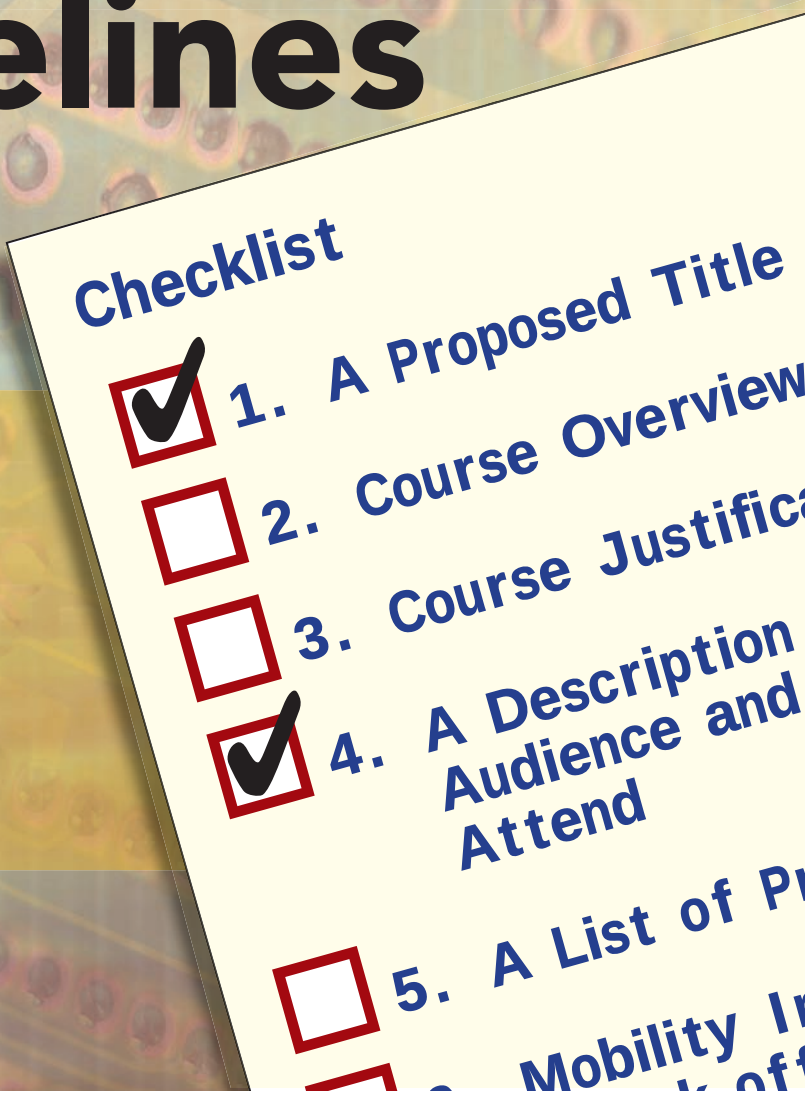
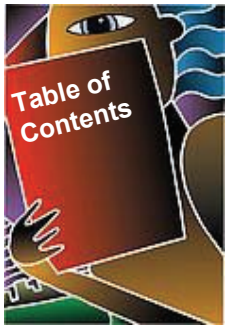
SAE International™

"The premier society dedicated to advancing mobility engineering worldwide"

Instructor Resources

Seminar Proposal Guidelines





Seminar Proposal Guidelines

Table of Contents

Introduction

Welcome to SAE Professional Development **Seminar Proposal Guidelines.**

These Guidelines are designed to assist you in preparing a proposal to teach a seminar/course* for SAE.

All proposals are reviewed by SAE staff and a technical review committee to determine if the subject matter and content reflect current organizational goals and meet customers' needs.

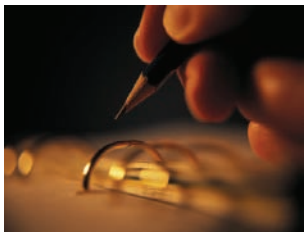
The materials submitted will help us to:

- Ascertain course content
- Research the marketplace for interest in your course
- Review instructor credentials
- Generate a course description for promotion if the proposal is accepted

These materials will provide you with the information required for submitting your proposal and creating, designing and developing a seminar.

Questions and/or completed proposals should be directed to:

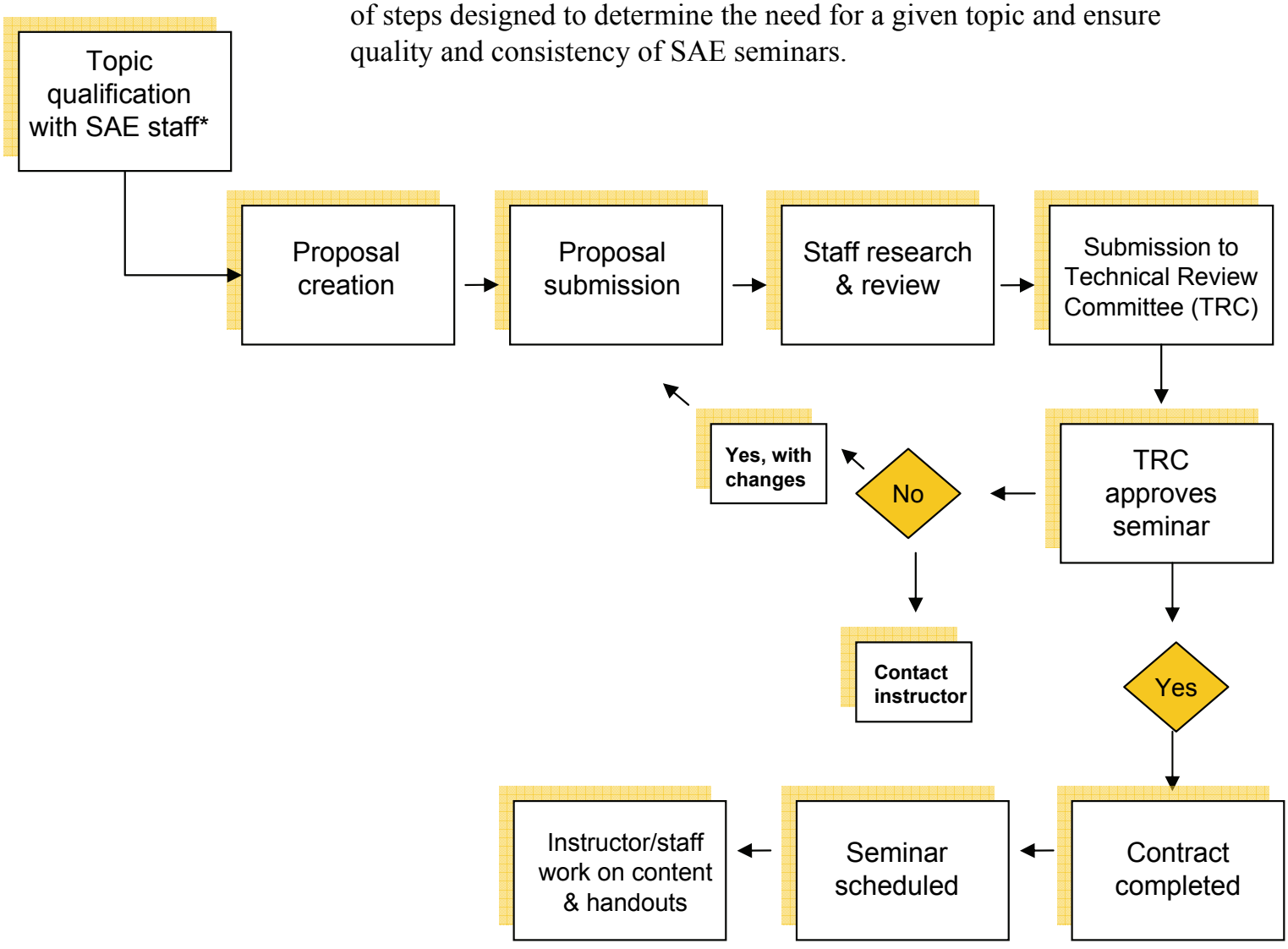
Bev Hoerner
Manager, New Program Development
SAE International
724-772-8553
bhoerner@sae.org



*Please note that seminar and course are used interchangeably throughout these Guidelines

Seminar Proposal Review Process

Proposal submission activates the review process and is the first in a number of steps designed to determine the need for a given topic and ensure quality and consistency of SAE seminars.



* SAE Staff responsible for new seminar development

Seminar Proposal Guidelines

Directions:

To begin, please access a copy of the "Submitting Your Seminar Proposal" document located at one of the following locations:

- http://www.sae.org/events/seminars/instruct/instsem.doc
- At the end of these Guidelines *(Submitting Your Seminar Proposal Form)*

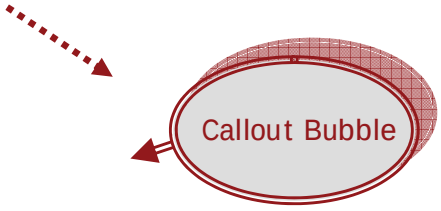
Please carefully review and complete each section of the "Submitting Your Seminar Proposal" document. Refer to the Seminar Proposal Guidelines for directions and examples on completing all sections of the proposal.

You may view the Guidelines by printing a copy or viewing it on slideview on your computer in Microsoft PowerPoint. In the online version, you may go right to another section of the Guidelines by clicking on the links.

If a seminar is approved for open enrollment, a course description is generated from the information provided in the "Submitting Your Seminar Proposal" document. Please keep this in mind as you write the Proposal.

To illustrate how to develop a course description, we have provided a completed sample course description – entitled ***Introduction to Brake Control Systems: ABS, TCS, and ESC*** at the start and in various sections throughout the Guidelines.

Every section used to generate a final course description for promotional purposes is noted in the callout "bubbles" in the Sample Proposal by section number.



Additionally, we have provided instructions for completing the Proposal. Please view each section along with the samples and instructions provided.

Seminar Proposal Guidelines Checklist

The following items are required in order to present your seminar proposal to the Technical Review Committee for consideration.

Please prepare and submit your proposal in a Word document.

Please check box when complete. Instructions for each section are provided by page number in parentheses (Example: Page 11).

Bold and ***Italics*** indicates inclusion in the Course Description

Please see Sample Course Description on Pages 6-10

- ☐ ***1. Proposed Title(s)*** *(Page 11)*
- ☐ ***2. Course Overview*** *(Page 11)*
- ☐ 3. Course Justification *(Page 12)*
- ☐ ***4. A Description of the Target Audience and Who Should Attend*** *(Page 13)*
- ☐ ***5. A List of Prerequisites*** *(Page 13)*
- ☐ 6. Mobility Industry Codes *(Page 14)*
- ☐ 7. Top Companies or Suppliers Interested in the Seminar *(Page 14)*
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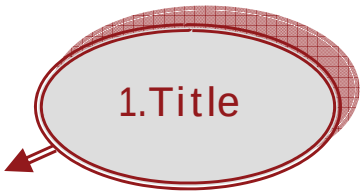
- ☐ ***9. Course Content*** *(Page 18)*
- ☐ ***10. Estimated Course Length*** *(Page 18)*
- ☐ 11. Audio-Visual Requirements & Room Set-Up; Resource Checklist *(Pages 19-20)*
- ☐ 12. Your Professional Resume *(Page 21)*
- ☐ ***13. Your Professional Biography*** *(Page 21)*
- ☐ 14. Three Professional References *(Page 22)*
- ☐ 15. Key Words for Describing Your Seminar topic *(Page 22)*
- ☐ 16. Similar Courses Offered to This Industry *(Page 23)*
- ☐ 17. Personal Contacts, Mail Lists, User Groups *(Page 23)*

Sample Course Description

The course description appears on the SAE website and is used in the promotional brochure.

It is one of the primary means by which an attendee makes a decision to attend a seminar.



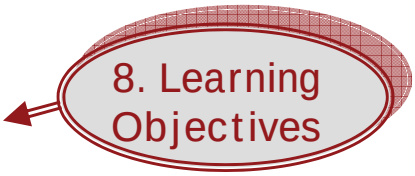
Introduction to Brake Control Systems: ABS, TCS, and ESC
I.D. # C0315 **Duration** 2 Days

Once reserved for high-end luxury vehicles, electronic brake control systems are quickly becoming standard equipment on even the most inexpensive cars and trucks. Today, nearly every new vehicle benefits from the optimized braking, enhanced acceleration, or improved stability that these systems provide. This comprehensive seminar introduces participants to the system-level design considerations, vehicle interface requirements, and inevitable performance compromises that must be addressed when implementing these technologies.

The seminar begins by defining the tire-road interface and analyzing fundamental vehicle dynamics. Following an in-depth study of system electronics, hydraulic hardware, and sensor requirements, the participants learn about the control strategies employed by anti-lock brakes (ABS), dynamic rear proportioning (DRP), traction control (TCS), and electronic stability control (ESC) with strong emphasis placed on vehicle dynamic response. The seminar concludes with a study of unique applications, industry trends, and a look forward to advanced brake control system integration. Over 500 pages of detailed course notes and illustrations are provided for on-the-job reference.

Introduction to Brake Control Systems: ABS, TCS, and ESC

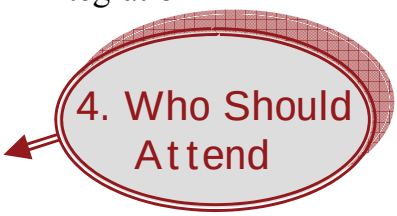
I.D. # C0315 **Duration** 2 Days



Benefits of Attending

By attending this seminar, you will be able to:

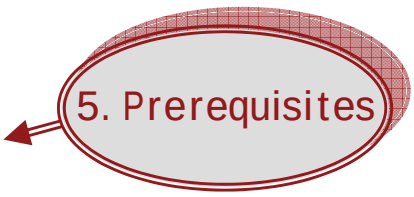
- Analyze brake system design parameters and their vehicle performance effects
- Evaluate the compromises between stability, steerability, and stopping distance
- Discern the discrete mechanical components required for ABS
- Specify fundamental ABS performance attributes
- Estimate dynamic brake balance and explain the benefits of DRP
- Reconcile TCS performance expectations vs. method of implementation
- Interpret ESC metrics and ultimate dynamic limitations
- Discuss opportunities for advanced brake control system integration



Who Should Attend

This course has been developed for engineers involved in all fields related to the design or development of vehicle dynamics, vehicle braking systems, powertrain systems, chassis systems, or suspension systems. In addition, this course can be valuable to those with component design responsibilities in brake, chassis, suspension, or tire disciplines.

Individuals new to the field of brake control systems will benefit most from the material; this introductory course is not intended for individuals with significant experience with brake control systems. In addition, please note that because of proprietary considerations this class does not provide details of algorithm design, algorithm performance, or algorithm application. Instead, the course places strong emphasis on vehicle dynamic responses.



Prerequisites

An undergraduate engineering degree or a strong technical background is highly recommended. A basic knowledge of college algebra, college physics, and a familiarity with vehicle brake and suspension systems is required.

Introduction to Brake Control Systems: ABS, TCS, and ESC
Seminar Content

DAY ONE

- Tire Road Interface Characteristics
    - Defining slip
    - Longitudinal mu-slip relationship
    - Longitudinal vs. lateral slip capacity
    - The friction circle
- Hydraulic Brake System Overview
    - What do braking systems do?
    - How does each component contribute?
    - What are the underlying fundamental relationships?
    - How does this apply to brake control systems?
- Stability, Steerability, Stopping Distance
    - Define stability, steerability, stopping distance
    - Illustrate with mu-slip curves
    - Illustrate with friction circle
- Mechanization of ABS
    - ECU functions and components
    - HCU functions and components
    - ABS hold, release, and apply functions
    - Diagnostics and warning lamp considerations
- ABS Sensor Overview
    - The role of sensors
    - Wheel speed sensor technologies
    - Brake apply state sensors
    - Longitudinal accelerometers
- ABS Performance
    - ABS objectives and strategies
    - Basics of ABS wheel control
    - ABS performance on homogeneous surfaces
    - ABS performance under other conditions

Introduction to Brake Control Systems: ABS, TCS, and ESC

Seminar Content

DAY TWO

- DRP Performance
  - Weight transfer and brake proportioning
  - Proportioning valve design and performance
  - DRP strategies, wheel control and performance
  - DRP benefits, design compromises and limitations
- Mechanization of TCS and ESC
  - Additional ECU functions and components
  - Additional HCU functions and components
  - Pressure build sequence
- TCS and ESC Sensor Requirements
  - The role of sensors
  - Steering angle sensors
  - Brake pressure sensors
  - Lateral accelerometers and yaw rate sensors
- TCS Performance
  - TCS objectives and strategies
  - Basics of TCS wheel control
  - TCS performance under various conditions
  - Driveline architecture interactions
- ESC Performance
  - ESC objectives and strategies
  - Basics of ESC wheel control
  - ESC performance
  - Driveline architecture interactions
- Special Conditions and Considerations
  - 4 X 4 and off-road considerations
  - Racing and high-performance considerations
  - Impact of vehicle modifications

Introduction to Brake Control Systems: ABS, TCS, and ESC

Seminar Content

DAY TWO...*continued*

- Advanced Integration
  - Adaptive cruise control
  - Panic brake assist
  - Tire inflation monitoring
  - Brake-by-wire
- Learning Assessment
- Course summary

Instructor(s): James Walker, Jr.

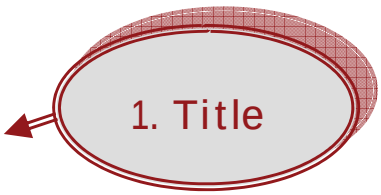
James Walker, Jr. is currently the supervisor of vehicle performance development for brake control systems at Delphi Energy & Chassis. His prior professional experience includes brake control system development, design, release, and application engineering at Kelsey-Hayes, Saturn Corporation, General Motors, Bosch, and the Ford Motor Company.

Mr. Walker created scR motorsports consulting in 1997, and subsequently competed in seven years of SCCA Club Racing in the Showroom Stock and Improved Touring categories. Through scR motorsports, he has been actively serving as an industry advisor to Kettering University in the fields of brake system design and brake control systems. He also serves as a brake control system consultant for StopTech, a manufacturer of high-performance racing brake systems. In addition, Mr. Walker contributes regularly to several automotive publications focusing on brake system analysis, design, and modification for racing and other high-performance applications. He is the recipient of the SAE Forest R. McFarland Award for distinction in professional development/education. Mr. Walker has a B.S. in Mechanical Engineering from GMI Engineering & Management Institute.

Go to:
http://www.sae.org/servlets/pdEvent?OBJECT_TYPE=PDEventInfo&PAGE=getPDEventInfo&EVT_NAME=C0315 to see how this looks on www.sae.org.

Seminar Proposal Guidelines

1. Proposed Title(s)



To create the title:

- Provide two (2) or three (3) titles for consideration
- Be as descriptive as possible
- Capture target audience attention
- Approach the subject in a positive manner
- Keep it short, clear and concise

Sample Titles:

- Introduction to Brake Control Systems: ABS, TCS, and ESC
- Automotive Brake Control Systems
- Fundamentals of Brake Control Technology

2. Course Overview

The course overview is a brief summary (one or two short paragraphs) of the course and is used as the introduction in SAE's promotional brochures.

It should immediately grab the reader's attention and entice someone to attend the seminar.

To create a course overview:

Write a brief summary of your proposed course incorporating the following items:

- Explain why someone should attend
- Briefly tell them what they will learn
- Identify common problems/issues that are currently high priority in the industry that you will address
- Identify cutting-edge knowledge or future trends related to your course
- Identify software or textbooks that are used in the course

3. Course Justification

Why should SAE offer this seminar?

Sample answers from "Introduction to Brake Control Systems: ABS, TCS, and ESC" are provided below:

Please write a brief summary that answers the following questions:

- **Does this course fill an unmet need? If so, what?**

  SAE currently does not offer any classes related to anti-lock braking systems, traction control systems, electronic stability control, dynamic rear proportioning, active chassis dynamics, or passenger car hydraulic brake system design. By developing a class around brake control systems (ABS, TCS, ESC, and DRP, specifically), all of these topics would be included by default. Heavy emphasis would be placed on practical application of these technologies.

- **Is this new technology that people need to know about?**

  Compared to most vehicle systems, electronic brake control systems are relatively new. While ABS itself has matured over the past fifteen years, electronic stability control systems have only been available to the public for approximately seven years. As this technology is becoming standard equipment on more vehicles every year, the need for awareness is growing in parallel.

- **Is this fundamental technology that is needed by certain groups?**

  Because electronic brake control systems interface with nearly every vehicle subsystem including the chassis, powertrain, driveline, and electrical architecture, engineers in nearly every discipline of automotive design need to be aware of the system integration challenges that brake control systems present.

- **Does the course relate to common problems/issues that are currently high priority in the industry?**

  As vehicle subsystems become progressively more complex and interdependent, a need for the awareness of these interdependencies has never been higher. In addition, while the ultimate safety benefits of brake control systems is still under evaluation, legislative proposals have already been made to mandate these systems on certain classes and categories of vehicles.

- **How many people need this training?**

  This course should attract individuals from multiple disciplines as described in the "Who Should Attend" section. While difficult to quantify, I would estimate around sixty to eighty participants per year.

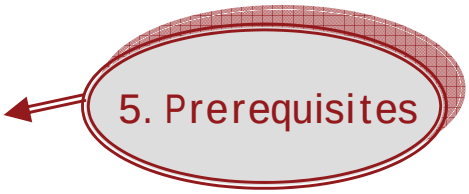
4. A Description of the Target Audience and Who Should Attend

To create the description:

Determine:

- Audience make-up (level of experience, specific types of engineers, industries in which they work, level of job, job title, etc.)
- Level of experience (beginner, advanced, etc.)
- Why they would need this information
- How this information will help them in their jobs/lives

5. A List of Prerequisites



To create the list of prerequisites:

Determine:

- The minimum level of education required
- If industry experience or related training is required to keep up with or gain full benefit from your course

6. Industry Codes

Check all applicable mobility industries that employ your target audience:

AERO			OFF ROAD		ROAD				MOTORSPORTS
Fixed Wing	Rotary Wing	Space	Equipment/ Vehicles	Specialty Vehicles	Car	SUV	Truck	Cycle	
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Top Interested Companies

Please list the top companies and/or suppliers that would be interested in attending this seminar

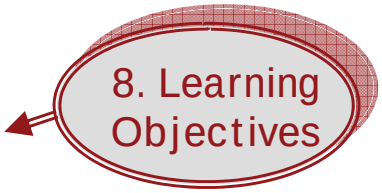
For example: General Motors, Caterpillar, Robert Bosch Co., Goodyear Tire and Rubber Co., Visteon, etc.

- Indicate manufacturer, supplier, etc., in the “Role" column
- Provide the geographic location of the companies

Company	Role	Geographic Location
a. General Motors	OEM	Global – HQ MI
b. Lear	Supplier	Global – HQ MI
c.		

8. Course Learning Objectives

(Benefits of Attending)



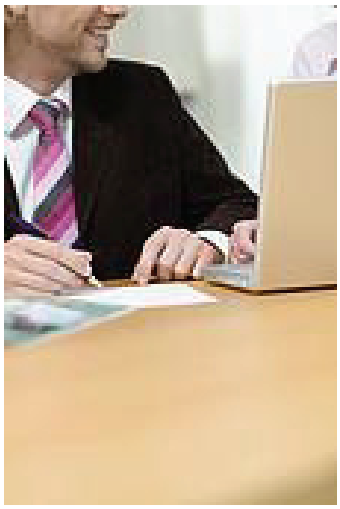
To create learning objectives:

- Write learning objectives by telling the learners what they will be able to do at course conclusion…Start with the phrase: **"By attending this seminar, you will be able to:"**
- See following pages for a step-by-step process to:
  - write learning objectives
  - use action verbs for writing objectives

Sample learning objectives:

By attending this seminar, you will be able to:

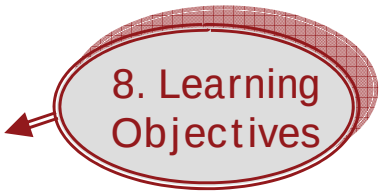
- Analyze brake system design parameters and their vehicle performance effects
- Evaluate the compromises between stability, steerability, and stopping distance
- Specify fundamental ABS performance attributes



Seminar Proposal Guidelines

8. Course Learning Objectives*

(Benefits of Attending)



Tell participants what they will be able to do at course conclusion …

Start with the phrase: *By attending this seminar, you will be able to…*

Participant — **Course** — **Participant**

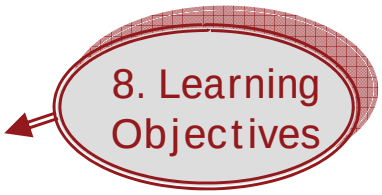
Is not able to:___ ⟹ ***Is able to:___***

Step 1	Define what the successful participant is able to do as a result of taking your course. Use action verbs to develop learning objectives
Step 2	State your learning objectives (examples): By attending this seminar, you will be able to: A. State the 4 steps of _____ B. Apply principles of _____ C. Integrate ___with _____ D. _____ _____ _____
Step 3	Make sure your objectives are verifiable, and then teach to the stated objectives
Step 4	Evaluate whether students are able to do A – D as a result of taking your course

*Consider this information as you write the *"Learning Objectives"* section in the course description.

8. Course Learning Objectives

(Benefits of Attending)



Tell participants what they will be able to do at course conclusion …

Typical Action Verbs Used to Write Learning Objectives*

Knowledge	cite, label, name, reproduce, define, list, quote, pronounce, identify, match, recite, state
Comprehension	alter, discover, manage, relate, change, explain, rephrase, substitute, convert, give examples, represent, summarize, depict, give main idea, restate, translate, describe, illustrate, vary, interpret, paraphrase
Application	apply, discover, manage, relate, classify, employ, predict, show, compute, evidence, prepare, solve, demonstrate, manifest, present, utilize, direct
Analysis	ascertain, diagnose, distinguish, outline, analyze, diagram, divide, point out, associate, differentiate, reduce, conclude, discriminate, find, separate, designate, dissect, infer, determine
Synthesis	combine, devise, originate, revise, compile, expand, plan, rewrite, compose, extend, pose, synthesize, conceive, generalize, propose, theorize, create, integrate, project, write, design, invent, rearrange, modify
Evaluation	appraise, conclude, critique, judge, assess, contrast, deduce, weigh, compare, criticize, evaluate

*Adapted from Bloom's Taxonomy of Educational Objectives

9. Course Content

- Course Content is comprised of:
  - course delivery/methodology strategies
  - interactive course activities
- SAE requires a bulleted outline inclusive of:
  - actual course content (including estimate of time for each major topic)
  - day designation (e.g., DAY ONE, DAY TWO, etc.)

10. Estimated Course Length

- Note that a "day" is defined as approximately 6.5 hours of instruction and related activities
- Use the bulleted outline with related times to estimate the course length
- Plan to include two 15-minute breaks (one a.m. and one p.m.) and a one-hour lunch in the course day. The course day typically runs from 8:30 a.m. – 4:30 p.m.

	One Day		Two Days		Three Days

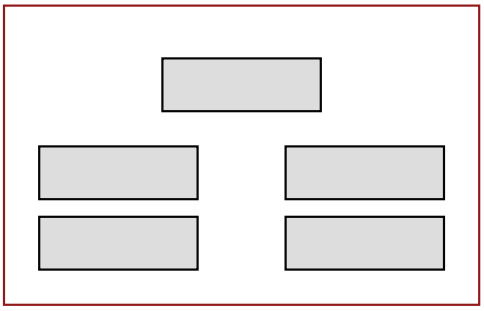
11. Audio-Visual & Room Set-up

To indicate audio-visual requirements and room set-up:

- List all audio-visual requirements and teaching aids such as:
  - LCD projector
  - computers and required software
  - flipchart and markers
  - demonstration pieces
  - calculators
  - other

- Provide information on how the room should be set-up:
  - classroom style
  - extra demonstration tables, if needed
  - other

Default Classroom set-up is traditional:



Seminar Proposal Guidelines

Resource Checklist

Please complete prior to course start and attach another sheet, if necessary.

Course Title:_____

Course ID:_____

Instructor:_____

Print Materials	❑ Handout (s) ❑ Text (s) ❑ Title_____ _____ ❑ Publisher_____ _____ ❑ Group exercise worksheets ❑ Website resource locations ❑ SAE standards and papers ❑ #_____ ❑ Title_____ _____	**Computers & Software**	❑ PC for instructor's PowerPoint presentation ❑ Attendee PCs: ❑ 1PC per #___attendee(s) ❑ Microsoft Office ❑ Matlab, Advisor & Simulink ❑ Minitab ❑ CarSim ❑ COSMOSDesignSTAR ❑ Other: Please specify_____
Projection Equipment	❑ LCD projector (computer projector) ❑ Overhead projector ❑ Video player with monitor ❑ Screen ❑ Audio projection equipment ❑ Laser pointer	**Misc.**	❑ Calculators ❑ Highlighters ❑ Other: Please specify_____
Display Materials	❑ PowerPoint slides ❑ Videotape ❑ Parts, prop, or model cutaway ❑ Display tables: #_____ ❑ Location of display table(s): ❑ Front of Classroom ❑ Back of Classroom ❑ Instructor flipchart with markers: # ____charts ❑ Attendee flipchart(s) with markers: ❑ 1 chart per ___attendee(s) ❑ Whiteboard with markers ❑ Blank transparencies	**Room Set-up**	❑ Classroom ❑ U-Shaped

12. Professional Resume

Provide your professional resume:

- Outline your educational background
- Outline work experiences
- Provide a list of other organizations for whom you teach this or other courses
- Attach with the Proposal or attach a separate file

13. Professional Biography

The instructor biography should be one or two short paragraphs that highlight the instructor's background and credentials, including the following:

Content and Sequence

- Current professional status, including job title and company affiliation
- Brief career history related to the current seminar subject
- Other professional accomplishments including awards, patents, memberships in relevant professional associations, etc.
- Educational credentials including degrees earned and educational institution(s)

Dates

- Do not use dates that would require the biography to be updated frequently
- Use approximate numbers of years of experience (e.g., Dr. Smith has over 20 years of experience in brake design)
- Avoid reference to retirement

Abbreviations and Acronyms

- Use abbreviations for educational degrees (e.g., B.S. in Mechanical Engineering)
- Use acronyms for professional societies (e.g., SAE, IEEE, ASQ, etc.)

14. Professional References

- List three professional references familiar with your level of technical expertise and instructional experience, and/or evaluations from previous presentations of your course.
- Include with reference:
  - name
  - title & affiliation
  - address
  - telephone and/or email

15. Key Words for Describing Your Seminar

To create a list of key words describing your seminar, provide 5-10 key words that can be used to:

- Describe the information in your course
- Identify "hot" topics of interest to the target audience
- Attract potential attendees
- Potentially assist in marketing your seminar

Sample Key Words for a Brake Seminar:

- brake control system
- anti-lock braking system (ABS)
- traction control system (TCS)
- vehicle stability enhancement system (EST, IVD, VSC, VSE)
- dynamic rear proportioning (DRP)
- vehicle dynamics, wheel slip control

16. – 17. Additional Items

Please answer items 16-17 as requested:

- Are you aware of similar courses being offered to this industry? If so, please provide the website address or date and location of the event.
- Do you have any personal contacts, mail lists, user groups and/or individuals you feel would be interested in attending this seminar? If so, please provide.

Thank you for your submission!

SAE International

Submitting Your Seminar Proposal – Sample Document

(online version available at http://www.sae.org/events/seminars/instruct/instsem.doc)

The following items are required in order to present your course to the Technical Review Committee for consideration.

Please prepare and submit your proposal in a separate Microsoft® Word document or by inserting your information in the empty cell under the required item.

Please use the Seminar Proposal Guidelines to assist you in completing this form.

1. ❑	**Proposed Title(s)**
2. ❑	**Course Overview (one to three paragraphs), including the overall course goal**
3. ❑	**Course Justification**
4. ❑	**A Description of the Target Audience and Who Should Attend**
5. ❑	**A List of Prerequisites**
6. ❑	**Mobility Industry Code(s)**

AERO			OFF ROAD*		ROAD				MOTORSPORTS
Fixed Wing	Rotary Wing	Space	Equipment/ Machinery	Specialty Vehicles	Car	SUV	Truck	Cycle	
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

*Equipment/Machinery includes construction, agriculture, industrial, mining, forestry and ground support vehicles.
*Specialty vehicles include lawn & garden, ATV, snowmobile and marine vehicles.

7. ❑ Please list the top companies and/or suppliers that would be interested in attending this seminar (i.e., General Motors, Caterpillar, Robert Bosch Co., Goodyear Tire and Rubber Co., Visteon, etc.)

Company	Role	Geographic Location
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		

8. ❑ Course Learning Objectives (bulleted form). *Start with the phrase:* **"By attending this seminar, you will be able to:"**

- 1st Benefit
- 2nd Benefit
- 3rd Benefit
- 4th Benefit
- 5th Benefit

9. ❑ Course Content (bulleted outline format – use as many DAYS and Main and Sub-topics as necessary to accurately describe your course content). Include estimated timeframes for main topics only.

DAY ONE
- Main Topic
  - Sub-topic
  - Sub-topic
- Main Topic
  - Sub-topic
  - Sub-topic

DAY TWO
- Main Topic
  - Sub-topic
  - Sub-topic
- Main Topic
  - Sub-topic
  - Sub-topic

DAY THREE
- Main Topic
  - Sub-topic
  - Sub-topic
- Main Topic
  - Sub-topic
  - Sub-topic

10. ❑	**Estimated Course Length**					
	❑	**One Day**	❑	**Two Days**	❑	**Three Days**
11. ❑	**Audio-Visual Equipment & Room Set-Up Requirements (May insert page SP-20 from the Seminar Proposal Guidelines here.)**					
12. ❑	**Your Professional Resume**					
13. ❑	**Your Professional Biography**					
	Instructor Name: 1st Paragraph 2nd Paragraph					
14. ❑	**Please list three professional references familiar with your level of technical expertise and instructional experience and/or evaluations from previous presentations of your course.**					

Name	Affiliation	Address	Telephone and/or email

15. ❑	**Key Words for Describing Your Seminar Topic**		
	a.	f.	
	b.	g.	
	c.	h.	
	d.	i.	
	e.	j.	

16. ❑	**Are you aware of similar courses being offered to this industry? If yes, please provide any additional information you may have (website address, brochure, etc.)**
	☐ **Yes** ☐ **No** **Additional Information:**
17. ❑	**Do you have any personal contacts, mail lists, user groups and/or individuals you feel would be interested in attending this seminar?**
	☐ **Yes** ☐ **No** **List:**
	Thank you for completing your proposal in accordance with the information provided in the **Seminar Proposal Guidelines**. For more information, feedback on your topic idea, or to e-mail a proposal, contact: **Bev Hoerner** Manager, New Program Development SAE Professional Development Phone: 724.772.8553 Fax: 724.776.5231 Email: bhoerner@sae.org SAE International