In 2012, the number of undocumented immigrants in the United States was estimated at 11.2 million (Passel & Cohn, 2014), with over 2.5 million of those individuals eligible for Deferred Action for Childhood Arrivals (DACA; Migration Policy Institute, n.d.). Undocumented immigrants are individuals who are not U.S. citizens, do not hold current permanent resident visas, and have not been granted admission under rules for longer-term residence or work permits (Passel & Cohn, 2014). DACA refers to President Obama’s executive action announcement in 2012, which grants some undocumented immigrants a reprieve from deportation, the ability to receive a Social Security number, the capability to work, and lawful presence (U.S. Citizenship and Immigration Services, n.d.). The immigration status of individuals who have received DACA is often referred to as DACAmented. The before-mentioned figures, coupled with the numerous federal, state, and local policies enacted in recent years (Institute for Higher Education Law and Governance [IHELG], 2015a, 2015b; Nienhusser, 2015) that impact undocumented and DACAmented students’ college access, make the higher education policy implementation environment for these students a timely phenomenon to examine. While undocumented and DACAmented students are often grouped into one category, we deliberately mention both to highlight the importance of examining their individual group needs. Policies affecting these groups involve a complicated and interconnected web of federal, state, and local actions left to higher education institutional agents to interpret and implement in areas such as admission requirements, residency requirements, academic/certification requirements, and counseling,