This paper highlights some of the challenges of teaching introductory-level digital humanities courses in undergraduate and graduate classrooms, and describes pedagogical solutions developed at UCLA and the University of Washington to address these challenges. These solutions include building digital humanities curricula that are effective in promoting digital literacies, including best practices for project management, for working with data, and interpreting and presenting analyses. From a faculty standpoint, the paper suggests strategies for building collaborative partnerships between librarians and faculty to best leverage each respective group’s strengths.