

AIAC: A novel Master's Programme in Artificial Intelligence with Affective Computing

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Abstract

This paper presents a new Master's programme dedicated to Artificial Intelligence with Affective Computing (AIAC). It introduces the structure and design considerations of the AIAC programme. This two-year double-degree program, implemented at multiple European partner universities, is designed to meet the growing demand for high-level artificial intelligence expertise in the global labour market. The development of the Master's programme curriculum was informed by a questionnaire-based market analysis, the evaluation of which shaped the list of competencies included in the curriculum.

CCS Concepts

• **Applied computing** → **Education**.

Keywords

Master's Programme, Education, Affective Computing, Artificial Intelligence, Entrepreneurship

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1 Introduction

Affective computing, which many also refer to as emotion artificial intelligence, is becoming increasingly widespread in numerous fields, such as the digital economy [8], healthcare [10], and the education sector [11, 13]. Several isolated courses on affective computing can be identified at European universities, but a Master's programme in artificial intelligence (AI) that is combined with an emotional aspect or insight into affective computing has not been available on the EU market. EMAI4EU¹ achieves this goal by developing and implementing a double-degree Master's programme at ISCED Level 7, offering 120 ECTS credits in artificial intelligence with a specialisation in affective computing and a minor in innovation and entrepreneurship.

The EMAI4EU project¹. The Emotion Artificial Intelligence specialists for Europe (EMAI4EU) project aims to train the next generation of specialists and innovators in Emotion Artificial Intelligence in Europe. The modular curriculum, developed in collaboration with partner universities (ELTE, POLIMI, UNITN, UR, UCA, EURECOM, UPM, UTU - Table 1), provides artificial intelligence professionals with a broad, comprehensive body of knowledge that helps lay the groundwork for the development and commercialisation of human-centred, responsive systems. The AIAC Master's programme by EMAI4EU also provides legal and ethical expertise as a complement to the technical training. The universities' specialisations cover a wide range of fields, such as healthcare, robotics applications, and interdisciplinary opportunities.

The Master's programme has been designed and created by eight higher education institutions from five different countries, together with four innovative SMEs and 28Digital (formerly EIT Digital), a pan-European organisation with experience in delivering education programmes in advanced digital skills across Europe.

¹<https://28digital.eu/eu-collaborations/emai4eu/>

Table 1: AIAC (EMAI4EU) Partner Universities and Their Educational Settings

University Name	Country	Entry Year	Exit Year	Specialisation
Eötvös Loránd University (ELTE)	Hungary	yes	yes	Humane Aspects of Applied Emotional AI
Polytechnic University of Milan (POLIMI)	Italy	yes	no	–
University of Trento (UNITN)	Italy	yes	yes	Emotional AI in Robotic Applications
University of Rennes (UR)	France	yes	no	–
Université Côte d’Azur (UCA)	France	yes	yes	Holistic Interdisciplinary Aspects
EURECOM	France	no	yes	Emotional AI Embodied in Multimodal Agents
Universidad Politécnica de Madrid (UPM)	Spain	yes	yes	Practical Emotional AI: Healthcare
University of Turku (UTU)	Finland	yes	yes	AI for Gamification and Health Technology

Affective Computing in Robotics. At a fundamental level, emotions are not just feelings: they are functional signals tied to decision-making, attention, learning, and social interaction. The emergence of affective computing and social robotics arises from the fact that emotional modeling significantly enhances the efficiency and adaptability of interactive and robotic systems. In the field of human-robot interaction (HRI), ethical and social considerations are now essential factors that must be taken into account during the design process [1]. The integration of (AI) and affective computing serves as a transformative catalyst for social robotics, significantly expanding its utility across diverse application fields [7, 12]. Even in the absence of complex physical embodiment, the affective feedback loop remains the foundational theoretical framework for designing emotionally responsive systems. The affective feedback loop is a mutual interaction process in which a system detects a user’s emotional state, generates an appropriate empathetic response, and thereby influences the user’s subsequent emotional experience, creating a continuous cycle of mutual engagement.

With the rise of embodied artificial intelligence, AI has shifted from passive observation to active, egocentric interaction within immersive virtual environments [4]. By integrating affective feedback loops into these simulators, agents can learn to interpret and respond to human emotional cues, fostering the development of socially-aware intelligence [9]. These emotionally attuned policies can be transferred via sim-to-real methodologies into physical robotics, enabling machines to perform complex tasks while maintaining safe and empathetic interactions in the real world [2, 3].

In this paper, we provide a detailed overview of the EIT Digital Master School’s Master’s programme curriculum and its unified structural framework. We then present the results of a questionnaire-based market analysis conducted for the purpose of educational development. Finally, we describe the specialisations offered at the participating universities. The study pays particular attention to the integration of affective computing into the curriculum, including aspects of embodied artificial intelligence and the related field of robotics. We conclude with a summary of the research findings.

2 Related Work

The programme’s original name was Emotion Artificial Intelligence, and the first cohort began their studies in the fall semester of the academic year 2025/2026. To promote the Master’s programme more effectively, the consortium made changes by mutual agreement following consultations with faculty and students from the

participating universities. Since the second application period, the programme has been listed under the name of Artificial Intelligence with Affective Computing (AIAC) in the EIT Master School’s portfolio.

The landscape of Emotion AI curricula is limited. As part of the market analysis, the consortium conducted a structured review of existing educational offerings on Emotion AI to develop a comprehensive overview of what prospective students might encounter when seeking relevant learning opportunities. The research methodology was designed to simulate the typical discovery process of potential candidates by prioritising the use of widely accessible online search engines. This approach reflects the reality that many prospective students largely rely on search engines as a main source of information when exploring educational pathways. The methodology involved a systematic online search using targeted keyword combinations from the list: “emotion AI,” “emotional AI,” “affective computing,” “course,” “curriculum,” “degree”. These searches were carried out across popular online search engines: Google Search, Bing, Yahoo, DuckDuckGo, and Ecosia. Besides, academic databases, university websites, online course platforms, and broader educational directories were included in this process as well. We examined offerings both within Europe and internationally, with a focus on identifying the content, scope, structure, and delivery format. Particular attention was paid to whether these offerings constituted stand-alone modules, integrated programmes, or specialised tracks within broader disciplines. Our findings indicate that, while there is notable academic research activity in Emotion AI and its applications, formal educational pathways remain limited.

We observed that most educational offerings are individual elective courses, rather than comprehensive, interdisciplinary curricula dedicated to the combination of AI and affective computing.

We finally observe that the same online search with similar keywords in early 2025 returns the AIAC/Emotion AI MSc (supported by EMAI4EU project) as the single curriculum available among the first results, which highlights that EMAI4EU is currently the most visible education programme.

3 Market Analysis

The objective of the market analysis is to help understanding the current landscape of Emotion AI and its applications in various industries. A questionnaire has been developed under the umbrella of the Artificial Intelligence Act [5], a European Union regulation concerning AI. The EU’s AI Act classifies systems available on the

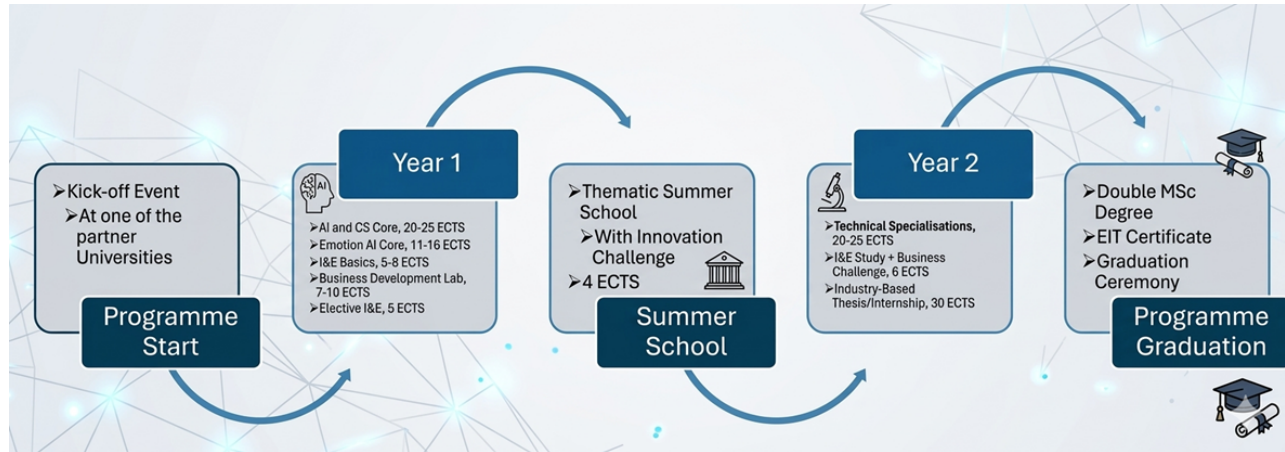


Figure 1: Overview of the structure of the Artificial Intelligence with Affective Computing (AIAC) Master's programme

EU market that use artificial intelligence to some extent according to their risk level. In addition to their in-depth technical knowledge, professionals working in the field of artificial intelligence must be familiar with the predefined risk categories (unacceptable, high, limited, or no risk), as well as the appropriate measures and steps related to development and deployment. To address this legal framework, which entered into force on 1st August 2024, questions on security, reliability and ethical use of AI were also included in the questionnaire. Even before the Act was officially published in July 2024, many of its general guidelines for safe AI were integrated into the design of our market analysis questionnaire, although all the specific details of the legislation were not yet public.

The online survey served a dual methodological purpose: its aim was not only to empirically validate the emerging market gap for emotion AI professionals but also to interpret industry requirements by systematically identifying the specific technical and soft skills demanded by employers. Since an emotion artificial intelligence expert is considered a new, specialised profession, defining its unique value proposition in today's labour market is a key prerequisite for targeted professional training. This research provides the academic sector with the necessary empirical basis for developing and refining specialised curricula. Table 3 presents the alignment of the identified skills with their level of importance and the corresponding educational component. Consequently, this survey ensures that higher education frameworks can be aligned with the technical, psychological, and ethical skills dictated by industry realities, and that graduating professionals enter the labour market equipped with precisely these skills.

The questionnaire was administered via Google Forms and consisted of 5 main parts, allowing participants to complete it in 10 to 20 minutes at most. The five parts addressed by the Survey were: General Information, AI awareness and usage, Future emotional AI outlook, Needs and priorities for Business, Training. All consortium partners distributed the questionnaire from mid-March to June 2024, resulting in more than 113 responses.

To ensure an unbiased questionnaire, we used a 7-point symmetric Likert scale for most response options, with the extreme

ends at 1 (strongly disagree) and 7 (strongly agree), and the mid-point, 4, corresponding to neutrality (neither agree nor disagree). At the beginning of the questionnaire, we have included instructions explaining how to use the scale.

4 Interpretation of the Questionnaire Results

From the data we collected [6], 111 responses were included in the analysis. Regarding the respondents' characterisation as market players, 51.4% came from companies with over 250 employees, while one third of the answers (29.7%) were from individuals or companies of less than 20 employees. 37.8% of the answers originated from the Information Technology and Communication sector, and 18.9% were received from C-Level executives. The second part of the questionnaire pointed out that AI usage is already largely spread over the community (75.7%). When it comes to emotion AI in the third part, while 55.9% of the people interviewed had never heard about emotion AI before taking the survey, a majority see its increasing importance in the years to come. It was observed that about 36% of respondents believed that emotional AI will have significance in their company in the future, while about 44% did not see this growing significance in their company.

In the fourth part related to the benefits foreseen from using emotion AI in the business operations, over half the interviewees saw enhanced user experience benefits (55%), increased personalised interactions (53.2%) and improved customer satisfaction (45.9%). On the other hand, people also saw major interests for mental health support (39.6%), better decision-making (36%), enhanced productivity (33.3%), reduced stress level (27.9%) and enhanced empathy (24.3%). Most of the answers regarding the skills required for an Emotion AI expert outlined the needs for some fundamentals of computer science, such as data analysis (47.7%), natural language processing (47.7%), machine learning (45%), security and privacy (41.4%). However, many also saw the growing importance of acquiring skills in emotion recognition (72.1%), human psychology (67.6%), ethical decision-making (49.5%), and communication skills (45%). Details are shown in Table 3.

A large ratio of respondents (about 46%) acknowledged the idea that emotion AI is an asset for society, while only about 31%

saw emotion AI as a technological bubble. About 23% were undecided/neutral about the question. Finally, when it comes to training in the fifth part, responses showed that companies generally support certifications and continuous learning. However, in the field of emotion AI, only 8.1% of the respondents have already got trained on this topic, while 91.9% have never attended any training in this field.

5 The EIT Digital Master's Structure

The EIT Digital Master School is a coordinating organisation that brings together the resources of many of Europe's leading technical universities to offer double-degree Master's programmes with an innovation and entrepreneurship minor. All 2-year EIT Digital Master's programmes follow the same structure. Students study one year at an entry university and one year at an exit university. The programme involves a mandatory mobility period, which also means that the country location needs to be different for these two options. See Figure 1 for an overview.

To ensure a consistently high standard of education, the European Institute of Innovation and Technology (EIT) conducts quality assessments of the programmes and awards them the EIT label. This label is a mark of recognition for programmes that provide in-depth professional knowledge and practical skills in the fields of innovation and entrepreneurship.

The programme accepts applicants who either hold a bachelor's degree in computer science, information technology, information systems, mathematics, or electrical engineering, or are currently in their final year of a bachelor's degree programme. In addition, we will consider applicants with degrees in psychology, cognitive science, or other relevant fields, provided they demonstrate the necessary foundational knowledge in computer science and information science and technology. The recognition of this knowledge falls within the authority of the universities conducting the admissions process.

The curriculum is structured as a two-year, double-degree programme focused on Emotion AI and entrepreneurship. Figure 1 and Figure 2 are illustrative representations that explain and present the curriculum's structure and core content comprehensively. Table 2 shows the distribution of the total 120 ECTS credits across the modules.

The first year establishes a core foundation in Computer Science and Emotion AI, complemented by a minor in Innovation and Entrepreneurship (I&E). Between the first and second years, students complete a mandatory two-week EIT Digital Summer School focused on identifying business opportunities within socially relevant contexts (see Figure 1).

The modular structure of the first year consists of two main parts: Module 1 (Fundamentals of Artificial Intelligence and Computer Science) and Module 2 (Fundamentals of Emotions and Artificial Intelligence), which span the first and second semesters, respectively. The aim of Module 1 is to provide students with a comprehensive theoretical and practical knowledge of mathematics and computer science, machine learning, deep learning, data representation and processing, as well as ethical, privacy and security considerations.

To ensure the comprehensive application of the acquired competencies, the objective is also to provide students with the ability to

use the latest deep learning frameworks and the software functions of open-source neural networks in a goal-oriented manner.

Module 2 covers the general foundations of human cognitive processes, with a particular focus on the perceptual and cognitive functions necessary for analysing human intentions. Students explore a range of specific domains, including social behaviour, language, memory, and emotions, to better understand the underlying mechanisms of human-AI interaction. In practice, this module enables the recognition, interpretation, and synthesis of emotional states between human partners and embodied artificial intelligence.

This module includes courses designed to impart specialised knowledge that is not typically part of the core curriculum of a Master's programme in Artificial Intelligence. The compulsory subjects align with the skills approved by the consortium and supported by market analysis; at the same time, students remain free to choose courses from the university's local curriculum according to their interests.

The second year of the educational programme consists of Module 3 (Emotion Artificial Intelligence Specialisation), which offers unique specialisations provided by the partner universities, and Module 4 (Master's thesis), which is dedicated to writing the MSc thesis. The MSc thesis must meet the specific content and formatting requirements of each partner university, but overall it is expected to be a scientific work at the master's level that follows general research methodological standards.

Module 5 (Innovation and Entrepreneurship, I&E) includes a business-oriented minor focused on innovation and entrepreneurship. The summer school is also part of this module. During the two intensive weeks of the summer school, students work in groups to solve real-world business challenges related to artificial intelligence that have been proposed by companies. This serves as the key point where the technical modules and the I&E elective intertwine and complement one another.

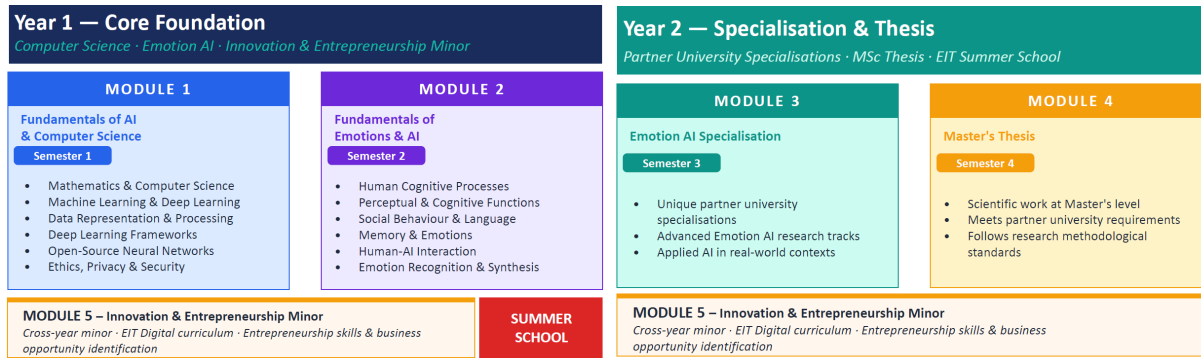
Graduates receive degrees from the two universities and a certificate in their entrepreneurial studies awarded by the European Institute of Innovation and Technology (EIT).

As artificial intelligence continues to transform industries and revolutionise the way people live and work, the next major challenge in development lies in deciphering human emotions and behaviour, so that more intuitive, empathetic systems can be created to improve the quality of life. By mastering the fundamentals of AI as well as the nature of human inner states and cognitive processes, graduates are uniquely prepared to develop user-centred, affective technologies. This comprehensive skill set provides an optimal foundation for launching specialised startups (a goal further supported by the curriculum's innovation and entrepreneurship track), while simultaneously preparing graduates to take on high-level professional and academic roles. As a result, graduates are well-positioned to enter the global labour market as researchers in the fields of emotion artificial intelligence or affective computing, as machine learning engineers specialising in human-AI interaction, as UX data analysts, as human factors experts, developers of digital health and wellness technologies, conversational AI and voice interface designers, entrepreneurs in emotional AI startups, or PhD researchers working in the fields of affective computing, multimodal artificial intelligence, or human-computer interaction.

Table 2: All modules of the AIAC Master's Programme and their respective ECTS credits.

ID	Module Name	Description	ECTS
1	AI and CS Core	Mandatory courses in Artificial Intelligence and Computer Science	20–25 ^a
2	Emotion AI Core	Mandatory courses covering the Emotion Artificial Intelligence	11–16 ^a
3	Emotion AI Specialisations	Advanced topics in Emotional Artificial Intelligence	20–25 ^a
4	MSc Thesis	Mandatory consultations and creation of the MSc thesis work. Internship included	30
5	Innovation & Entrepreneurship	Business minor focused on Innovation and Entrepreneurship Summer School included	30

^aCombined target for Modules 1-3 is 60 ECTS in total. The consortium opted for ECTS ranges to ensure flexibility for the participating universities, rather than specific ECTS points.

**Figure 2: Details of the Artificial Intelligence with Affective Computing (AIAC) modules**

6 Embodied AI in the Curriculum

The programme builds upon existing expertise and courses of the partner universities. The consortium partners agreed on a global set of learning objectives that represent a high level of academic knowledge and student skillset that can be implemented across universities. The main topics of these Global Learning Objectives (GLOs) are the following: Research-level Practice, Emotions and Human-Computer Interactions, Methods for Emotion AI, Major Application Areas, Explainable AI, Software Development, AI in Industry. GLOs are representatives of attitude-forming objectives and comprehensive knowledge on both theoretical and practical domains that a student should obtain during the MSc studies. These high-level objectives are further refined to formulate skills that can be connected with actual courses and knowledge evaluation practices. This process defined the following Overall Learning Outcomes (OLOs):

- OLO1: Scientific Method
- OLO2: Emotion AI Method
- OLO3: Data Management
- OLO4: Emotion AI System Development
- OLO5: Research
- OLO6: Collaborative Approach
- OLO7: Communication of Results and About Emotion AI systems

It is important to highlight that the OLO list considers the necessary skill sets for *both* the technical major and the innovation and entrepreneurship minor, and it also includes the pedagogical

learning outcomes required for a thorough mastery of these two disciplines.

As shown in Table 3, OLO2 ranks among the top four most relevant specialist skills identified by the market research. This falls under the umbrella term Emotion AI Method, which is uniformly assigned to Module 2 within the Master's programme structure. In other words, it refers to the competencies to be acquired during the second academic semester. Module 2 is not exclusively limited to these topics, but its main focus lies here. The consortium has defined the following subject areas for Module 2: human perception, *embodied AI*, emotions and modalities, and natural language processing.

The collectively defined modular principles ensure the consistent delivery of high-quality knowledge. Nevertheless, a certain degree of flexibility is necessary to accommodate the specific characteristics, course offerings, and resources of the partner universities.

7 AIAC Specialisations

The unique specialisations offered by the partner universities are shown on Figure 3. The AIAC programme offers six different specialisations at European universities at the intersection of affective computing, human-centred design, and applied technology. These specialisations cover a wide range of areas: 33% of participating institutions (2 universities) focus directly on the healthcare environment, medical data, and wearable health technologies, while 17% (1 partner) specialise in collaborative, empathetic robotics. In terms of technical focus, 50% of the specialisations (3 universities) emphasise multimodal signal processing to decode simultaneous

Table 3: Linking the key skills identified in the market survey with the OLOs specified in the curriculum development

Skill identified by the market analysis	Level of importance	Connected OLO
Emotion recognition	72,1%	OLO2, OLO4
Human psychology understanding	67,6%	OLO2
Ethical decision-making	49,5%	OLO2, OLO4, OLO6
Natural language processing	47,7%	OLO2
Data analysis	47,7%	OLO1, OLO2, OLO3
Communication skills	45,0%	OLO7
Machine learning	45,0%	OLO2
Empathy development	43,2%	OLO4
Security and privacy	41,4%	OLO4, OLO7
Problem-solving	34,28%	OLO1, OLO5
Advanced user interface	27,9%	OLO2
Uncertainty in AI	26,1%	OLO1, OLO5
Software development	22,5%	OLO4
Automation	14,4%	OLO2
Business rules	10,8%	OLO7
Signal processing	9,9%	OLO2

**Figure 3: The specialisations of the Artificial Intelligence with Affective Computing (AIAC) Master's programme and the universities offering them**

visual, auditory, and textual signals. This technical focus is reflected in the curriculum's strong emphasis on natural language processing (NLP) and conversational systems, which are specifically integrated into half of the specialisations to prepare graduates for the development of advanced generative artificial intelligence and empathetic dialogue agents. The following paragraphs provide more details about each university's unique track.

Humane Aspects of Applied Emotional AI (ELTE). This specialisation focuses on developing applied solutions that close the gap between human mental states and technological task performance. ELTE's curriculum provides a comprehensive foundation for understanding human intentions based on multimodal signals, with a particular emphasis on critical thinking and ethical considerations. Students master advanced techniques in natural language processing and generative artificial intelligence, with a particular focus on human-centred communication required for applications. By combining practical skills in deep learning and computer vision with technology integration ready for business use, graduates are prepared to take on leadership roles in the AI-driven human-machine interaction area.

Emotional AI Embodied in Multimodal Agents (EURECOM). The EURECOM specialisation aims to design and implement emotionally intelligent, multimodal agents capable of processing visual, auditory, and textual information. Students master state-of-the-art methodologies to develop nuanced conversational agents for fields such as virtual therapy and customer service. The curriculum emphasises real-world reliability, ensuring that agents operate seamlessly across different environments while remaining sensitive to user context. Crucially, the curriculum integrates a robust ethical framework that requires students to minimise bias and ensure fairness in the development of emotional artificial intelligence. This holistic approach produces graduates who are capable of striking a balance between technical innovation and responsible, human-centred implementation.

Practical Emotional AI: Healthcare (UPM). The UPM specialisation centres on the design and implementation of AI-based healthcare solutions, ranging from clinical diagnostics to supporting active ageing. Students will master a multidisciplinary toolkit integrating natural language processing, speech analysis, and systems built on IoT sensors to create emotionally sensitive healthcare applications. The primary goal of the curriculum is to develop reliable systems

tailored to patients' needs that function effectively in real-world settings. To this end, the specialisation employs a variety of multi-modal approaches to integrate images, biosensor signals, and even Big Data. This technical foundation enables graduates to bring innovation to the healthcare sector, leveraging diverse information sources to improve the quality and efficiency of medical care.

Holistic Interdisciplinary Aspects (UCA). This specialisation places a strong emphasis on the technical interpretation of human states, with a particular focus on the recognition, measurement, and analysis of emotions prior to system response. The curriculum combines a rigorous engineering approach with the diverse perspectives of the human sciences, among them psychology, ethics, and philosophy. Drawing on expertise in computer science, economics, and the humanities, the curriculum provides a multidisciplinary understanding of emotional behaviour in the digital age.

Emotional AI in Robotic Applications (UNITN). The UNITN specialisation focuses on the design and implementation of advanced robotic systems suitable for a wide range of practical applications. The curriculum places particular emphasis on the development of interactive, multi-sensor networked systems and collaborative robotic solutions capable of empathetic responses. By integrating intelligence and human emotions, the program aims to rethink traditional human-computer interaction paradigms. Students master the technical skills necessary for developing revolutionary technologies, enabling them to take a leading role in the evolving industry of AI-based robotics. This specialisation trains students for the design, development, and implementation of advanced robotic systems tailored for diverse real-world applications.

AI for Gamification and Health Technology (UTU). This specialisation combines affective computing with gamification to advance health technologies through engaging, motivating experiences. Recognising emotional states, AI-based systems can dynamically adjust challenges and provide reinforcement in health applications and wearable devices. The curriculum covers the entire development lifecycle, including game design, biological signal recording, and medical sensor technology, as well as ethical considerations related to gamified environments. Students learn how to combine game mechanics with health data to create motivational platforms that encourage users to make long-term investments in their personal health. This multidisciplinary approach prepares graduates to innovate at the intersection of interactive media and personalised medical technology.

8 Conclusions

This paper presented a new Master's programme dedicated to Artificial Intelligence with Affective Computing (AIAC). It introduced the structure and design considerations of the new programme. The development of the Master's programme curriculum was informed by a questionnaire-based market analysis. The market research showed existing demand for professionals who not only have a high level of AI knowledge and entrepreneurial skills, but also understand the ethical, legal and human impact of AI use.

Another insight provided by the market analysis is that Emotional AI aspects have become part of many emerging and hyped innovations. A growing number of companies are becoming open to

incorporating AI into their everyday workflows. However, a major deterrent for companies is the issue of reliability and transparency of AI systems. Such issues may range from data security to ethically trustworthy decision-making and beyond.

The market analysis and curriculum design resulting from it, as presented in this paper, are the main pillars of the Emotion Artificial Intelligence specialists for Europe (EMAI4EU) project, which has been created to train emotional AI specialists and is unique in Europe. This programme is one of the most recent options offered by the EIT Digital Master School.

The double-degree Master's programme was designed and is being implemented as a collaboration of several prestigious European universities. The partner universities (ELTE, POLIMI, UNITN, UR, UCA, EURECOM, UPM, UTU), provide AI specialists with a general, comprehensive knowledge base that can be used in a variety of professions (Human-Centred AI Designer, Emotion AI Consultant, AI Developer, AI Research and Development Manager). In addition, students of the programme are also equipped with knowledge that borders on psychology and cognitive science to help lay the foundations for human-centred, responsive systems.

The AIAC Master's programme by EMAI4EU also provides legal and ethical knowledge to support training. The universities' specialisations cover a wide range of areas such as healthcare, robotic applications and interdisciplinary opportunities.

The AIAC Master's programme, created in the EMAI4EU project, answers documented market demand and provides high-quality education for future emotion AI professionals. The diversity of specialisations provided by partner universities offer a unique opportunity for these professionals to grow their expertise in a variety of subdomains of Artificial Intelligence with Affective Computing.

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