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Mathematicians have traditionally been a select group of academics that produce high-impact ideas allowing substantial results in several fields of science. Throughout the past 100 years, undergraduates enrolling in mathematics or statistics have represented a nearly constant rate of approximately 1% of bachelor degrees awarded in the United States. Even within STEM majors, mathematics or statistics only constitute about 4% of degrees awarded nationally. However, the need for STEM professionals continues to grow and the list of needed occupational skills rests heavily in foundational concepts of mathematical modeling curricula, where the interplay of measurements, computer simulation and underlying theoretical frameworks takes center stage. We cannot expect a majority of these undergraduates to pursue a double-major that includes mathematics. Similarly, we cannot assume that the number of degrees in mathematics will increase, or that those with such a mathematics degree would be capable of professional work in a STEM field that they have not studied. Given that increasing double-majors with mathematics is not viable, we present our solution, some early results of implementation, and a plan for nationwide adoption. (Received September 21, 2018)