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Daffodil International University

Department of Software Engineering

Faculty of Science & Information Technology

Mid Semester Examination Fall 2026

Course Code: SE441; Course Title: Software Engineering Professional Ethics

Teachers & Sections: FF (40-A, 40-B, 40-C, 40-D, 40-H), ST (40-E, 40-F, 40-G)

Duration: 1:30 Hours **Marks: 25**

Answer ALL Questions

[The figures in the right margin indicate the full marks and corresponding course outcomes. All portions of each question must be answered sequentially.]

1.	*a)*	**Describe four ethical frameworks** that you have learned in class.	[Marks – 4]	CLO1 Level 2
	b)	**Describe the fundamental principles** of **ethics** and **explain the difference** between **General Ethics, Professional Ethics**, and **Computer/ICT Ethics.**	[Marks – 6]	
2.	You are working as a **software engineering intern** at a software development company in Dhaka. Your team is developing an **e-commerce application** for a client. To accelerate development, a **senior developer** proposes incorporating **a commercial software library** into the project without checking its **license** or obtaining the **necessary authorization**. The developer argues that the **client expects delivery within a short deadline** and that **other companies sometimes follow the same practice**. You understand that **unauthorized use of software** may **violate intellectual property rights** and expose the company to **legal, financial**, and **reputational risks**. You must decide how to respond while **maintaining professional relationships** and **meeting project requirements.**		CLO2 Level 4	
	a)	Compare the appropriate **professional dos** and **don'ts** concerning **software licensing, intellectual property**, and **professional responsibility**.	[Marks – 3]	
	b)	**Examine** the potential **legal and professional consequences** of **continuing this practice** and suggest **two practical measures** to **promote** an **ethical culture** within the team.	[Marks – 5]	
3.	You are part of a **software development team** building an **online education platform** for students in Bangladesh, including **learners from rural and economically disadvantaged communities**. During a **security review**, you discover that the platform stores students' **personal information, examination results**, and **login credentials without adequate security protections**. This creates a **risk** of **unauthorized access, identity misuse**, and **disclosure of sensitive information**. When you report the issue, the **project manager** suggests **postponing security improvements** until **after the next release** because the team must **prioritize new features requested by the client**. The **manager believes** that **releasing the new features on time will benefit more students**. However, you are **concerned** that **ignoring the security weaknesses may harm students** and **undermine public trust in the platform.**		CLO3 Level 4	
	a)	**Analyze** the concepts of **social context of computing** and **individual rights** in this scenario considering **individual privacy, student welfare**, and **equitable access to education.**	[Marks – 3]	
	b)	**Compare two possible strategies** for preventing the **violation of individual rights** and **analyze** their **effectiveness** in **reducing** the **privacy and security risks** mentioned in the scenario.	[Marks – 4]	