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We will present how the use of service-learning projects helps students in liberal arts courses gain greater understanding of math, as well as to improve their understanding of math language, ability to communicate solutions, and write recommendations to clients. Student teams complete client driven projects which emphasize discrete math. Given a project, a team meets its client organization; defines the problem; formulates the model; and writes research issues. A team focuses on data needs, statistical measures, and technological skills necessary to solve its problem. They write journals and communicate their ideas. In the classroom, students learn core math concepts. Finally, teams write reports and make presentations. We use rubrics to evaluate students' learning consisting of exams, projects, reports, presentations, and recording course work in student portfolios. We will discuss a completed project; the learning environment; how the activities were conducted and evaluated; how projects fit into the course; the technology; the students' reactions, and the effect of the project on the students' attitudes. We will provide handouts including rubrics used to assess student learning and the list of completed projects pursued in our interdisciplinary course Mathematics in Action. (Received September 07, 2012)