CHERNIVTSI
LAW SCHOOL

ЧЕРНІВЕЦЬКИЙ
НАЦІОНАЛЬНИЙ
УНІВЕРСИТЕТ
ІМЕНІ ЮРІЯ ФЕДЬКОВИЧА

Yuriy Fedkovych Chernivtsi National University
Faculty of Law
Department of International Law and Comparative Law

"APPROVED"

Dean of the Law Faculty
____prof. Vitalii GORDIEIEV
August 28, 2026

EDUCATIONAL PROGRAM
academic discipline

INTERNATIONAL ENVIRONMENTAL LAW
compulsory academic discipline

Educational Programme: "International Law"
Specialty: 293 International Law
Field of Study: 29 International Relations
Level of Higher Education: First (Bachelor's) Level
Faculty of Law
Language of Instruction: Ukrainian

Chernivtsi, 2026

The Work Programme of the Academic Discipline "International Environmental Law" has been developed in accordance with the Educational Programme "International Law" for the training of students at the first (Bachelor's) level of higher education in Specialty 293 International Law, Field of Study 29 International Relation.

Developer:
Vitalii Yaremchuk, *Assistant Prof., PhD in International Law, Assistant Prof.*

Lecturer responsible for teaching this academic discipline:
Vitalii Yaremchuk, *Assistant Prof., PhD in International Law, Assistant Prof.*

Agreed with the Guarantor of the Educational Programme "International Law" _____ **Prof. SVITLANA KUCHUK**

Approved at the meeting of the Department of International Law and Comparative Law
Protocol No. 1
dated "27" August 2026

Acting Head of the Department
of International Law
and Comparative Law _____ **Prof. Svitlana KARVATSKA**

Approved by the Scientific and Methodological Committee of the Faculty of Law
Protocol No. 1 dated "28" August 2026

Chair of the Scientific
and Methodological Committee _____ **Assist. Laura BZOVA**

The purpose of the academic discipline 'International Environmental Law' is designed for students pursuing a 'Bachelor's Degree' to understand the concept, structure, and sources of international environmental law; study the history of environmental law; and develop knowledge of the concept of international environmental law, etc. Purpose of the subject: development of skills and abilities to analyze international agreements in the field of environmental protection and interpretation of their norms; development of fluency in concepts and categories of international environmental law; improving the ability to search and process scientific and regulatory information; familiarizing students with the main theoretical provisions of the International Environmental Law science; promoting the development of a scientific worldview and creative thinking in mastering the basics of international environmental law and providing students with practical skills in working with international legal sources.

Prerequisites. The academic discipline relies on prior study of "Theory of International Relations", "History of International Law", "Public International Law (General Part)", and "Public International Law (Special Part)".

Prerequisites for Learning Outcomes and Competences: Upon completion of the academic discipline, the higher education applicant will acquire the following competences enshrined in the Educational and Professional Programme "International Law" for the preparation of applicants of the first (bachelor's) level of higher education in specialty 293 International Law:

General Competences

GC 1. Ability to abstract thinking, analysis, and synthesis.

GC 2. Ability to learn and master modern knowledge.

GC 4. Ability to communicate in a foreign language.

GC 13. Ability to present the results of one's professional activities and argue for them persuasively.

Special (Professional) Competences

SC 2. Ability to form judgements in the fields of international law, European Union law, national law, and comparative legal studies, taking into account social, scientific, and ethical aspects.

SC 4. Ability to interpret and apply European Union law, participate in the approximation (adaptation) of Ukrainian legislation to EU law, and provide legal support for the European and Euro-Atlantic integration of Ukraine.

SC 7. Ability to provide legal opinions and consultations on issues of public international and private international law, European Union law, the national law of Ukraine, and the law of other states; to forecast and assess legal risks of foreign policy and foreign economic initiatives, as well as ways to minimize them.

SC 8. Ability to conduct discussions and debates on international legal and general legal issues, and to prepare cases for consideration in Ukrainian, foreign, and international courts and arbitrations.

SC 9. Ability to conduct diplomatic and business correspondence, and to analyze the content, character, and legal nature of international legal documents.

Learning Outcomes

LO 1. Know and understand the foundations of a state's foreign policy, the nature and dynamics of international relations and international cooperation at the universal and regional levels; identify the legal status of subjects of international relations and the character of interaction between them.

LO 2. Understand the historical context of the formation of international legal norms and institutions, as well as the values underlying them; forecast the main directions of development of international and national law.
LO 4. Analyze the dynamics of the approximation of Ukrainian legislation to European Union law, and take into account the legal aspects of European and Euro-Atlantic integration processes when solving complex professional tasks.
LO 5. Perform comparative analysis of legal systems, assess and argue their shortcomings and advantages, find and interpret relevant foreign legislation, provide consultations on its content and application practice, and assess and minimize risks of legally significant actions taking into account the multiplicity of legal systems and jurisdictions.
LO 8. Draft international treaties and related documentation (laws on ratification, explanatory notes, etc.) in Ukrainian and foreign languages; draft procedural documents, texts of draft laws, explanatory notes, comparative tables, and other accompanying documentation for draft laws; conduct diplomatic and business correspondence.
LO 10. Communicate fluently on professional issues in the state language and foreign languages both orally and in writing, and use legal terminology professionally.
LO 11. Ensure effective communication in an international environment, know and apply the rules of diplomatic protocol and business etiquette, take into account the features of intercultural communication, and demonstrate tolerance and respect for the diversity, traditions, and values of representatives of other states.

Learning outcomes:

The academic discipline 'Diplomatic and Consular Law' will allow students to:

- **A) know and understand the subject area:**
  - theoretical foundations of the concept, structure, and sources of diplomatic and consular law;
  - the system of organs of state external relations;
  - the legal status, functions, and structure of diplomatic missions and consular posts.
- **B) the following cognitive skills in the subject area of international law:**
  - to recognize the peculiarities of diplomatic and consular norms in legal reality;
  - to study the history and evolution of diplomatic and consular institutions;
  - ability to apply legal knowledge and acquired skills to promptly solve cases in diplomatic and consular practice, as well as to assess legal incidents;
  - to analyze problems of modern multilateral diplomacy and consular relations.
- **C) the following practical skills in the subject area of international law:**
  - work with texts of bilateral and multilateral treaties (such as the Vienna Conventions), conventions, and other legal documents, as well as their interpretation in relation to specific situations of international life;
  - prepare draft foreign diplomatic correspondence and consular documents;
  - apply appropriate legal sources to practical cases;
  - find appropriate and sufficient arguments to justify the legal status of diplomatic agents and consular officers.

Description of the discipline

General information

Name of the academic discipline: International Law in Action: Investigating International Crimes												
Form of study	**Year of preparation**	**Semester**	**Quantity of**		**Number of hours**						**Control measure**
			credit	**hours**	**Lectures**	**practical**	**seminars**	**laboratories**	**independent work**	**individual tasks**	
Full-time	IV	VIII	3.0	90	15	30	-	-	45	-	exam
Part-time	-	-	-	-	-	-	-	-	-	-	-

Structure of the academic discipline content

Names of content modules and topics	Number of hours											
	full-time form						part-time form					
	total	including					total	including				
		L	P	lab	ind	sec. g.		l	p	lab	ind	sec. g.
1	2	3	4	5	6	7	8	9	10	11	12	13
Topics of lectures	**Content Module 1**. Concepts and main categories of international environmental law											
Topic 1. Emergence and Development of International Environmental Law	7	1	2		4							
Topic 2. The Principles of International Environmental Law	8	1	3		4							
Topic 3. Main Features of International Environmental Law	7	2	2		3							
Topic 4. Human Rights and the Environment	7	2	2		3							
Topic 5. State responsibility for environmental damage	7	1	3		3							
Topic 6. Environmental Dimensions of International Security	7	1	3		3							
Total for CM1	**43**	**8**	**15**		**20**							
Topics of lectures	**Content module 2.** International legal protection of environmental components											
Topic 7. Climate	9	1	3		5							

change and atmospheric pollution												
Topic 8. Oceans, Seas and Freshwater	8	1	2		5							
Topic 9. Species, Ecosystems and Biodiversity	8	1	2		5							
Topic 10. Nuclear energy and the environment	7	1	2		4							
Topic 11. International regulation of toxic substances	8	1	3		4							
Topic 12. Implementation: traditional and new approaches	7	2	3		2							
Total for CM 2	**47**	**7**	**15**		**25**							
Total hours	**90**	**15**	**30**		**45**							

Topics of lectures

№	Topic name
1.	**Emergence and Development of International Environmental Law** 1. Permanent Sovereignty over Natural Resources. 2. The Stockholm Conference on the Human Environment (1972). 3.The Rio Conference on Environment and Development (1992).
2.	**The Principles of International Environmental Law** 1. Prevention in International Environmental Law. 2. Balance in International Environmental Law. 3. From Principles to Regulation.
3.	**Main Features of International Environmental Law** 1. The 'Environment' as a Legal Object. 2. International Structures and Actors. 3. Transnational Environmental Governance.
4.	**Human Rights and the Environment** 1. Identifying Human Rights Provisions with Environmental Content. 2. Human Rights and Climate Change. 3. Human Rights and Environmental Protection.
5.	**State responsibility for environmental damage** 1. The basis of state responsibility. 2. State liability for damage. 3. The International Law Commission's articles on liability.
6.	**Environmental Dimensions of International Security** 1. The Environment and the Law of War. 2. Environmental Dimensions of Recourse to War. 3. Environmental Security in Post-conflict Settings.
7.	**Climate change and atmospheric pollution** 1. The Two Pillars of the Regime. 2. The United Nations Framework Convention on Climate Change. 3. The Kyoto Protocol of 1997. 4. The Paris Agreement of 2015.
8.	**Oceans, Seas and Freshwater** 1. The International Regulation of the Marine Environment. 2. The International Regulation of Freshwater Resources.
9.	**Species, Ecosystems and Biodiversity** 1. Regulatory Approaches. 2. Protection of Species.
10.	**Nuclear energy and the environment** 1. The legal effect of IAEA health and safety standards. 2. International agreements on nuclear safety.
11.	**International regulation of toxic substances** 1. International regulation of toxic chemicals. 2. Protection of the Marine Environment from toxic substances.
12.	**Implementation: traditional and new approaches**

	1. Implementation: Traditional Approaches. 2. Implementation: New Approaches.

Topics and plans of seminars
Not provided by the curriculum

Topics of the practical classes

№	Topic name
1.	**Emergence and Development of International Environmental Law** 1. International Environmental Law: meaning. 2. Permanent Sovereignty over Natural Resources. 3. The Stockholm Conference on the Human Environment (1972). 4.The Rio Conference on Environment and Development (1992). 5. The World Summit on Sustainable Development (2002). 6. The Rio Summit (2012). 7. The 2030 Agenda for Sustainable Development (2015) and the Future of Global Environmental Governance.
2.	**The Principles of International Environmental Law** 1. Concept of principles of international environmental law. 2. Imperative principles of international law. 3. Prevention in International Environmental Law. 4. Balance in International Environmental Law. 5. From Principles to Regulation.

3.	**Main Features of International Environmental Law** 1. Sources of international environmental law. 2. The 'Environment' as a Legal Object. 3. International Structures and Actors. 4. Transnational Environmental Governance.
4.	**Human Rights and the Environment** 1. Identifying Human Rights Provisions with Environmental Content. 2. The environment in human-rights treaties. 3. The environment in national constitutions. 4. The UN Draft Principles on Human Rights and the Environment. 5. Human Rights and Climate Change. 6. Human Rights and Environmental Protection.
5.	**State responsibility for environmental damage** 1. The basis of state responsibility. 2. State liability for damage. 3. The International Law Commission's articles on liability.
6.	**Environmental Dimensions of International Security** 1. The Environment and the Law of War. 2. Environmental Dimensions of Recourse to War. 3. Environmental Security in Post-conflict Settings.
7.	**Climate change and atmospheric pollution** 1. The Two Pillars of the Regime. 2. The United Nations Framework Convention on Climate Change. 3. The Kyoto Protocol of 1997. 4. The Paris Agreement of 2015.
8.	**Oceans, Seas and Freshwater** 1. The International Regulation of the Marine Environment. 2. The International Regulation of Freshwater Resources. 3. General characteristics of regional international legal acts in the field of protection marine environment.
9.	**Species, Ecosystems and Biodiversity** 1. International legal acts of a universal nature in the field of animal and plant protection. 2. International legal acts on certain aspects of protection in the field of animal and plant protection. 3. General characteristics of regional international legal acts in the field of animal and plant protection.
10.	**Nuclear energy and the environment** 1. The legal effect of IAEA health and safety standards. 2. International agreements on nuclear safety.
11.	**International regulation of toxic substances** 1. International regulation of toxic chemicals. 2. Protection of the Marine Environment from toxic substances.
12.	**Implementation: traditional and new approaches** 1. Implementation: Traditional Approaches.

	2. Monitoring and Reporting. 3. Dispute Settlement and Legal Consequences. 4. International Environmental Adjudication. 5. The Consequences of Environmental Damage. 6. Implementation: New Approaches. 7. Techniques to Facilitate Compliance. 8. Techniques to Manage Non-compliance.

Independent work

Independent student work constitutes the primary means of mastering the study material and is carried out during extracurricular hours provided for in the thematic plan of the academic discipline.

During the study of the discipline, students must learn to think independently, deepen their acquired theoretical knowledge, and master practical skills in making legal decisions. Answers to the questions must be outlined in the form of study notes (summarized), presented concisely and clearly, with mandatory references to the sources used. The form of control over independent work includes the inspection of student notes or discussion during seminar classes. Questions assigned for independent work are submitted for current, modular, and final semester assessment.

To independently determine the level of mastery of theoretical material, students are provided with questions for self-assessment of acquired knowledge.

№	Topic name	Tasks for Independent Student Work	Number of hours
1	Emergence and Development of International Environmental Law	• Analyze the legal evolution of the principle of permanent sovereignty over natural resources from UNGA Resolution 1803 (XVII) to modern environmental treaties.	4
2	The Principles of International Environmental Law	• Examine the customary legal status of the no-harm principle and the obligation to conduct Environmental Impact Assessments (EIA) based on ICJ case law.	4
3	Main Features of International Environmental Law	• Explore the legal definitions and boundaries of the "environment" as an object of international protection under treaty regimes.	3
4	Human Rights and the Environment	• Analyze UNGA Resolution 76/300 recognizing the human	3

		right to a clean, healthy, and sustainable environment.	
5	State Responsibility for Environmental Damage	• Analyze the conditions under which transboundary environmental harm triggers state responsibility under the ILC Articles on Responsibility of States for Internationally Wrongful Acts.	3
6	Environmental Dimensions of International Security	• Analyze the protection of the natural environment during armed conflict under Protocol I Additional to the Geneva Conventions and the ENMOD Convention.	3
7	Climate Change and Atmospheric Pollution	• Compare the core pillars of climate diplomacy: mitigation, adaptation, loss and damage, and climate finance.	5
8	Oceans, Seas and Freshwater	• Examine Part XII of the 1982 UN Convention on the Law of the Sea (UNCLOS) regarding the protection and preservation of the marine environment.	5
9	Species, Ecosystems and Biodiversity	• Compare regulatory strategies in nature conservation: species-specific protection (CITES, CMS) versus ecosystem/habitat protection (Ramsar, World Heritage).	5
10	Nuclear Energy and the Environment	• Examine the legal nature and normative weight of International Atomic Energy Agency (IAEA) safety standards and codes of practice. • Analyze key treaties on nuclear safety, including the Convention on Nuclear Safety (1994) and the	4

		Convention on Early Notification of a Nuclear Accident.	
11	International Regulation of Toxic Substances	• Analyze the "chemicals cluster" of MEAs: Basel (hazardous wastes), Rotterdam (PIC procedure), Stockholm (POPs), and Minamata (mercury) Conventions.	4
12	Implementation: Traditional and New Approaches	• Contrast traditional "command-and-control" enforcement mechanisms with non-confrontational compliance procedures in MEAs.	2

Criteria for Assessment of Student Independent Work

Student independent work is evaluated based on the verification of lecture notes, written assignments (essays, papers), maintenance of a legal terminology glossary, test results, and participation in discussions according to the following criteria:

- **5 points** – The student demonstrates comprehensive and deep mastery of the course material, thoroughly covering the substance of the assigned self-study topics. Written notes are concise, well-structured, and clear. During discussions, the student presents arguments independently and convincingly, properly referencing essential as well as supplementary sources.
- **4 points** – The student displays a proficient command of the learning material, presenting it confidently and with sound justification. Prepared notes address the assigned questions primarily using mandatory literature. Minor, non-substantial inaccuracies are made, which the student can correct independently.
- **3 points** – The student generally understands the material and presents its core content, but lacks deep analysis, thoroughness, and robust argumentation. The material is prepared without relying on the full scope of required literature. The student makes occasional substantial inaccuracies or errors during discussions.
- **2 points** – The student demonstrates only fragmentary or partial knowledge of the material, presenting it superficially, incompletely, and without proper justification. During discussions, the student confuses basic terminology, fails to reason independently, and requires guiding questions from the instructor.
- **1 point** – The student exhibits minimal mastery of the learning material. The student is unable to outline the self-study questions, fails to comprehend theoretical concepts, and makes critical errors.

Methods and educational technologies

Teaching methods and educational technologies. Teaching is based on close interaction between the teacher and the student, using interactive methods to help students develop analytical skills, the ability to make logically sound arguments and understanding of international legal aspects from the standpoint

of the doctrine and principle of the rule of law. During lectures, explanatory and illustrative, cognitive search and interactive methods of learning and teaching are mainly used: explanation of new material that is problematic in the form of reports, discussions, consultations, solving situational tasks, using the latest information and communication technologies; organization of the lecture in a form where students can reasonably express their views and analyze the positions of different countries, demonstration of presentations, interactive platforms, virtual excursions, etc.

The combination of competency-based and interactive approaches is the basis for organizing and conducting practical classes in the discipline. Individual or group work is used, which includes colloquia, debates, solving real cases, tasks that require the collection, systematization and analysis of information from national and international sources, its international legal assessment. In addition, the method of using information and communication technologies is applied, including demonstration of presentations, reports, essays, and teamwork with the regulatory framework

CONTROL AND EVALUATION OF STUDENTS' ACADEMIC ACHIEVEMENTS IN THE PROCESS OF STUDYING THE DISCIPLINE

Tools for evaluating and demonstrating learning outcomes can be:

- test papers;
- standardized tests;
- research papers;
- essay;
- presentations of the completed tasks results and research;
- student presentations and presentations at scientific events;
- other types of individual and group tasks.

Forms of conducting classes: lectures, practical classes. The organization of students ' work involves a conceptual and categorical array for each topic, survey and independent tasks, working with scientific literature, as well as solving problem and creative tasks.

Ongoing control: it is carried out in the classroom through oral survey, quick survey; written independent works (essays); making a glossary; solving creative tasks; cooperative learning in pairs and groups; self-control.

The final control form is an oral examination involving the completion of three theoretical tasks.

Criteria for continuous assessment of student knowledge

Answering and conducting in-class writing activities	Evaluation criteria
5 points	The student fully possesses the educational material, freely and independently and reasonably teaches it during oral presentations and written answers
4 points	The student sufficiently completes knowledge of the educational material, performs it during oral presentations and written activities
3 points	The student generally knows the material and uses its main content during oral and written activities answers, but without a deep and comprehensive analysis
2 points	The student does not have full knowledge of the study material. He/she explains it fragmentarily, superficially (without

	argumentation and justification) during oral presentations and written answers.
1 point	The student has partial command of the educational material and is not able to explain the content of most of the questions of the topic during the oral and written activities.
0 point	The student does not know the educational material and is not able to explain it, does not understand the content of theoretical questions.

Criteria for evaluating learning outcomes at the exam

Completion of the task requires a comprehensive and substantive response (evaluated on a scale from 0 to 50 points):

Students who fully and thoroughly address the theoretical question, using not only the mandatory but also additional literature, receive **45-50 points.**

Students who generally address the theoretical question but do not do so fully and make some inaccuracies receive **35-44 points.** They also do not adequately use the required literature.

Students who correctly identify the essence of the question but do not fully address it, making some minor errors, receive **25-34 points.**

Students who correctly identify the essence of the question, partially address it, and make some errors that do not significantly affect the overall understanding of the question receive **16-24 points.**

Students who correctly identify the essence of the question but provide insufficient or superficial coverage of most of its individual provisions, along with some errors that partially impact the overall understanding of the issue, receive **11-15 points.**

Students who only partially and superficially address individual aspects of the question, making substantial errors that significantly impact the overall understanding of the question, receive **0-10 points.**

The final grade, as an indicator of the results of studying the discipline, consists of the total number of points for the current assessment - 50 points and the final module control (test) - 50 points, according to the 100-point university scale

Distribution of points awarded to students

<table>
<tr><td colspan="12">Ongoing assessment (classroom and independent work)</td><td rowspan="2">Number of points (test paper)</td><td rowspan="2">Total number of points</td></tr>
<tr><td colspan="6">Content module No. 1</td><td colspan="6">Content module No. 2</td></tr>
<tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td><td>T5</td><td>T6</td><td>T7</td><td>T8</td><td>T9</td><td>T10</td><td>T11</td><td>T12</td><td rowspan="2">50</td><td rowspan="2">100</td></tr>
<tr><td>4</td><td>4</td><td>4</td><td>5</td><td>4</td><td>4</td><td>5</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr>
</table>

T1, T2 ... T9 – content module topics.

Assessment scale: national and ECTS

Recognition of Non-Formal Education Results

The individual learning pathway of a higher education student within the study discipline is also implemented through participation in non-formal/informal education. The recognition of non-formal education results is carried out based on the Procedure for Recognition of Learning Outcomes Acquired through Non-Formal and/or Informal Education at Yuriy Fedkovych Chernivtsi National University (URL: https://media.chnu.edu.ua/media/4g5fzssb/poriadok-vyznannia-rezultativ-navchannia-zdobutykh-shliakhom-neformalnoi-ta-abo-informalnoi-osvity.pdf).

Provided that a valid certificate is presented, the student is awarded **3 points** for the corresponding topic, which is equivalent to completing practical class assignments. The recognition applies to the completion of specific discipline-related topics on reputable online platforms such as Coursera, Prometheus, or HELP training courses, including, but not limited to, the following:

- **Global Environmental Management** (освітня платформа Coursera — Technical University of Denmark / DTU):

  https://www.coursera.org/learn/global-environmental-management

- **Environment and Human Rights** (освітня платформа Council of Europe HELP Programme):

  https://help.elearning.ext.coe.int/enrol/index.php?id=1682 *(або відповідний спеціалізований модуль платформи HELP щодо екологічних прав)*

- **Our Earth's Future** (освітня платформа Coursera — American Museum of Natural History):

  https://www.coursera.org/learn/earth-future

- **International Law in Action: Investigating International Crimes and Human Rights Violations** (освітня платформа Coursera — Universiteit Leiden):

  https://www.coursera.org/learn/international-law-in-action-investigating-crimes

Recommended literature

The basic (core)

1. Birnie P., Boyle A. and Redgwell C. International law and the environment. 4th ed. Oxford: Oxford University Press, 2021. 904 p.
2. Dupuy, P. and Viñuales, J.. International environmental law. 2nd edn. Cambridge: Cambridge University Press, 2018. 522 p.
3. Fisher E., Lange B, and Scotford E. Environmental Law: Text, Cases & Materials 2nd ed. Oxford: Oxford University Press, 2019. 888 p.
4. Hey E. Advanced Introduction to International Environmental Law. Cheltenham, UK etc.: Edward Elgar Publishing, 2016. 200 p.
5. Knox J. and Pejan R. The human right to a healthy environment. Cambridge,United Kingdom: Cambridge University Press, 2019. 306 p.

Auxiliary literature

1. Kubasek, N. K./Silverman, G.S.: Environmental Law, Prentince-Hall, 8 Ed., 2013.

2. Lee M. EU Environmental law, Governance and Decision Making: Hart Publishing, 2nd edn, 2014. 270 p.
3. McEldowney, J./McEldowney, S.: Environmental Law, Longman, 2010.
4. Scotford E. Environmental Principles and the Evolution of Environmental Law, Oxford: Hart Publishing, 2017. 320 p.
5. United Nations Environment Programme. Trade and Green Economy: A Handbook, Geneva: UNEP, 3rd ed., 2014.

Academic integrity policy

Compliance with the academic integrity policy by participants in the educational process during the study of the educational component is regulated by current CHNU documents:

- 'Code of Ethics of Yuriy Fedkovych Chernivtsi National University': https://www.chnu.edu.ua/universytet/normatyvni-dokumenty/etychnyi-kodeks-chernivetskoho-natsionalnoho-universytetu-imeni-yuriia-fedkovycha/;
- 'Regulations on the Detection and Prevention of Academic Plagiarism at Yuriy Fedkovych Chernivtsi National University': https://www.chnu.edu.ua/universytet/normatyvni-dokumenty/polozhennia-pro-vyiavlennia-ta-zapobihannia-akademichnomu-plahiatu-u-chernivetskomu-natsionalnomu-universyteti-imeni-yuriia-fedkovycha/;
- 'Policy on the Use of Artificial Intelligence at Yuriy Fedkovych Chernivtsi National University': https://www.chnu.edu.ua/universytet/normatyvni-dokumenty/polityka-vykorystannia-shtuchnoho-intelektu-v-chernivetskomu-natsionalnomu-universyteti-imeni-yuriia-fedkovycha/.

The use of artificial intelligence (AI) tools by students in completing academic assignments:

- is permitted provided that the principles of academic integrity are observed (the student bears responsibility for the content, reliability, and results of the submitted work, and in the event of using AI, is obligated to disclose the fact and manner of its application);
- is prohibited when AI is used as a substitute for the independent completion of assignments or for the purpose of violating academic integrity requirements;
- additional restrictions or requirements regarding the use of AI may be established by the instructor in the educational process for specific types of learning activities in accordance with the particulars of the discipline.