make that one conversation easier to start, and harder to put off.

The Five Subjects

Not five separate lectures. One conversation, built in layers, each piece making sense only next to the others.

1 **Consent** p. 14
What it means in a real room, not in a legal definition.

2 **Alcohol** p. 18
How it changes what a student can agree to, and what they can read in someone else.

3 **Leaving** p. 24
How to get out of a situation, physically and socially, without embarrassment.

4 **Response** p. 20
What to do if something goes wrong, including the assurance that you won't be angry.

5 **Bystander action** p. 21
How to act when they see something happening to someone else.

That last one matters more than parents expect. Most students witness a concerning situation long before they're in one. Being a good bystander is not instinctive. It's a skill, and it can be taught.

You don't have to cover all five at once. In fact, you shouldn't try. One conversation that opens the subject beats a lecture that closes it.

The goal is not to deliver a safety briefing. The goal is to establish a channel: something your student can come back to later, without shame and without fear of your reaction.

The Opening Is the One You Make

Here's the real schedule. You read this book in about twenty minutes. Then you put the conversation on the calendar. The dorm shopping trip gets a slot; this gets a slot too. Not because the conversation is a chore, but because it won't happen otherwise.

Waiting for a natural opening is how parents skip it. There is no natural opening for a conversation about incapacitation and rideshare apps. The conversation itself might take ten minutes or an hour. It might happen in the car on the way to campus, at the kitchen table the week before, or in pieces.

Note. Most parents don't avoid this conversation out of fear. They avoid it because they don't know what to say. That is a solvable problem, and it is the only problem this book tries to solve.

By the time you finish, you'll have scripts for starting, scripts for responding, and scripts for the worst moments. You won't need to improvise. You'll need to show up.

"There's something I want to say before you leave. It will be a little awkward. I'd rather be awkward now than wish I had said it."

Start here. You can say it in the driveway, in the car, or over dinner. The sentence does the work of admitting the awkwardness, which is usually the hardest part.

Script 1 · All six scripts are on page 3

The Uncomfortable Part

This conversation will be awkward. Both of you will feel it. Your student may roll their eyes. They may give short answers. They may say the word “consent” like it’s a pop quiz they didn’t study for. That’s fine. Awkward and effective are not opposites. You are not aiming for a Hallmark moment. You’re aiming for a sentence that lands.

Eighteen-year-olds are not immune to social pressure. They are not too mature to need a bad excuse ready. They are not too savvy to misread hesitation. The idea that they’ll figure it out because they grew up with more awareness than previous generations is a comfortable idea with no evidence behind it.

Your discomfort is part of the process. If either of you were fully comfortable, you’d be doing it wrong. The goal is not a smooth conversation. The goal is a real one.

What This Book Will Not Do

This book will not give you a guarantee. Anyone who offers you certainty about your child’s safety is selling something. Campuses are not uniformly safe or unsafe. Students make good choices and bad ones. Many risks can be reduced; none can be eliminated entirely. What this book does is narrow the gap between what your student knows and what your student needs to know. That gap is real, and it can be closed.

It will also not turn you into a security expert. The language in these pages is plain because plain is what works after midnight. Elaborate frameworks don’t survive their first contact with a party, a locked door, or a phone call at three in the morning. The scripts in this book are built to be remembered when remembering is hard.

Read it in order, once. Then keep it where you can find it. You may need it again.

01 What Colleges Aren’t Telling Parents

The safety infrastructure they show you is not the safety landscape your student will move through.

The Brochure vs. the First Weekend

You’ve seen the materials. The glossy tri-fold with a fountain on the cover. The orientation folder with a page on campus safety that lists emergency numbers and promises that your student’s well-being is the institution’s top priority. The tour guide who walked backward and pointed out the new student center. None of it was false. Some of it was even useful. But most of it was built to reassure you, not to prepare your student.

Campus communication has two audiences: students the college wants to enroll and families it wants to pay tuition. Everything a college publishes goes through that filter. Safety briefings tend to focus on physical security: blue-light phones, card-swipe access, resident advisors with walkie-talkies. Those are real. They are also not where most harm happens.

What the materials don’t say is that the dangerous moments on a college campus rarely involve a stranger in a stairwell. They involve people your student knows, in places your student planned to be, in settings that look normal from the outside. The official narrative protects against the rare and terrifying. The lived reality is more ordinary, more common, and gets far less attention.

Ask a parent what worries them and they’ll describe a dark parking lot. Ask a student affairs professional what actually generates support meetings, conduct referrals, and quiet requests to change dorms, and you’ll hear about parties, roommate disputes, relationships that ended badly, and Tuesday nights that got out of hand. Not strangers. Acquaintances. The blue-light phone doesn’t help when the problem is in the room with you. The card swipe doesn’t stop someone your freshman let in voluntarily. Call it the first gap: the brochure gap.

The First Six Weeks

There is a timing problem nobody mentions in the orientation packet. The first six weeks of the first semester are the most dangerous window on campus, and your student enters it with the least experience, the fewest friendships they can rely on, and the strongest pressure to fit in. Every campus safety professional knows this. Very few parents do.

Figure 1. The exposure window, August to February

More than half of college sexual assaults happen between August and November



Sexual assaults reported among first-year students at nine colleges, 2014–15: more in the first two months than in the following four combined.

More than 50% of college sexual assaults occur between August and November, the window students and parents treat as settling-in time.

Sources: U.S. Department of Justice study of nine colleges, as reported in the me too. Movement's "The Red Zone" info sheet; RAINN, "Campus Sexual Violence: Statistics." Reported incidents only; true counts are higher.

Think about what those weeks actually involve. New social groups forming from scratch. The first parties, the first weekends away from any adult who has known them for years, the first time alcohol shows up without anyone having to sneak it. Everyone is performing. Everyone wants to belong. That combination creates a specific kind of risk that has nothing to do with stranger danger.

Your student is also least equipped during this window, because the skills that matter haven't been needed yet. They have never had to read the body language of someone they just met at a party. They have never had to leave a situation that felt off while surrounded by people they want to impress. They have never had to decide whether the person across from them can still make a decision. Those skills take practice, and the first six weeks offer none before demanding all of them at once.

The cluster of incidents in that window is predictable enough that orientation leaders plan around it, residence life staff watch for it, and campus advocates brace for it every September. That parents are rarely told any of this is the second gap: the timing gap.

Nobody Taught Them the Mechanics

Most eighteen-year-olds are not malicious. They are not predators waiting for an opportunity. But a great many of them will make a mistake about consent in their first semester, not because they ignored what they were taught, but because nobody ever taught them the mechanics.

Freshmen arrive having absorbed exactly two messages about consent. The first is a slogan, usually some variation of *no means no*. The second is a legalistic definition they were shown in a high school assembly, if they got an assembly at all. What they have not been taught is what consent looks like in a real room, with music playing, between two people who barely know each other.

So they guess. They read silence as shyness instead of hesitation. They assume that someone who came upstairs is someone who wants to keep going. They think agreement to one act covers the next, that a yes from an hour ago still applies, that the absence of a clear no is close enough to a maybe. Those guesses are wrong, and the consequences change lives.

Here is what colleges don't tell you: the students who show up in conduct hearings, Title IX offices, and confidential advocacy appointments are very often confused. They did not believe they were doing anything wrong. That is not an excuse. But it is a failure of preparation as much as a failure of character. Title IX requires colleges to respond to sexual violence. It doesn't require anyone to sit your student down in August and explain what sexual violence actually looks like from the inside of a bedroom. That part is on you, and it cannot wait until there's a problem.

What the Statistics Don’t Say

Colleges do publish safety statistics. They are required to. The Clery Act mandates an annual report of crimes reported on and around campus, and many parents read those numbers and feel relieved. The numbers look small. That relief rests on a misunderstanding.

> **In the margin.** The statistics measure reporting, not occurrence. A low number is not evidence of a safe campus; it may be evidence of an underreported one.

What the Clery report doesn’t tell you is how few incidents get reported at all. A student who was too drunk to remember clearly, who blamed herself, who worried about how her parents would react, who didn’t want to sit through a formal process, who just wanted to move on and never think about it again, doesn’t show up in that report. Neither does the student who didn’t realize until months later that what happened had a name.

Reporting is driven by exactly the factors your student will navigate in the first six weeks: shame, confusion, fear of consequences, the worry that no one will believe them, the hope that it wasn’t that bad. If colleges wanted to capture what actually occurs, they would have to build trust first. Most haven’t. The third gap, then, is the data itself. The institution shows you what it counts. What it doesn’t count includes most of what you’re actually worried about.

The Cost of Your Silence

Most parents intend to have a conversation about safety before drop-off. Most don’t. The day is busy, the car is packed, the drive is long, and there is always another errand. The moment slips into the following week, the following week slides into October, and by then your student has stopped picking up when you call.

The first six weeks don't pause while you work up the nerve.

Your student will probably never bring it up. That isn't because they don't want to hear it. It's because eighteen-year-olds don't start conversations that make them feel vulnerable, especially not with their parents. What you're actually choosing when you avoid the conversation is not comfort. It's the belief that your student will figure it out. Some do. Many don't. The ones who don't rarely tell you what it cost.

You have a window. It opens before move-in day and closes soon after. The rest of this book is built to help you use it well.

Chapter one in brief: the three gaps

1 **The brochure gap**

Campus materials prepare families for rare, stranger-driven harm. Most harm involves people your student already knows.

2 **The timing gap**

The first six weeks are the highest-risk stretch of the year, and parents are rarely told.

3 **The data gap**

Clery numbers count reports, not incidents. What goes unreported is most of what you're worried about.

02 Consent, Plainly

Consent isn't a character test. It's a skill, and skills can be taught in twenty minutes if the explanation is clear enough.

Four Pillars

Malik, a sophomore I worked with, said something that has stayed with me: "I thought if she didn't push me away, she was okay with it. Nobody ever told me there was supposed to be an actual yes." He wasn't a predator. He was nineteen, well-liked, and confused about why a woman stopped speaking to him after a party. That confusion is common, and it comes from a simple gap: most students never learn consent as four distinct, interlocking ideas.

Figure 2. The four pillars, and the question each one asks

1

Freely given

Nobody pressured, guilted, wheedled, or wore them down.

Did they say yes on their own?

2

Specific

Agreeing to one thing is not agreeing to everything.

Do I know exactly what they agreed to?

3

Informed

They know what they're agreeing to, including that they can stop.

Do they know what's actually happening?

4

Current

Yes doesn't carry forward. An hour ago is not now.

Is this yes still theirs, right now?

If any one pillar is missing, the answer is to stop and ask.

A student who holds those four pillars in mind starts to see situations differently. They notice when someone is hesitating, when a yes sounds like giving in rather than agreeing, when the context has shifted and the original yes no longer applies. The pillars give them a checklist that works under pressure, because they aren't trying to read minds.

This isn't legalism. It's the practical difference between assuming and knowing. Assumption is what gets students into trouble, and it's the default setting for almost everyone. People assume a quiet person is fine. They assume agreement from earlier in the evening still holds. They assume a smile means yes. The four pillars replace assumption with a standard that can actually be checked in the moment.

The temptation is to turn this into a lecture about morality or a warning about getting in trouble. Skip both. The framework works better as a practical tool, the same way you'd teach them to change a tire or read a lease.

A Clear Yes, Not a Missing No

The core principle every student needs to internalize is simple and uncomfortable: the standard is a clear yes, not a missing no. Most people have spent their entire lives reading silence as permission. They take a lack of resistance as a sign to continue. They interpret a body that doesn't move away as a body that is okay with what's happening. This is the single most dangerous misunderstanding on a college campus.

Why? Because the absence of a no can come from fear, shock, intoxication, politeness, confusion, or a hundred other states that have nothing to do with wanting what's happening. When someone shuts down or freezes, the person they're with sees compliance. What's actually happening is the survival response of someone who doesn't know how to get out of the situation.

“Is this okay with you?”

Asked plainly, in the middle of things, it does more than any legal definition. It gives the other person an obvious way to say stop. If the answer is anything less than an unpressured yes, the student stops.

Script 2 · All six scripts are on page 3

This matters in both directions. The person initiating needs to hear a clear, enthusiastic yes: not a mumble, not a shrug, not a “maybe” that gets pushed past. And the person receiving an advance needs to know they don’t have to produce a forceful no to have the right to stop. They can simply not want it. That’s enough.

The standard has a corollary parents rarely say out loud but students need to hear: if you’re not sure, you don’t have consent. Doubt is an answer. Ambiguity is an answer. The question costs two seconds. The alternative can cost someone their sense of safety for years.

Yes Can Be Taken Back

Consent can be withdrawn at any point, including after something has started. This is the part students find hardest to accept, because it contradicts how almost everything else in their lives works. When you agree to a plan, you follow through. When you start something, you finish it. Consent doesn’t work that way.

What withdrawal looks like in practice: a person says “wait,” or “I don’t think I want to do this,” or “stop.” They tense up. They pull away. They go quiet in a way that isn’t the comfortable quiet of a few minutes before. Any of these signals is enough. The person on the other side stops immediately, without arguing, without wheedling, without asking for an explanation.

Many students need help letting go of the idea that stopping is a failure or an insult. Someone can want something at eight o'clock and not want it at nine. That change of mind doesn't mean they were manipulative or dishonest. It means they are a person whose experience is changing, and consent is supposed to track that experience in real time.

The practical skill is listening for the soft signals, not just the hard no. A person who stops kissing back. A hand that goes still. Eyes that look away. A body that turns slightly, as if considering the door. These are not failures to communicate. They *are* communication. The rule is simple: if the energy changes, check in. "Are you okay? Do you want to keep going?" resets the connection and makes the other person's answer easy.

Your student should also know they are allowed to be the one who stops, at any moment, for any reason, without owing anyone a justification. That is easy to say and hard to believe when you're eighteen and worried about being rude.

The Incapacitation Line

Someone who is incapacitated can't consent at all. Not a little. Not maybe. This is the point that gets lost most often, because the line between drunk and incapacitated isn't obvious from the outside, and everyone thinks they're good at judging it. They aren't.

What incapacitation looks like

- Trouble standing or walking
- Vomiting
- Drifting in and out of consciousness
- Slurred or incoherent speech
- Confusion about where they are or who they're with

Someone can be drunk and still be capable of making decisions: still walking steadily, still speaking clearly, still oriented to their surroundings. But the closer a person gets to that line, the more a responsible partner slows down and checks in. If a student has to wonder whether the other person is in a state to say yes, they aren't. That wondering is the answer.

A student's own drinking doesn't lower the standard. This is the point most students resist, because it seems unfair. If both people were drunk, how is one of them responsible for reading the situation? The answer is that being drunk doesn't excuse a misread that causes harm. Responsibility for reading consent rests with the person initiating, period. If a student is too drunk to tell whether the other person can consent, they're too drunk to be initiating anything.

> *"If you have to wonder whether they're in a state to say yes, they aren't."*
>
> Say it with your student. Let the awkwardness sit for a beat. The words need to be familiar enough to surface on their own at two in the morning.
>
> **Script 3 · All six scripts are on page 3**

What Alcohol Actually Changes

Alcohol doesn't change what consent is. It changes how likely people are to get it right. Students often confuse the two: they think drinking lowers the bar. The rules are identical no matter how much anyone has had to drink. What changes is the reliability of every person's perception and judgment in the room.

Picture a party at midnight. A student has had four drinks and is talking to someone they find attractive. Their ability to read the other person's interest is already degraded. They're missing the subtle cues: the lack of eye contact, the way the other person keeps checking their phone, the half-step backward. The loud music and dim lighting compound the problem. Their confidence is up and their attention is down. This is the environment where most misreads happen.

The first thing alcohol degrades is the perception of hesitation. A sober person notices someone stiffen when a hand lands on their waist. A drunk person doesn't. The second thing it degrades is the ability to articulate a clear yes or no. A person who means to say "I don't think this is a good idea" says "mm" instead. A person who means to leave stays sitting on the couch. The signals are still there, but they are harder to see and harder to send.

The practical advice is to slow down, check in more, and rely on explicit words rather than body language. "Do you want to do this?" asked in the middle of a party might feel awkward. It's a lot less awkward than what happens when the alternative is assumed. And for the student who is the target of someone else's attention: they can say no at any time, and they never need a good reason. What alcohol makes more necessary is an exit plan, which you'll find in the worksheet at the back of this guide, on page 24.

Chapter two in brief

1. **A clear yes, not a missing no.** Silence, freezing, and going along are not agreement.
2. **Yes can be taken back** at any point, for any reason, without explanation.
3. **Incapacitated means no consent.** If you have to wonder, the answer is no.
4. **Alcohol doesn't change the rules.** It changes how well people read them.

If Your Student Tells You

Often a student tells a parent only part of it first, to see what happens. The first thirty seconds matter more than anything you say after.

You will want to ask questions, fix it, or find someone to blame. Hold all three. In that moment your job is to be the person they were right to tell.

> *“Thank you for telling me. I’m not angry. I believe you. What do you need right now?”*
>
> Say it first, then listen. Questions about what they drank, wore, or chose can wait. Some should never be asked.
>
> **Script 4 · All six scripts are on page 3**

Then, in this order

1. **Are they safe now?**
   If they need medical care or aren’t safe where they are, that comes first.

2. **Offer options. Do not choose for them.**
   A confidential advocate or counselor can explain each path without committing them to any of it. Numbers: page 25.

3. **Let them decide about reporting.**
   A report is theirs to make. Pressure, however well meant, can feel like one more person taking the decision away.

4. **Keep showing up.**
   One conversation is not the end of it. Check in the next day and the week after, without asking for details.

When It Is Happening to Someone Else

Most students witness a concerning situation long before they're in one. Being a good bystander is not instinctive. It's a skill, and it can be taught.

Teach three moves, from smallest to largest. Each one is less than a confrontation.

1 **Interrupt it.**
Walk over and change the subject: a question, a drink, a ride, a phone. Ordinary and friendly beats heroic.

2 **Ask the person, not the other one.**
Get them alone, even for ten seconds, and ask if they are okay and want to leave.

3 **Bring in help.**
A friend of theirs, a resident advisor, campus safety, or 911. Asking for help is acting.

"Hey, I need you for a second. Come grab some water with me."

Say it to the person who seems to be in trouble, not to the one making them uncomfortable. Then ask the second question: "Are you okay? Do you want to leave with us?"

Script 5 · All six scripts are on page 3

One limit. If a situation feels physically unsafe, your student should not confront anyone alone. Calling for help is the move.

Put the Conversation on the Calendar

A conversation with a date on it is harder to put off. Fill this in before you close the book.

When

Where (the car counts)

Who else is there

The first sentence I'll use

Which subject goes first? You don't have to cover all five. Tick the one you will open with.

- ☐ **Consent** — Page 14
- ☐ **Alcohol** — Page 18
- ☐ **Leaving** — Page 24
- ☐ **Response** — Page 20
- ☐ **Bystander action** — Page 21

If they go quiet. A short answer is not a failed conversation. Say the one thing that matters, then stop talking.

"You don't have to say anything. I just need you to hear it."

The Ten-Minute Setup

A worksheet to fill in together before you drive away.

Three things on their phone

Saved, tested, ready.

- [ ] **Campus safety and campus advocacy, saved as contacts**
  Labeled clearly, so they're findable at two in the morning without a search.

  Campus safety _____ **Campus advocate** _____

- [ ] **A rideshare app with a payment method that has been tested**
  Not downloaded and assumed. Opened, paid for, completed. A ten-minute test ride is enough.

- [ ] **A check-in arrangement with one friend**
  A group chat, a shared location, a standing text before bed. One person. Not the whole floor. Not a parent.

  Who _____ **How they check in** _____

The four-step exit plan

Run through all four out loud before the first night out. Don’t skip step four because it feels silly.

1

A friend system

Arrive with someone, leave with someone, agreed before the night starts. If that changes, it changes out loud.

Usually with

2

A way home that needs no favor

A working rideshare account, cash for a cab, or a route already walked in daylight.

Their way home

3

An exit that needs no explanation

An early class, a roommate who needs them. Give them permission now to use a bad excuse.

Their go-to excuse

4

Someone who knows where they are

Location shared with a trusted friend or roommate before going out. If they’re open to sharing with you too, agree on it together rather than insisting.

Shared with

“You never need a good reason to leave. You don’t owe anyone an explanation, an apology, or a second chance to make you comfortable.”

Say this to your student, in these words or your own.

Script 6 · All six scripts are on page 3

Confidential or formal: know the difference first

Both have value. They serve different moments. The danger is walking into one believing it's the other.

IN SHORT	CONFIDENTIAL	FORMAL
Who	Campus advocacy office; licensed counselors in campus health	Campus police; the Title IX office
What starts	Nothing is reported unless your student chooses to report it	A record. It may trigger an investigation.
Who holds control	Your student	Shared with the institution
A good first call when	They need support, information, or time to think	They have decided they want a report or protective measures

If your student doesn't know where to go, the first call should be to a confidential resource. An advocate can explain the whole landscape without committing them to any of it.

Numbers for this campus

Campus advocacy office

Counseling center

Title IX office

Campus safety / police

Nearest hospital with a forensic exam

Resident advisor

ANYTIME, ANYWHERE

National Sexual Assault Hotline · free, confidential, 24/7

1-800-656-HOPE

One conversation, held before you drive away, changes what your student carries with them. *Not in the suitcase. In their head,* where it matters at two in the morning.

This guide covers consent in plain language, what the first six weeks on campus actually demand, the words for leaving a situation, and the numbers to save before move-in day. Twenty minutes of reading. Scripts you can use as written.



Alexander Ott

Alexander Ott is COO and Co-Founder of Aegis, a consent verification and personal safety platform for college campuses, and Director of Communications at PASS Worldwide. His work sits at the intersection of consent, ethics, policy, and technology. With a background in justice and policy analysis, he focuses on making consent clearer, more meaningful, and more accessible, and on building practical frameworks that help people understand their choices and keep control over decisions that affect them.

PASS WORLDWIDE

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