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Surveys taken find that employers want to hire graduates who have experienced a team centered multidisciplinary approach. Employers opine that graduates need to witness and participate in the full range of activities required to perform a job not just functional area textbook knowledge. Employers believe that graduates need to be better prepared for real world situations and to have hands-on experience in applying analytical tools. In this paper, we describe our experiences in team teaching an interdisciplinary course entitled, Mathematics in Action: Social and Industrial Problems that we developed and team-taught for first-year students of Business, Economics, Education, Liberal Arts and Sciences, Nursing, and School of Public and Environmental Affairs. This course is part of an NSF sponsored grant awarded to the Indiana University system entitled Mathematics Throughout the Undergraduate Curriculum. One of the main benefits students see from our course is their chance to work with actual organization. As one student says "we actually got to use things like probability and frequency tables and see that it worked. We were not just taking a test." In addition, this introductory course prepares students for project based active learning approaches generally being adopted by most other disciplines. The course further emphasizes a holistic approach to problem solving by integrating discipline specific problems with mathematics, statistics, technology, teamwork, writing and presentation. (Received August 30, 2000)