

ABSTRACT

Many of today's landscape architecture practitioners and students entered the profession because of their love of nature and plants. As universities address many changes in professional course content, some of the original hallmarks have been arguably marginalized. Are landscape architects slowly abandoning the very materials that separate them from other design professionals: plants and planting design? A CELA paper presented 22 years ago stated that "planting design has always been an essential component of landscape architecture as viewed by the public and those in the field" (Koepke and Myers, 1992). The paper investigated then-current planting design trends by identifying and interviewing eleven professionals who described the role of plants in practice. A 2012 study provided information about plant-based course requirements in 46 of 67 accredited landscape architecture degree programs in the United States (Brittenuum, 2013). A wide array of plant-related course requirements was revealed. Findings from both studies indicated additional plant-based information from practitioners can clarify new educational directions. This paper presents information about plant usage in professional practice gathered through interviews with twenty-two landscape architecture practitioners. These recorded interviews were transcribed and analyzed to apprise educators about the role of plant-based information in today's professional practice. It provides annotated opinions of landscape architects and relevant insights that may serve to enlighten academics and highlight future demands on the profession and thus on graduates entering practice.